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**APPENDIX A:**  
**Kansas Learning Network**  
**Memorandum of Understanding**

# **Memorandum of Understanding**

## ***The Kansas Learning Network***

June 2011

The Kansas Department of Education (KSDE) has contracted with Cross & Joftus to work with the KSDE and Kansas districts that are on Year 2 of improvement (as defined by the No Child Left Behind Act) and that have communicated a willingness and ability to make changes in their policies, practices, and systems that will result in improved student performance. Cross & Joftus, KSDE, and the districts have also agreed to:

- Participate<sup>1</sup> in three “Network” meetings during the school year in Topeka or another site.
- Participate in the review of one district other than one’s own and of the KSDE.<sup>2</sup>
- Help to coordinate the review of and technical assistance for its own system, transparently providing access to data, information, and key stakeholders.<sup>3</sup>
- Complete “assignments” and implement appropriate reforms effectively and efficiently.<sup>4</sup>

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<sup>1</sup> For Cross & Joftus, this includes at least two members of its senior team. For KSDE, this includes at least two senior administrators. For districts, this includes the superintendent, possibly one or two other senior district administrators (depending on size of district), a board member, and a school principal.

<sup>2</sup> For Cross & Joftus, at least two senior consultants will participate in each of the reviews. For KSDE, two senior administrators will participate in each of the district reviews. For districts, one or two senior district administrators (depending on size of district) will participate in the review of one other district, and one senior district administrator will participate in the review of the KSDE.

<sup>3</sup> For Cross & Joftus, this includes having a coordinator who works closely with the district and KSDE coordinator to schedule visits and data collection. For KSDE and the districts, this includes having a coordinator who helps to plan the schedule; contact and coordinate key stakeholders for observations, interviews, focus groups, etc.; and collect and distribute data and information as requested by Cross & Joftus.

<sup>4</sup> For Cross & Joftus, this includes coming to meetings and site visits well prepared, submitting high-quality reports to districts and KSDE in a timely manner, coordinating all activities efficiently and effectively, and facilitating reform processes at the state and local levels that will result in increased student performance and narrowed gaps in achievement. For KSDE and the districts, this includes completing reading and handouts recommended by Cross & Joftus, strongly considering and, when feasible, implementing the recommendations received from Cross & Joftus and the districts, modeling the continuous improvement process, and, if appropriate, sustaining the Network of Learning.

- Participate in monthly conference calls following the completion of the needs assessment.

In addition to the general agreements above, Cross & Joftus, the Kansas Department of Education, and the participating districts agree to the following:

#### **Cross & Joftus, LLC**

- Design and implement a model that, if fully implemented, builds state capacity for monitoring and improving district quality, fosters a continuous improvement process at KSDE and participating districts, and improves district effectiveness and efficiency related to improving school quality and student outcomes.
- Act professionally and ethically in all manners related to the project.
- Work collaboratively with KSDE and participating districts while insisting upon and supporting improvement in schools, districts, and the state system of support for districts in need of improvement.
- Provide the highest quality consultants.
- Help to identify additional sources of funding—including foundation, corporate, and federal grants and expansion into other states—for The Learning Network that would help support implementation in Kansas.
- Use the contract from KSDE to pay for all expenses incurred by Cross & Joftus, including travel and related costs of its consultants to Network meetings and site visits.

#### **Kansas Department of Education**

- Work collaboratively with Cross & Joftus and participating districts to implement strategies and reforms that will result in high-performing schools, districts, a state system of support for districts in need of improvement, and, ultimately, increased performance for all students.

- Remain open to recommendations and, when appropriate, implement recommendations—even when it is “uncomfortable”—that will result in a high-performing state system of support for districts in need of improvement.<sup>5</sup>
- Work diligently to foster and then sustain a culture of continuous improvement.
- Ensure understanding of and support for work of The Learning Network among key stakeholders, including school board, administrators, educators, teacher and administrator unions, business and civic leaders, and parents.
- Strongly consider remaining committed to supporting the continuity of The Learning Network beyond one year, if appropriate.
- Help to identify additional sources of funding—including foundation, corporate, and federal grants and expansion into other states—for The Learning Network that would help support implementation in Kansas.
- Secure and pay for the costs of an appropriate meeting room, breakfast, and lunch for each of the three Network meetings.
- Pay for the cost of all travel related to The Learning Network for KSDE administrators.
- Pay invoices from Cross & Joftus within 30 days of receipt.

### **Participating District**

- Work collaboratively with Cross & Joftus, KSDE, and other participating districts to implement strategies and reforms that will result in a high-performing system of schools, and, ultimately, increased performance for all students.
- Remain open to recommendations and, when appropriate, implement recommendations—even when it is “uncomfortable”—that will result in high-performing schools and increased student achievement.<sup>6</sup>

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<sup>5</sup> Such recommendations may include strategies up to and including takeover of a persistently failing school or district.

<sup>6</sup> Such recommendations may include strategies up to and including closure or complete restructuring of a persistently failing school.

- Develop with KSDE and Cross & Joftus and implement consistently a technical assistance plan.
- Work diligently to foster and then sustain a culture of continuous improvement.
- Ensure understanding of and support for work of The Learning Network among key stakeholders, including school board, administrators, educators, teacher and administrator unions, business and civic leaders, and parents.
- Pay for the cost of all travel related to The Learning Network for administrators and board members from the district.

## Statement of Commitment

The undersigned agree to and, to the best of their ability, will abide by this memorandum of understanding.

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Diane DeBacker, Kansas Commissioner of Education (Date)

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District Superintendent (Date)

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President of the Board of Education (Date)

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Scott Joftus, President, Cross & Joftus, LLC (Date)

**APPENDIX B:  
KLN Standards  
And  
Supporting Indicators  
Of  
School Improvement**





## HANDBOOK

**CROSS & JOFTUS**

*2009*

## **The Learning Network Mission**

To improve school and district quality and increase student achievement through a collaborative approach that builds the capacity of teachers and administrators to improve instruction and the systems that support it.

"Our partnership with Cross & Joftus is allowing us to change our relationship with districts that have the greatest challenge, that of **overcoming the effects of poverty.**"

"There was a real **integrity** to the process."

"I felt an immediate **connection** to the members of the Cross & Joftus team."

"I am extremely pleased that we volunteered to be a part of the Kansas Learning Network."

"The Cross & Joftus consultants created a **safe atmosphere** so that people could be honest and trust that what they were saying would be kept confidential."

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## **I. Welcome to The Learning Network**

Thank you for your participation in The Learning Network (TLN). The purpose of TLN is to directly engage professionals like you in improving results for schools, teachers, and students. We hope to bypass the typical less-effective, top-down attempts at reform. With you, we will assess your state and district's needs and establish strategic priorities. Once we have identified strengths and weaknesses, Cross & Jofus will provide you and your colleagues with critical technical assistance to help you implement real, lasting solutions. Finally, you will be provided with several opportunities to collaborate with your peers across the state. We hope to tear down the walls of isolation that separate you from potential partners in critical change, your own neighbors. All of these activities combined will help us better understand roles, challenges, responsibilities, and available resources and develop solutions for your particular community.

## Goals

Our two primary goals are:

1. Improve school and district quality as measured by **student outcomes**
2. Foster a sustainable **continuous improvement** process at the school, district, and state level

It is our belief that in order for us to make considerable progress on Goal #1, we must ensure that Goal #2 is achieved. Given the regular shift in the political tide, the constant change in leadership at all levels, and increasing challenges faced in our communities, it is important that a continuous learning and improvement process is established and nurtured. Only when such a process is in place can we be sure that the policies and practices of the educational infrastructure are aligned to yield the greatest possible results for kids.

## II. Who We Are

### Our Story

Early in 2004, Christopher T. Cross and Scott Joftus combined their knowledge and talents to provide education leaders with expert and customized assistance in evaluation, strategic planning, policy analysis and development, and school and district improvement. Sharon Deich joined Cross & Joftus in April 2007, enhancing the capabilities of the core team to focus on expanded learning opportunities and address financing issues central to the success of all reforms.

Over time, we have worked with different clients on diverse issues, including:

- strategic planning;
- school system improvement;
- literacy;
- teacher quality;
- high school reform;
- accountability and data systems;
- public-private financing approaches;
- student achievement gaps;
- out-of-school time learning;
- No Child Left Behind Act implementation; and
- science, technology, engineering, and math [STEM] strategies.

## **Project Team**

Each member of your project team brings a valuable set of skills and experiences in the area of district and school reform. These individuals will collaborate with you and your colleagues to assess needs, identify strategies for improvement, and implement change.

**Scott Joftus**, President of Cross & Joftus and TLN Co-Director, is very familiar with the workings of state education agencies and local school districts from his many years in the education field—as a teacher, the director of an education policy firm, a head of an education policy consulting group, and the leader of an education advocacy organization. He is also a well-seasoned evaluator of education programs, having conducted numerous evaluations for states and districts. Scott is now putting that experience to good use with the national rollout of The Learning Network, a new approach to school system improvement.

**Christopher T. Cross**, Chairman at Cross & Joftus, is a former Assistant Secretary for Educational Research and Improvement at the U.S. Department of Education and former president of the Maryland State Board of Education. He works with clients such as the Aspen Institute, California Department of Education, and Education Commission of the States to disseminate promising practices and connect policymaking to critical research. Chris is a noted author and expert on the federal role in education and serves on numerous high-profile advisory boards.

**Ray Daniels**, Cross & Joftus Senior Associate and TLN Co-Director, was the superintendent of Kansas City, Kansas Public Schools from 1998 to



2004. While superintendent, he led the district's implementation of First Things First and oversaw a remarkable increase in student achievement. During his tenure, for example, the percentage of students in the district scoring at or above proficiency on the state reading assessment increased 20 points, and the achievement gap between White and Hispanic students virtually evaporated. Prior to his tenure as superintendent, Dr. Daniels served as the district's director of personnel and then the assistant superintendent for personnel services. He also served the district as a high school English teacher, basketball and track coach, and assistant principal. Dr. Daniels received his master's and doctorate degrees from the University of Kansas and his bachelor's degree from Kansas State University.

Over the course of 42 years, **Joan Evans** taught and served as school site and central office administrator in the Los Angeles Unified School District (LAUSD). As Director of Standards-Based Education, Ms. Evans collaboratively developed and implemented Deming's "continuous improvement process" with representatives from all constituent groups. Ms Evans has provided training and published articles about how to systematically implement an effective standards-based curriculum, instruction, and assessment system. These practices led to measurable gains in student performance that exceeded the state average and a significant decrease in the achievement gap. Joan's systems-based approach connected professional development with classroom observations and student achievement data in order to target specific practices and ultimately raise student achievement.

**Eleanor Johnson** is a consultant on educational evaluation and policy analysis and is serving as a National Research Council committee member (expert in program evaluation) for the review of the Title VI and Fulbright-Hays International Education Programs. She recently retired as an assistant director for education issues at the United States Government Accountability Office (GAO), where she led over 60 GAO studies, including GAO's groundbreaking, high-visibility evaluations of school finance and school facilities. Recommendations and information from these reports redefined the model for school finance policy and the metrics of school finance equity nationwide and guided efforts to rebuild and modernize America's schools and the U. S. Department of Education. Prior to GAO, she published two books and worked as a management consultant and program evaluator for a variety of clients and as an educational administrator and teacher in New York and Maine. She received a B. A. from Brandeis University, an M. A. from Columbia University, and an Ed. D. from the George Washington University.

**Alice Parker, Ed.D.**, a Cross & Jofus senior consultant, has more than 40 years experience in the classroom, as a building principal, a district administrator and Assistant Superintendent of Public Instruction for California. Her areas of expertise include public policy and practice, special education models that meet federal and state compliance but is rooted in a Response to Intervention model and focused on greatly improved outcomes for any child at risk of school failure. Alice also has worked as a consultant to State Departments of Education, local school districts, charter management organizations and agencies and provided support, consultation, and training in leadership, reducing disproportion,

implementation of Response to Intervention, inclusive preschool options, and systems' change.

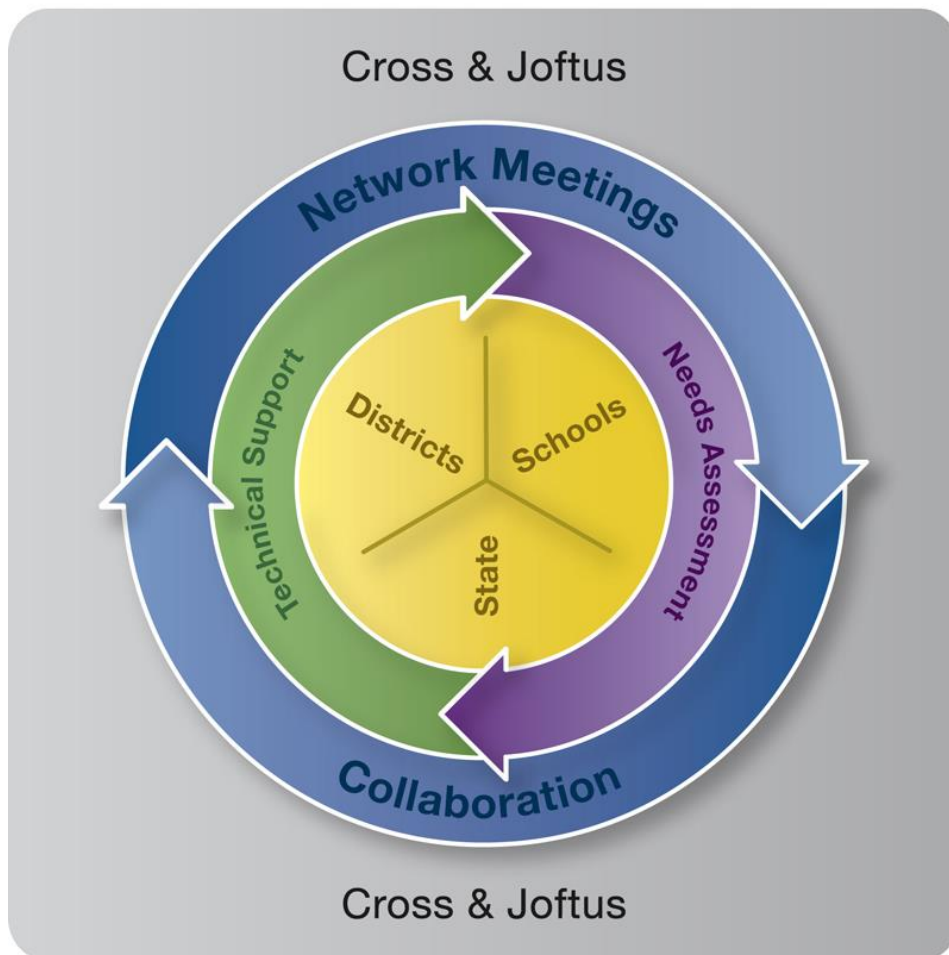
**Torrey Shawe** serves as a Policy and Project Associate for Cross & Joftus clients including the Kansas Department of Education and the District of Columbia's Office of the State Superintendent of Education. Before joining Cross & Joftus, Torrey was a Senior Policy Analyst at the National Governors Association where she helped manage the Honor States Grant Program, a governor-led initiative to improve high school and college-ready graduation rates. Previously, Torrey was a director at the Coalition of Essential Schools (CES), an educational reform organization, where she focused on network development and center and school support. During this time, Torrey also founded she19, a national non-partisan effort to inspire women to vote in the 2004 Presidential election. Before entering the field of education, Torrey was a Producer at Organic, a web development company based in San Francisco. Torrey holds a B.A. in history from the University of Virginia and an M.A. in educational policy from the University of California, Berkeley.

### III. Overview of TLN Activities

Key TLN activities include a needs assessment, technical support, and collaboration among Learning Network members. These activities support the partnership of the state, districts, and schools in their efforts to ensure all children can succeed (see figure).

## The Learning Network™

Rethinking School Improvement



## **Network Collaboration**

Three times throughout the school year, district leaders and the state gather to share both challenges and solutions. These meetings provide an opportunity for participants to exhibit their work, ask questions of their knowledgeable peers, and establish connections for future collaboration. TLN participants are also encouraged to seek support from each other throughout the year through email, phone, and in-person visits.

## **Needs Assessment**

Each Learning Network district and the state education agency host a three-day visit during which a team of experts and peers implements a research-based process—the Process for Advancing Learning Strategies for Success (PALSS). Designed by Cross & Joftus, this process aims to identify strengths and weaknesses of the instructional delivery and support system; determine the systemic coherence of the system; and develop the capacity of administrators and teachers to improve instruction on a continuous basis. PALSS incorporates three key activities: interviews/focus groups, surveys, and classroom observations.

## **Technical Support**

The needs assessment report identifies key challenge areas that could benefit from the help of an external expert or a team of experts. With the help of Cross & Joftus, the district or state identifies up to three priority issues to receive immediate attention. Support is provided by both members of the Cross & Joftus project team and if need be, other content experts from the field.

## **IV. Network Collaboration**

Three times throughout the year, participating district leaders and the state education agency gather to share both challenges and solutions. These meetings provide an opportunity for participants to exhibit their work, ask questions of their knowledgeable peers, and establish connections for future collaboration. In addition, each district sends members of its leadership team to participate in the needs assessment visits of at least two other member districts. These intensive three-day reviews bring visiting colleagues together both to provide important external feedback to the host district and share ideas about how to face common challenges at home. In between TLN meetings and needs assessment visits, the districts and the state education agency are encouraged to seek support from one another via email, phone, and in-person visits. These collaborative activities reinforce a culture of continuous improvement as participants look deeply into their own data and practice as well as learn about the successful innovations in neighboring communities.

As the national Network grows, opportunities for state leaders to swap ideas and benefit from each other's common experiences will be made available. At the regional and national level, state superintendents and commissioners can minimize the "reinvention of the wheel" via the dissemination of best practices, ensuring more successful, efficient state agencies.

## **V. Needs Assessment**

The needs assessment provides critical information regarding the strengths and weaknesses of a particular state agency or district and how it supports the educational process. Cross & Joftus has designed the PALSS system to allow for flexibility while diving deep into the nooks and crannies of a state or district infrastructure. In the spirit of continuous learning and improvement, PALSS was designed to be re-used by TLN participants again and again. It is our hope that this process will become institutionalized within your organization so that reflection and policy and practice adjustment occur at all levels throughout the year.

### **Focus Areas**

The needs assessment is organized into four key focus areas:

- Curriculum and Assessment
- Instruction and Professional Development
- Leadership
- Culture and Human Capital

Although there is considerable cross-over (e.g., teacher training could be covered in both professional development and human resources), these focus areas provide helpful structure for the interviews, focus groups, and classroom observations as well as the final report.

The following are the kinds of philosophical and practical evidence the team of visitors will be looking for during the needs assessment. Please

note that we will incorporate your state's standards into our work with you and your team.

## CURRICULUM AND ASSESSMENT

**Standard 1:** The school/district develops and implements a curriculum that is rigorous, intentional and aligned to state standards.

### Indicators

- The district has a written curriculum for all grades and subjects that is aligned with standards and assessments and across grades and that reflects high expectations and current research regarding instructional strategies.
- The district initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (P-12), (as part of a living, constantly adapting system).
- Teachers and administrators meet frequently to discuss alignment and rigor of curriculum and pacing guides, teaching and assessment strategies, and quality of student work.
- There is vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).
- The school curriculum provides specific links to continuing education.
- Best practices in ESOL and SPED are being implemented.
- There is in place a systematic process for monitoring, evaluating and reviewing the curriculum.
- The curriculum provides access to a common academic core for all students. The common academic core is culturally responsive and available to all students.



- The district and its schools have an overall plan for instructional improvement with appropriate strategies and resources.
- The underlying goal of the district is to graduate students "college and career-ready." This means being prepared for any postsecondary education or training experience, including study at two- and four-year institutions leading to a postsecondary credential (i.e. a certificate, license, Associates or Bachelor's degree) necessary for their chosen career.<sup>7</sup>

**Standard 2:** The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

### **Indicators**

- Classroom assessments of student learning are frequent, rigorous and aligned with the state's Content Performance Standards.
- Teachers collaborate in the design of authentic assessment tasks aligned with the standards and relevant to the school culture.
- Students can articulate the academic expectations in each class and know what is required to be proficient.
- Test scores are used to identify curriculum gaps.
- Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.
- Performance standards are clearly communicated, evident in classrooms and observable in student work.
- Implementation of the state-required assessment program is coordinated by school and district leadership.
- Samples of student work are analyzed to inform instruction, revise curriculum and obtain information on student progress.

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<sup>7</sup> American Diploma Project.

- Instructional decisions are based on data. Teachers use formative assessments regularly and know the specific strengths and weaknesses of students, especially in reading. Strategies for student improvement should be based on assessment data.

**Standard 3:** The district/school utilizes data based decision making and have processes and policies to integrate and sustain academic performance (instruction, curriculum, and assessment) decisions.

### **Indicators**

- Data-based decision making is utilized to enhance academic performance.
- There are processes and policies to integrate and sustain academic performance.

## **INSTRUCTION AND PROFESSIONAL DEVELOPMENT**

### **Standard 1: Instruction**

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

### **Indicators**

- Effective and varied instructional practices are used and implemented with fidelity in all classrooms.
- Instructional strategies and learning activities are aligned with the district and school learning goals, and assessment expectations for student learning and specific cultural needs.
- Instructional strategies and activities are consistently monitored and aligned with the changing needs of diverse student populations to ensure various learning approaches and learning styles are addressed.
- Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.

- Teachers incorporate the use of technology in their classrooms.
- Instructional resources (textbooks, supplemental reading, and technology) are sufficient to effectively deliver the curriculum.
- Teachers examine and discuss student work collaboratively and use this information to inform their practice.
- Homework is frequent and monitored and tied to instructional practice.
- The school and district have a meaningful vocabulary and process for communicating expectations related to instructional improvement.
- The school and/or district monitor the quality of instruction and provide substantive feedback and follow-up support.
- There are processes in place for identifying early and supporting low-performing students.
- District leadership provides guidance and oversight to improve teaching and learning for all learners, especially high-priority students, English learners and students with disabilities.

**Standard 2:** The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

### **Indicators**

- The school has an intentional plan for building instructional capacity through ongoing professional development.
- Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.
- Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.

- Professional development is on-going, job-embedded and specific to the learning community.
- Professional development planning shows a direct connection to an analysis of student achievement data.
- The school/district provides a clearly defined evaluation process.
- Leadership provides the fiscal resources for the appropriate professional growth and development of certified staff based on identified needs.
- The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.
- Leadership provides and implements a process of personnel evaluation that meets or exceeds standards.
- The school/district improvement plan identifies specific instructional leadership needs and the school board has strategies to address them.
- Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practice.

## LEADERSHIP

**Standard 1:** District instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creation of a learning culture, and development of leadership capacity.

### Indicators

- Leadership identifies representatives and roles and responsibilities of the District Leadership Team.
- Leadership has developed and sustained a shared vision.
- The district establishes a district wide theory of action related to improving schools and consistent with the district's vision and goals.

- The district's goals, theory of action, strategies, and use of resources are coherent.
- Leadership decisions are focused on student academic performance and are data-driven and collaborative.
- The district improvement team disaggregates data for use in meeting the needs of a diverse population, communicates the information to district staff and incorporates the data systematically into the district's plan.
- Leadership ensures all instructional staff has access to curriculum related materials and the training necessary to use curricular and data resources relating to academic content standards for public districts.
- Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.
- Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure and removes barriers in order to sustain continuous district improvement.
- The district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe, culturally sensitive and effective learning environment.
- The district establishes a welcoming, trusting relationship with parents and community.
- District leadership provides a process for the development and the implementation of continuous district improvement.
- There is evidence that the local board has an intentional focus on student academic performance.
- The board should have positive working relationships with other local and state policymakers and the media.
- District leadership builds capacity among building leaders by establishing clear expectations for building leadership teams.

- Distributed leadership is expected and supported as a district wide practice.
- Accountability for district and building leaders is established.

**Standard 2:** The organization of the district and school maximizes use of time, all available space and other resources to promote effective teaching and learning and supports high student and staff performance.

### **Indicators**

- The school is organized to maximize use of all available resources to support high student and staff performance and provide extended learning time and culturally relevant learning activities.
- The master class schedule provides all students access to the entire curriculum.
- The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.
- Staff makes efficient use of instructional time to maximize student learning.
- Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time; and integrated units).
- The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide high-quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, cultural needs, etc.).
- The school/district provides a clearly defined process to provide equitable and consistent use of fiscal resources.
- The school board analyzes funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.

- State and federal program resources are allocated and integrated (Safe Schools, Title I, Individuals with Disabilities Education Act, etc.) to address student needs identified by the school/district.

**Standard 3:** The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

### **Indicators**

- A collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.
- The school/district planning process involves collecting, managing and analyzing data.
- The school/district uses data for school improvement planning.
- School and district plans reflect learning research, current local, state and national expectations for student learning and are reviewed by a planning team.
- The school/district analyzes their students' unique learning needs.
- The desired results for student learning are defined.
- Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.
- Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.
- The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.
- The action steps for school improvement are aligned with the school improvement goals and objectives.

- The plan identifies the resources, timelines and persons responsible for carrying out each activity.
- The plan includes a bold, differentiated strategy for addressing the needs of schools struggling the most to demonstrate progress.
- The means for evaluating the effectiveness of the improvement plan are established.
- The improvement plan is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.
- The plan is implemented as developed.
- The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.
- The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.
- The district and schools foster coherence across systems and practices and remains committed to continuous improvement.

## CULTURE AND HUMAN CAPITAL

**Standard 1:** The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

### Indicators

- There is leadership support for a safe, orderly, culturally sensitive and equitable learning environment.
- The district has a process for reviewing school environment and culture and providing feedback to schools.



- Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.
- Teachers hold high expectations for all students and support their academic, cultural, emotional, physical, and behavioral development.
- Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.
- Teachers recognize and accept their professional role in student success and failure.
- The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths.
- The school and district facilitate and support learning communities among teachers and administrators.
- Teachers communicate regularly with families about individual student's progress (e.g., engage through conversation).
- The teachers and staff care about students and inspire their best efforts.
- Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.
- There is evidence that student achievement is highly valued and publicly celebrated in a manner that is culturally appropriate (e.g., displays of student work, assemblies).
- The school/district provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity through policies, curriculum and instruction.

**Standard 2:** The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.

### **Indicators**

- Families and the community are active partners in the educational process and work together with the school/district staff to promote programs and services for all students, based on high expectations and state standards.
- Structures are in place to ensure that all students have access to the entire curriculum (e.g., school counseling, career planning).
- The school/district systemically supports efforts to reduce barriers to learning.
- Students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction.
- The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.
- There is an intentional, coordinated service delivery for children and families, including that which occurs within and outside of school and before, during and after school.

**Standard 3:** The school/district has sound systems in place for recruiting and retaining outstanding educators and assigns educators in a way that best contributes to all students' learning.

### **Indicators**

- All human resource policies and procedures support the improvement of student achievement.
- The human resources department reflects a theory of service/support to the schools.

- The human resources department establishes a practice of ongoing reflection and evaluation of department policies and practices.
- The recruitment and hiring process for teachers and administrators should be based on a structured process that focuses on high student achievement.
- The recruitment and hiring process should strive to provide a diverse professional staff.
- The human resources department establishes the necessary technology and staff training to enhance recruitment, employment, and recordkeeping.
- District policies related to compensation and benefits should address performance and high-need areas and make it possible to hire and maintain high-quality staff.
- The organization and staffing of the human resources department should allow for the most efficient and effective service to schools and staff.
- The transfer and assignment of staff should not be based on seniority but on student needs.
- A mentoring program should be available for new teachers.

**Standard 4:** The district builds a culture of commitment, collegiality, mutual respect, shared responsibility and stability.

### **Indicators**

- District leadership works to develop professional norms, including peer support, collaboration, trust, shared responsibility and continuous learning for all adults in the system.
- Professional learning communities are developed to build teacher knowledge and skill and to inform instruction across the system based on student needs.
- District leadership holds all adults in the system accountable for student

learning and has clear expectations for instruction, consistent with the focus on improved achievement for students.

- Leadership is distributed among the superintendent, central office administration, principals, teachers and community leaders.
- District leadership has established clear expectations for student achievement and applies consistent pressure on schools for measurable improvement in student achievement.

Note: The above standards and indicators are adapted from the Kansas System of Support Correlates, Standards, and Indicators of District Improvement and the California County Superintendents Educational Services Association's (CCSESA) District Assistance and Intervention Team (DAIT) Toolkit.

## **Continuous Learning with PALSS**

### **PALSS Rationale**

The 1984 publication of *In Search of Excellence: Lessons from America's Best Run Companies* led to increased interest in the management process of observing work sites and providing frequent feedback to enhance worker productivity. This concept was applied to education in 1990.<sup>8</sup> Since then, it has been estimated that a teacher makes over 1,000 decisions a day and that during five minutes in a classroom, we typically can observe up to 20 decisions being made.<sup>9</sup>

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<sup>8</sup> Frase & Hetzel (1990). *School Management by Wandering Around*. See also Eisner (2002). "The Kinds of Schools We Need." *Phi Delta Kappan*, 83, 576-583.

<sup>9</sup> Downey, Steffy, English, Frase, Poston (2004). *The Three-Minute Classroom Walk-Through*. Thousands Oaks, CA: Corwin Press

The goal of providing periodic feedback to district staff, teachers, and administrators based on interviews, focus groups, and classroom observations is to inform future management, teaching, and learning practices. The intent is not to evaluate individual performance. Rather, PALSS is a collaborative process for gathering, analyzing, and applying information about practices that consistently and systematically enhance student learning. The challenge is not only to understand current management, teaching, and learning practices, but also to replicate and support effective practices in all aspects of a school and district through coaching and professional development.

The unique nature of PALSS is that the data collected during classroom visits are used to focus the work of educators in professional learning communities as they examine what instructional practices have the greatest impact on advancing achievement and what opportunities need to be provided to access the next learning levels. This information coupled with the feedback provided by interviews and focus groups provide critical direction for strategic planning and continuous improvement initiatives.

Finally, an emerging body of research examines the efforts of some districts to play more prominent roles in learning improvement. In particular, successful central office reinvention typically involves the following:<sup>10</sup>

- Engaging central office administrators across the central office in

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<sup>10</sup> Honig, M. and Copland (September 2008). "Reinventing District Central Offices to Expand Student Learning." Issue Brief. Learning Point Associates.

learning-focused partnerships with schools.

- Investing substantially in the development of central office administrators as key reform participants.
- Supporting central office administrators in inventing new forms of participation in reform.
- Involving external support providers in central office support roles.

## **PALSS Process**

As stated earlier, PALSS incorporates interviews/focus groups, surveys, and classroom observations. A description of each component is as follows:

### *Interviews/Focus Groups*

The first step of PALSS is to interview or conduct focus groups with administrators, teachers, board members, community members, parents, and students to determine their vision for instructional improvement and theory of action for accomplishing that vision. There are several questions that Cross & Joftus addresses during the interviews:

- 1) Is there a clear, commonly held vision in the system for instructional improvement?
- 2) Is there an overarching strategy for accomplishing this improvement?
- 3) What are administrators' beliefs about how to best improve instruction?

- 4) Is there coherence with regard to how the school, district, or state is organized, operates, and uses resources?

The goal is to gain an understanding of leadership’s vision, plan, and capacity for reform in order to develop and implement a plan that is most likely to result in instructional improvement and, ultimately, gains in student achievement.

### *Surveys*

In addition to interviews, Cross & Joftus conducts a confidential online survey of all teachers and principals in the system. The survey draws from standards of the National Staff Development Council and your state’s professional development and student achievement. The survey asks teachers and principals to rate the extent to which effective, research-based instructional practices are occurring in their schools.

### *Classroom Observations*

Another key element of PALSS is classroom observations. Twenty-five years of research affirms the power of classroom observations on improving instruction.<sup>11</sup> “The most important reason for conducting observational assessment of classrooms is for informing professional development.”<sup>12</sup> A summary of the research supporting classroom observations can be found in Appendix A.

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<sup>11</sup> See, for example, Marzano (2001). *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. Association for Supervision and Curriculum Development. Downey (2004). *The Three Minute Classroom Walk-Through: Changing School Supervisory Practice One Teacher at a Time*. Corwin Press.

<sup>12</sup> Pianta, R.C. & Hamre, B.K. (2009) Conceptualization, Measurement, & Improvement of Classroom Processes: Standardized Observation Can Leverage Capacity. *Educational Research*, 28, 110+

There are two purposes for the data-driven professional development (PD) program provided by Cross & Joftus. First, the program offers a standardized process for collecting and evaluating classroom observation data in order to determine the extent to which PD activities are being implemented and producing increased student learning. Second, the program identifies practices that can be shared during future PD sessions as models to expand use of “what works.”

The success of PALSS as a professional development effort is linked to *how* this educational data collection system focuses on the four phases of W.E. Deming’s “Continuous Improvement Process”: (1) Planning Phase (2) Doing Phase, (3) Studying Phase, and (4) Acting Phase for Scaling-Up & Sustainability.<sup>13</sup>

Systematic implementation of the continuous improvement process will see the following results being accomplished in each phase:

- (1) Planning Phase: Equips state and district administrators and teachers with research-based educational strategies and skills to conduct five-minute observations using a protocol developed by Cross & Joftus. Participants are introduced to the concept, goals and processes for using a standardized protocol for systematically conducting classroom observations to determine the current implementation of PD practices and to inform future PD.

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<sup>13</sup> W.E. Deming. 1986 Total Quality Management Model.



- (2) Doing Phase: Uses a standardized protocol to collect classroom observation data, calibrate data, provide feedback to visited teachers, and identify appropriate future PD practices. Teams of administrators and teachers conduct approximately 70 classroom observations over three days.
- (3) Studying Phase: Involves compiling aggregated observational data in two ways. First, data are presented in tabular form, showing the percentages of classrooms visited that demonstrated each teaching and learning research-based strategy by school level (i.e., elementary, middle, high) as well as a short description of what needs to be changed. Examples of this table from a real district are presented in Appendices C and D. Second, Cross & Joftus presents the data graphically to show observed practices across all levels of schooling. Partial examples of the graphical representation of observed practices are presented in Appendices E and F. Participants provide feedback on the effectiveness and efficiency of the process using the National Staff Development Standards.
- (4) Acting Phase for Scaling-Up & Sustainability: Incorporates a systematic process to modify, enhance, and strengthen future PD in order to effectively predict greater student learning gains. The findings of the interviews, surveys, and classroom observations are compiled into a final report that the host district or state can use to share findings with stakeholders, develop a technical support strategy, and begin work on a new or improved strategic plan.

## **Needs Assessment Final Report**

Within three weeks of hosting your needs assessment visit, you will receive the first draft of the final report. This report will summarize the findings of the visiting team, including Cross & Joftus consultants and district and state visitors. Included are results from the teacher and principal surveys, conclusions from the focus groups and interviews, and observations and data from the school and classroom visits. Quotes that are representative of a certain theme or shared set of beliefs are featured throughout. Finally, the report concludes with a list of purposefully general recommendations for technical assistance. What type of support that will be provided and how it will be provided will be finalized by your leadership team and Cross & Joftus.

You are welcome to review the report and provide feedback regarding edits you think should be made before releasing the report to the greater public. Cross & Joftus will gladly refine the report with your feedback. Once you and your team are comfortable with the final version, it is critical that the report be shared with Board members, the unions, staff, and the greater community. Only with a broad understanding of the challenges and the urgency that you and your team are facing will you achieve real traction. If Cross & Joftus can be helpful in preparing and/or giving this presentation of the final report, please let us know.

## **Planning a Needs Assessment Visit**

Planning your needs assessment visit, which will last two to three days depending on district size and other factors, will take a good amount of work. The first step should be assigning one person to act as Visit Coordinator. This person will be in charge of logistics such as scheduling conference rooms, ordering food for meals, contacting community members to participate in focus groups, etc. This person should have a good eye for detail as there are many odds and ends to organize and track.

The primary elements of the visit are as follows:

1. Day 1 Morning Session for presentation and discussion of documentation and data as well as planning for the rest of the visit
2. Interviews and Focus Groups
3. School/classroom visits
4. Debrief

The entire visit is organized around the four focus areas, with activities running concurrently. Within the four focus areas, all focus groups and interviews will be scheduled.

Before you view a sample schedule, here are a few important points to keep in mind:

### *Attendees*

- You should expect 3-5 Cross & Jofus consultants, 2-4 peer district representatives, and 2-4 state agency representatives to attend the visit.
- Your union representative(s) should be invited to attend the Day 1 morning session as well as the Day 3 Debriefing session.

- You will be reaching out to your employees, parents, community members, and students asking them to participate in various focus groups and interviews. It is better to start early to get on people's calendars and to confirm 1-2 more people than you would need in case of last minute cancellations.

### *Space*

- Ideally, the first morning session, all focus groups and interviews, and the debriefing session are all occurring in the same building.
- You will need a large conference room for breakfast and lunch on the first day and the debrief session on the afternoon of the third day. You will need up to four smaller rooms for focus groups and interviews from the afternoon of Day 1 through the morning of Day 3.

### *Day 1 Morning Session*

- The first session of Day 1 should begin with a breakfast for the whole group and end with a lunch for the whole group. Each focus area will be led by a representative from your organization (e.g., Leadership = Superintendent, Instruction = Director of Professional Development) and a Cross & Jofus consultant. Also included in these groups will be a representative or two from a visiting district and/or the state. Finally, a member of the community relevant to each focus area should be included in the morning session.
- This session will last approximately 3 hours. The leader of the session should be prepared to share data and documentation about your organization's approach to that particular focus area. Discussion of the

information should follow along with a run-through of the schedule for the next 2.5 days.

### *Lunch*

- Report out with whole group to identify common themes that will be explored, etc.

### *Focus Groups and Interviews*

- Following lunch, focus groups and interviews (and, as described below, school/classroom visits) will commence. Focus groups and interviews will occur in all four focus areas through the remainder of the visit.
- Focus groups should include 6-8 people and run for approximately 1.5 hours. Interviews are one-on-one or one-on-two and should last one hour.

### *School and Classroom Visits*

- School and classroom visits will be conducted by the visiting district and state representatives.
- The Cross & Jofus instruction/professional development lead will facilitate a training session for all observers at the end of the morning session on Day 1. That afternoon, all observers will visit a school (or two) where they will practice the observation protocol together. Classroom visits will recommence on the morning of Day 2. Two teams of two observers will split up to visit 4-5 classrooms in each of 20+ schools. Organizers can choose a mix of schools and a mix of classrooms. Recommendations regarding what kind of classrooms (e.g., mix of all

types, only Language Arts and Math) will be provided by Cross & Joftus during the planning process.

- Principals and teachers at each school to be visited should be invited to participate in the observations.
- Ideally, transportation to the various schools will be provided by the host district.

### *Debriefing Session*

- The Debriefing Session on the last day will begin at approximately 2 pm and will end at around 4 pm.
- During this session, an overview of observations and findings will be shared. For this initial, preliminary report-out, it is recommended that only key members of the host leadership team plus the union representative attend.
- A draft final report will be sent to the Superintendent within 3 weeks following the visit. The Superintendent and his/her team will have the opportunity to review and provide comments to Cross & Joftus. Changes will be made and a final report will be submitted soon after.

To get a better sense of what a 3-day needs assessment visit could look like, please review the following Sample Schedule.

**Day 1**

	<b>Instruction/PD C&amp;J Leader</b>	<b>Instruction/PD State and Visiting District Admin</b>	<b>Curr/Asses C&amp;J Leader</b>	<b>Leadership C&amp;J Leader</b>	<b>Culture/ Human Capital C&amp;J Leader</b>
<b>AM</b>	<p>Meeting with instruction and/or PD director(s) and one state admin</p> <p>Discuss instructional improvement and PD goals, challenges, and strategies</p> <p>Review data and information (PD plan, instructional improvement strategies, etc.)</p> <p>Plan visit</p>	<p>Split up across four focus area teams for introductions and planning</p>	<p>Meet with Chief Academic Officer, PTA officer (or comparable), and one external district admin</p> <p>Discuss curriculum and assessment in the district</p> <p>Review data and information (alignment reports, policies, etc.)</p> <p>Plan visit</p>	<p>Meeting with Superintendent, local CEO (or comparable), and one external district admin</p> <p>Discuss goals, theory of action, key strategies, and key challenges of district; challenges related to recruiting and retaining highly effective teachers and principals</p> <p>Review data and information (strategic plan, key evaluation reports, etc.)</p> <p>Plan visit</p>	<p>Meeting with director of family engagement and safe schools, HR director, local YMCA (or comparable), and one state admin</p> <p>Discuss engagement and school environment goals, challenges, and strategies; challenges related to recruiting and retaining highly effective teachers and principals</p> <p>Review data and information (school environment reviews, pay scale, teacher distribution etc.)</p> <p>Plan visit</p>
	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
<b>PM</b>	<p>6 classroom visits</p> <p>Debrief with state and district admin</p>	<p>6 classroom visits with C&amp;J Instruction/ PD leader</p> <p>Debrief</p>	<p>Principal Focus Group</p>	<p>District Administrator Focus Group (not the Superintendent)</p> <p>Board Member Focus Group (or interviews)</p>	<p>Interview with HR Director</p> <p>Parent Focus Group</p>

**Day 2**

<b>Instruction/PD C&amp;J Leader</b>	<b>Instruction/PD State and Visiting District Admin</b>	<b>Curr/Asses C&amp;J Leader</b>	<b>Leadership C&amp;J Leader</b>	<b>Culture/ Human Capital C&amp;J Leader</b>
Interviews with instruction/PD directors  Teacher Focus Group  Principal Focus Group  Observation and debrief with district and state admin	Classroom visits (2 people per team, 20 visits per team, in large districts, no more than 4-5 classrooms per school)  Debrief with instruction/PD leader	Teacher Leader Focus Group  Interview with assessment director  Curriculum Coordinator Focus Group	Interviews with Mayor and 1-2 other civic leaders  Interviews with CFO and other district administrators	Principal Focus Group  Teacher Leader Focus Group  School walk throughs

**Day 3**

<b>Instruction/PD C&amp;J Leader</b>	<b>Instruction/PD State and Visiting District Admin</b>	<b>Curr/Asses C&amp;J Leader</b>	<b>Leadership C&amp;J Leader</b>	<b>Culture/ Human Capital C&amp;J Leader</b>
Classroom visits with state and district administrators  Address missing info  Debrief district	20 classroom visits per team  Debrief district	Academic Coach Focus Group  Address missing info  Debrief district	Teacher Leader Focus Group  Principal Focus Group  Address missing info  Debrief district	Civic Leader Focus Group (or interviews)  Student Focus Group  Address missing info  Debrief district

NOTE: On Day 2, the Culture/Human Capital leader and Instruction/PD leader can spend the day together if there are not enough principals and teachers to create additional groups. The walk throughs will be different from classroom visits in that the walk throughs will focus on school environment, include “casual” conversations with staff.



## VI. Technical Assistance

The needs assessment report will identify a few key areas that would benefit from technical assistance. Cross & Joftus will then collaborate with your leadership team to develop a technical assistance plan. In parallel, Cross & Joftus will identify an individual or group of individuals to provide the support described in the technical assistance plan. Support may come directly from Cross & Joftus consultants and/or from other individuals or groups who have expertise in the particular area of need of the district or state. If it is not a Cross & Joftus consultant, the technical assistance provider will be identified and/or approved, contracted, and supervised by Cross & Joftus. Most of the support will be provided in person although some will be provided over the phone and via email. One important support component will be in the form of monthly check-in calls to discuss progress and challenges. Should your team decide that more assistance is needed beyond the hours allotted in this project, additional hours can be arranged with Cross & Joftus at a reduced rate.

Technical assistance can be provided in a variety of areas including:

- Organizational structure
- Human resources
- Professional development
- Executive coaching
- Board development

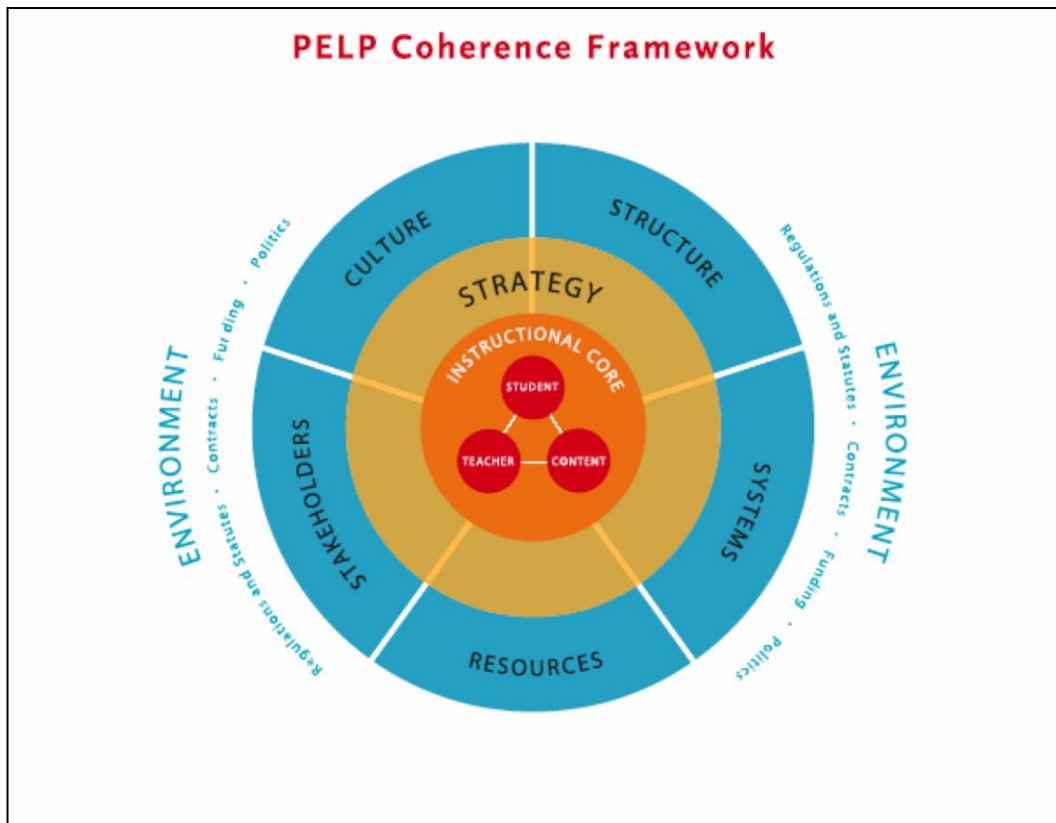
- Strategic planning
- Curriculum development

Below are three examples of the kind of technical assistance that Cross & Joftus will provide to you and your team.

## **Coherence**

Coherence, as defined by the Public Education Leadership Project at Harvard University, means that “the elements of a school district work together in an integrated way to implement an articulated strategy.”

Whatever that strategy might be, and there are many research-backed reform strategies that a district or state can choose from, the strategy must both support teaching and learning and be supported by the district’s resources, systems, culture, and stakeholders. Only when coherence is achieved will the district be effective. Likewise, only when coherence is achieved between the state and the district will there be meaningful change at scale.



(PELP, 2007)

Cross & Joftus is helping a large urban school district tackle this concept of coherence, a critical step in achieving the district’s goal of “empowering all students with the 21<sup>st</sup> Century skills and knowledge they need to succeed.” To accomplish this, we have worked with district leadership and key stakeholders to establish the district’s Theory of Action. This focuses strategy development by narrowing the range of choices to those actions that have the highest likelihood of increasing achievement levels. Once the Theory of Action was identified, we developed a plan and helped to create systems for fostering and sustaining systemic coherence. This included addressing issues related to organizational structure, roles and

responsibilities of senior staff, communication among senior staff, strategies for supporting schools and holding them accountable, and strategies for improving the quality and consistency of professional development—including use of coaches and implementation of PLCs—across schools. With a more coherent system in place:

- the district’s overall instructional and programmatic vision is communicated consistently to all district and school staff;
- only those programs and initiatives deemed critical to raising student achievement are continued and nurtured;
- benchmarks and metrics are established throughout the system so that all entities can regularly measure progress; and
- school level facilities needs are addressed promptly and efficiently.

To read more about the idea of coherence, review Appendix G, “Note on the PELP Coherence Framework.”

## **Classroom Observations**

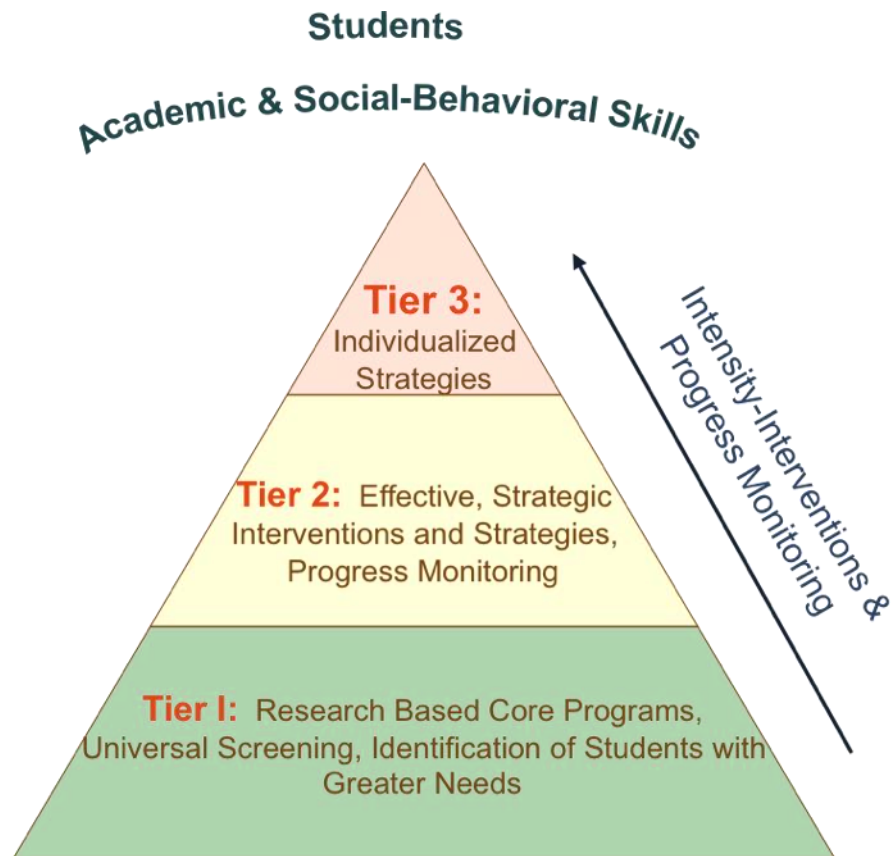
Cross & Jofus has been assisting a district in its efforts to institutionalize classroom observations. Building upon the use of the PALSS process during the district’s own needs assessment visit as well as the participation of key district leaders in the classroom observations that occurred in other district needs assessment visits, our consultants are helping the district develop a training and implementation plan to bring the classroom observation protocol to all central office and school instructional staff. The

goal of the plan is to establish a culture of continuous improvement where all members of the school community expect and desire to learn from each other for the purpose of increasing student achievement. We have found that although many districts have identified a walk-through strategy of some sort, it is used only sporadically in some schools by some teachers. Moreover, data from the walk throughs are rarely used to provide feedback to educators or shape future professional development offerings. Only when walk throughs are used in all classrooms in all schools and the resulting data are used thoughtfully and systematically will the power of observations be realized.

To review a sample classroom observation sheet, see Appendix H.

## **Response to Intervention (Rtl)**

Cross & Joftus is helping another district ramp up its instructional delivery system, especially for struggling students (and those most likely to be referred to special education), by helping to design and implement a Response to Intervention (Rtl) approach. According to the National Center on Response to Intervention, “response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems.” The following pyramid depicts the progression of interventions based upon need.



Our consultants are helping district leaders execute RtI at scale, providing practical recommendations and one-on-one coaching regarding:

- How to build buy-in amongst teachers and instructional coaches
- Use of formative assessments as progress-monitoring tools
- Training on assessment administration and interpretation of results
- How to establish a data-based decision-making culture
- Professional development for all supported interventions



- Communication about RtI to key stakeholders including parents and the community

The Response to Intervention approach will enable this district to better meet the needs of its most struggling students while simultaneously improving instructional efficacy for the student population as a whole.

## VII. Sustaining Change

It is our belief that an education organization that achieves coherence is one that can withstand leadership changes, shifts in political priorities, and economic downturns. An aligned school system is a well-run driver of improvement that is both efficient and effective in addressing issues such as enhancing the quality of the instructional core to meet the needs of all students, raising achievement of ELL and special education students, and increasing college-ready rates. Such a school system strives for continuous improvement and remains focused on its end goal, never allowing external or internal voices to pull it off track.

A school district that lacks coherence, on the other hand, is one in which the workings of the central office – professional development, hiring, resource allocation, public engagement, etc. – are not aligned to fulfill the mission of the district and improve student outcomes. Hard work yields little in such a system due to broken lines of communication, duplicative efforts, and conflicting sub-goals. It is in such systems that reform initiatives lead to lackluster results and broad disappointment after the external consultants have moved on and the extra money dries up.

Cross & Joftus aims to bring coherence to your education organization so that you will continue to see gains in system efficacy and student performance after we are long gone. Simply put, in coherence we find the key to sustainable lasting change.



## VIII. Frequently Asked Questions

**Q:** We are a very small district composed of one high school, two middle schools, and four elementary schools. Can we shorten our needs assessment visit from three to two days?

**A:** We can certainly be flexible with the structure of the needs assessment visits to accommodate your district/agency's particular needs and circumstances.

**Q:** The MOU says that we have to send one representative on at least two needs assessment visits. What if we want to send a representative to all of our network's visits. Would that be possible?

**A:** Yes, although your district/agency will be responsible for any additional travel costs.

**Q:** Does our needs assessment visit schedule need to look just like the one you have provided or can we adjust it a bit?

**A:** The visit schedule is up to you. The only three things we ask are:

- The visit is organized around the four focus areas.
- The first morning is structured as we have suggested in the sample schedule. It is important that we have that time to review data and prepare for the three days of interviews, focus groups, and classroom observations.
- The visit includes all of the interviews and focus groups described in the sample schedule. The days and times when they occur does not matter to us.

**Q:** How long does it take to put together the final needs assessment report?

**A:** You should expect it to take approximately 3 weeks for us to put together the final report. This is primarily due to us writing your report while conducting your peers' needs assessment visits.

**Q:** We have a very good relationship with a technical support provider in our state. Is it possible for us to use our allotted TA hours with them?

**A:** Absolutely. We can work with your provider to ensure that the support is consistent with the findings and recommendations from the needs assessment.

**Q:** We are very happy with the technical assistance Cross & Joftus is providing. Unfortunately, we have used all of our allotted hours. Can we purchase more TA directly from Cross & Joftus?

**A:** Yes. Please speak with Scott Joftus about extending your TA contract.

## IX. Appendices

### Appendix A: Memorandum of Understanding

The Department of Education (Agency) has contracted with Cross & Joftus to work with the Agency and those districts that are on Year 2 of improvement (as defined by the No Child Left Behind Act) and that have communicated a willingness and ability to make changes in their policies, practices, and systems that will result in improved student performance. Cross & Joftus, the Agency, and the districts have also agreed to:

- Participate<sup>14</sup> in three “Network” meetings during the school year.
- Participate in the review of one district other than one’s own and of the Agency.<sup>15</sup>
- Help to coordinate the review of and technical assistance for its own system, transparently providing access to data, information, and key stakeholders.<sup>16</sup>
- Complete “assignments” and implement appropriate reforms effectively and efficiently.<sup>17</sup>
- Participate in monthly conference calls following the completion of the needs assessment.

In addition to the general agreements above, Cross & Joftus, the Agency, and the participating districts agree to the following:

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<sup>14</sup> For Cross & Joftus, this includes at least two members of its senior team. For the Agency, this includes at least two senior administrators. For districts, this includes the superintendent, possibly one or two other senior district administrators (depending on size of district), a board member, and a school principal.

<sup>15</sup> For Cross & Joftus, at least three senior consultants will participate in each of the reviews. For the Agency, two senior administrators will participate in each of the district reviews. For districts, one or two senior district administrators (depending on size of district) will participate in the review of one other district, and one senior district administrator will participate in the review of the KSDE.

<sup>16</sup> For Cross & Joftus, this includes having a coordinator who works closely with the district and the Agency coordinator to schedule visits and data collection. For the Agency and the districts, this includes having a coordinator who helps to plan the schedule; contact and coordinate key stakeholders for observations, interviews, focus groups, etc.; and collect and distribute data and information as requested by Cross & Joftus.

<sup>17</sup> For Cross & Joftus, this includes coming to meetings and site visits well prepared, submitting high-quality reports to districts and the Agency in a timely manner, coordinating all activities efficiently and effectively, and facilitating reform processes at the state and local levels that will result in increased student performance and narrowed gaps in achievement. For the Agency and the districts, this includes completing reading and handouts recommended by Cross & Joftus, strongly considering and, when feasible, implementing the recommendations received from Cross & Joftus and the districts, modeling the continuous improvement process, and, if appropriate, sustaining The Learning Network.

## **Cross & Joftus, LLC**

- Design and implement a model that, if fully implemented, builds state capacity for monitoring and improving district quality, fosters a continuous improvement process at KSDE and participating districts, and improves district effectiveness and efficiency related to improving school quality and student outcomes.
- Act professionally and ethically in all manners related to the project.
- Work collaboratively with the Agency and participating districts while insisting upon and supporting improvement in schools, districts, and the state system of support for districts in need of improvement.
- Provide the highest quality consultants.
- Help to identify additional sources of funding—including foundation, corporate, and federal grants and expansion into other states—for The Learning Network that would help support implementation in the state.
- Use the contract from the Agency to pay for all expenses incurred by Cross & Joftus, including travel and related costs of its consultants to Network meetings and site visits.

## **Department of Education**

- Work collaboratively with Cross & Joftus and participating districts to implement strategies and reforms that will result in high-performing schools, districts, a state system of support for districts in need of improvement, and, ultimately, increased performance for all students.
- Remain open to recommendations and, when appropriate, implement recommendations—even when it is “uncomfortable”—that will result in a high-performing state system of support for districts in need of improvement.<sup>18</sup>
- Work diligently to foster and then sustain a culture of continuous improvement.
- Ensure understanding of and support for work of The Learning Network among key stakeholders, including school board, administrators, educators, teacher and administrator unions, business and civic leaders, and parents.

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<sup>18</sup> Such recommendations may include strategies up to and including takeover of a persistently failing school or district.

- Strongly consider remaining committed to supporting the continuity of The Learning Network beyond one year, if appropriate.
- Help to identify additional sources of funding—including foundation, corporate, and federal grants and expansion into other states—for The Learning Network that would help support implementation in the state.
- Secure and pay for the costs of an appropriate meeting room, breakfast, and lunch for each of the three Network meetings.
- Pay for the cost of all travel related to The Learning Network for the Agency’s administrators.
- Pay invoices from Cross & Joftus within 30 days of receipt.

### **Participating District**

- Work collaboratively with Cross & Joftus, the Agency, and other participating districts to implement strategies and reforms that will result in a high-performing system of schools, and, ultimately, increased performance for all students.
- Remain open to recommendations and, when appropriate, implement recommendations—even when it is “uncomfortable”—that will result in a high-performing schools and increased student achievement.<sup>19</sup>
- Develop with the Agency and Cross & Joftus and implement consistently a technical assistance plan.
- Work diligently to foster and then sustain a culture of continuous improvement.
- Ensure understanding of and support for work of The Learning Network among key stakeholders, including school board, administrators, educators, teacher and administrator unions, business and civic leaders, and parents.
- Pay for the cost of all travel related to The Learning Network for administrators and board members from the district.

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<sup>19</sup> Such recommendations may include strategies up to and including closure or complete restructuring of a persistently failing school.



**Statement of Commitment**

The undersigned agree to and, to the best of their ability, will abide by this memorandum of understanding.

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State Commissioner of Education (Date)

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District Superintendent (Date)

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President of the Board of Education (Date)

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Scott Joftus, President, Cross & Joftus, LLC (Date)

## Appendix B: PALSS Research Base

This section provides a summary of 25 years of research validating the merit of classroom visits. The explanations associated with each of these citations are summarized in Downey et al. (2004).

**1. Enhanced teacher satisfaction comes from higher frequency of classroom visits which results in 25% more students being cognitively engaged in the lesson**

-Frase, 2001: "A Confirming Study of the Predictive Power of Principal Classroom Visits on Efficacy and Teacher Flow Experiences." American Education Research Association Paper.

-Galloway & Frase, 2003: A Methodological Primer for Estimating the Effects of Flow in the Classroom. American Education Research Association Paper.

**2. Improved teacher self-efficacy has a strong predictive link to student achievement**

-Chester & Beaudin, 1996: "Efficacy Beliefs of Newly Hired Teachers in Urban Schools." *American Educational Research Journal*.

-Frase, 2001; "A Confirming Study of the Predictive Power of Principal Classroom Visits on Efficacy and Teacher Flow Experiences." American Educational Research Association Paper.

-Galloway & Frase, 2003: "A Methodological Primer for Estimating the Effects of Flow in the Classroom." American Education Research Association Paper

**3. Improved teacher attitudes toward professional development were evident when administrators were in classrooms more often, teachers express higher regard for professional development practices**

-Frase, 2001 & 2003: "Policy Implications for School Work Environments." American Education Research Association Paper

-Galloway & Frase, 2003: "A Methodological Primer for Estimating the Effects of Flow in the Classroom." American Education Research Association Paper

**4. Improved teacher attitudes toward teacher appraisal were evident by teachers whose classrooms were visited more frequently**

-Frase, 1998, 2001: "An Examination of Teachers' Flow Experiences, Efficacy, and Instructional Leadership in Large Inner-City and Urban School Districts." American Education Research Association Paper.

-Galloway & Frase, 2003: A Methodological Primer for Estimating the Effects of Flow in the Classroom." American Education Research Association Paper.

**5. Increased perceived teacher efficacy of other teachers and of the school is related to the frequency of classroom visits**

-Frase, 1998, 2001: "An Examination of Teachers' Flow Experiences, Efficacy, and Instructional Leadership in Large Inner-City and Urban School Districts." American Education Research Association Paper.

-Frase 2001: "A Confirming Study of the Predictive Power of Principal Classroom Visits on Efficacy and Teacher Flow Experiences." American Education Research Association Paper.

-Galloway & Frase, 2003: "A Methodological Primer for Estimating the Effects of Flow in the Classroom." American Education Research Association Paper.

**6. Improved classroom instruction occurs with higher frequency of classroom visits and constant focus on the instructional core**

-Marzano, 2001: *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. Association for Supervision and Curriculum Development.

-Freedman & LaFleur, January 2003: "Principal Visibility and Classroom Walk-Throughs." Paper presented at the International Congress of School Effectiveness & School Improvement.

-Teddlie, Kirby, & Stringfield, 1989: "Effective Versus Ineffective Schools: Observable Differences in the Classrooms." *American Journal of Education*.



**7. Improved teacher perception of principal effectiveness increases with the frequency of classroom visits**

- Andrews & Soder, 1987: "Principal Leadership & Student Achievement." *Educational Leadership*, 44 (6), 9-11.
- Freedman & LaFleur, 2002: "Making Leadership Visible and Practical: Walking for Improvement." American Educational Research Association Paper.
- Heck, Larsen, & Marcoulides, 1990: "Instructional Leadership and School Achievement." *Educational Administration Quarterly*.
- Sagor, 1992: "Three Principals Who Made A Difference." *Educational Leadership*, 49 (5), 13-18.
- Smith & Blasé, 1991: "From Empiricism to Hermeneutics: Educational Leadership as a Practical and Moral Activity." *Journal of Educational Administration*, 29 (1), 6-21.
- Valentine, Clark, Nickerson, & Keefe, 1981: *The Middle School Principal*. National Association of Secondary School Principals.
- Wimpleberg, Teddlie, & Stringfield, 1989: "Sensitivity to Context: The Past and Future of Effective Schools Research." *Educational Administration Quarterly*, 25, 82-107.

**8. Improved student discipline and student acceptance of advice and criticism**

- Blasé, 1987: "Dimensions of Effective School Leadership: The Teacher's Perspective." *American Educational Research Journal* 24, 589-610.
- Smith & Blasé, 1991: "From Empiricism to Hermeneutics: Educational Leadership as a Practical and Moral Activity." *Journal of Educational Administration*, 29 (1), 6-21.

**9. Improved teacher-perceived effectiveness of the school increases when administrators visit classrooms frequently**



-Frase, 2001: "A Confirming Study of the predictive Power of Principal Classroom Visits on Efficacy and Teacher Flow Experiences." American Education Research Association Paper.

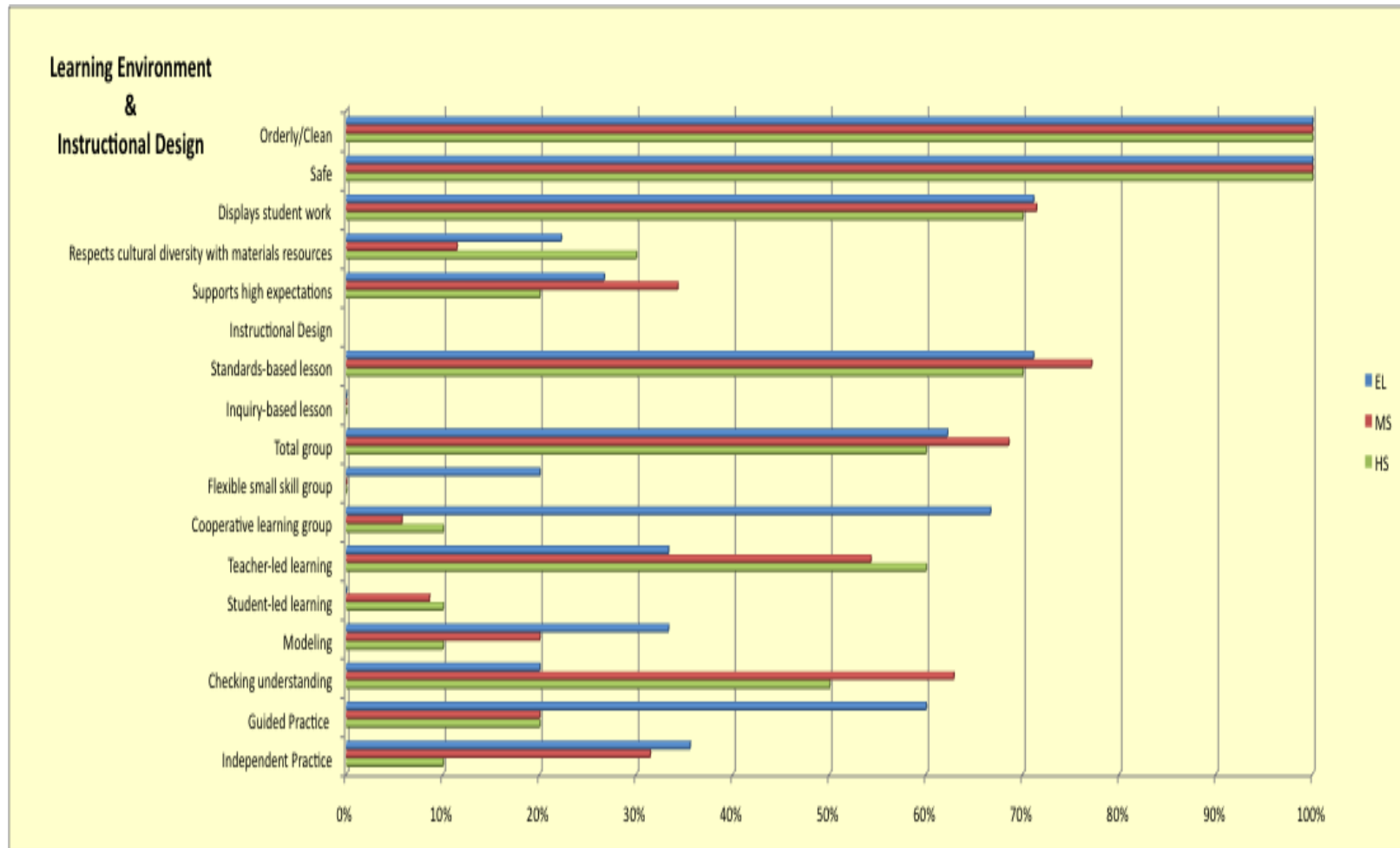
## Appendix C: Teaching Practices Observed in District's Elementary Schools

OBSERVED PRACTICES +		PD RECOMMENDATIONS Δ
<b>Learning Environment</b>		
100% Orderly/Clean 100% Safe 71% Displays student work 22% Respects cultural diversity with materials resources 27% Supports high expectations	<b>TEACHING</b>	-Respect for cultural diversity needs to be more evident in the learning environment. -Support for high expectations for learning needs to be made more explicit for students.
<b>Instructional Design</b>		
71% Standards-based lesson 0% Inquiry-based lesson 62% Total group 20% Flexible small skill group 67% Cooperative learning group 33% Teacher-led learning 0% Student-led learning 33% Modeling 20% Checking understanding 60% Guided Practice 36% Independent Practice		-Active engagement of students in the learning process would be strengthened by using inquiry-based and student-led learning. -Use of modeling and small flexible learning groups need to increase. -Opportunities to check understanding and give feedback need to occur prior to students being expected to perform independent practice successfully.
<b>Strategies Used</b>		
Adjust for multiple learning styles 67% -Visual 67% -Auditory 13% -Kinesthetic 9% Incorporate culturally responsive readings/perspectives 18% Address diverse language needs 13% Identify similarities & differences 20% Summarize & take notes 58% Reinforce efforts & provide recognition 38% Use homework & practice opportunities 13% Represent knowledge in multiple ways 29% Organize learning in groups 38% Set objectives & provide immediate/continuous feedback 2% Generate & test hypotheses 80% Use cues, questions & advance organizers 60% Increase student engagement		-Adjustments for various learning styles needs to accommodate for a balance of ways students can receive information. -A larger repertoire of instructional strategies is necessary to provide educators with skills to scaffold instruction for all tiers of learning, address culturally responsive teaching, and address diverse learning needs. -Need to increase demonstration of the practices that were only evident in 2-40% of the classes visited.

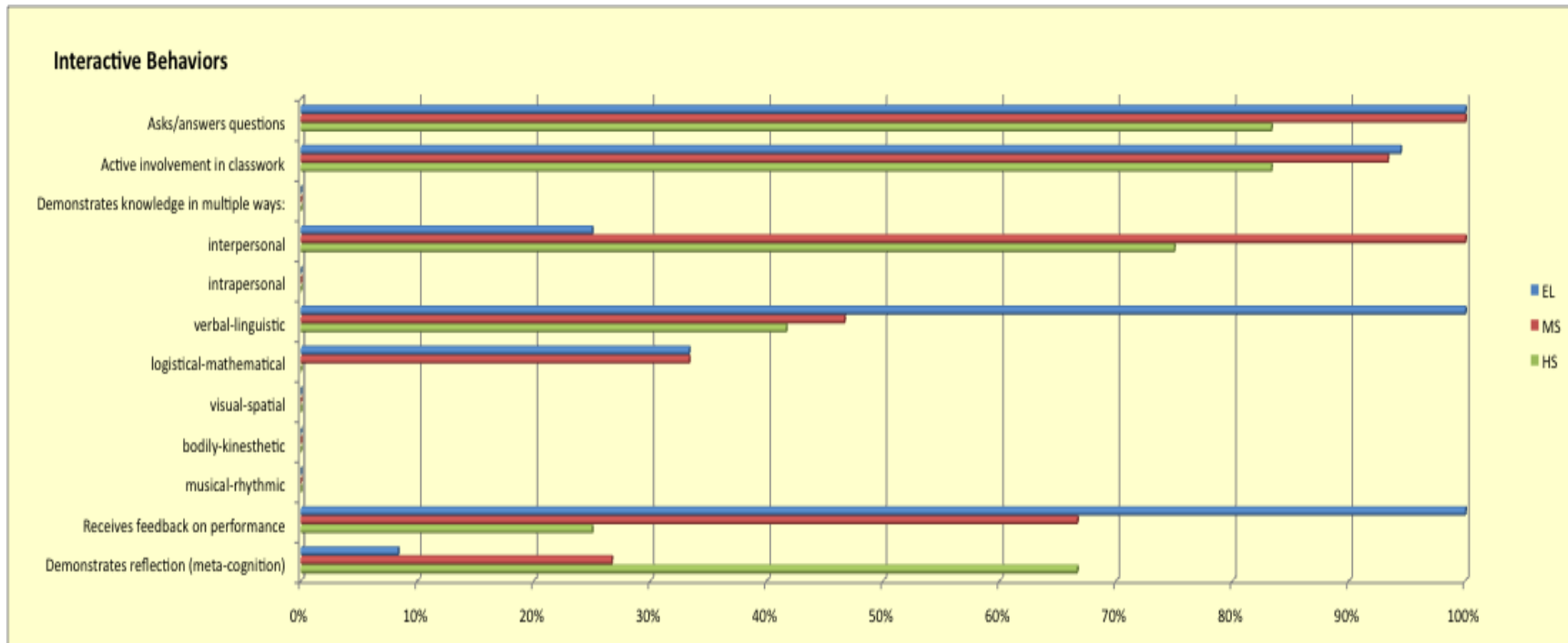
## Appendix D: Learning Practices Observed in District's Elementary Schools

OBSERVED PRACTICES +		PD RECOMMENDATIONS Δ
<p><b>Interactive Behaviors</b></p> <p>84% Asks/answers questions            56% Active involvement in classwork            Demonstrates knowledge in multiple ways:            11% -Interpersonal            0% -Intrapersonal            51% -Verbal-linguistic            4% -Logistical-mathematical            27% -Visual-spatial            20% -Bodily-kinesthetic            7% -Musical-rhythmic            42% Receives feedback on performance            2% Demonstrates reflection (meta-cognition)</p>	<b>LEARNING</b>	<p>-Students need to be able to demonstrate their learning using a variety of multiple intelligences.            -Students need to be provided regular &amp; continuous feedback on performance with opportunities for self-evaluation and for taking responsibility for their future learning.</p>
<p><b>Cognitive Level</b></p> <p>22% Knowledge            38% Comprehension            36% Application            7% Analysis            2% Synthesis            2% Evaluation</p>		<p>-Need to provide instruction and opportunities for students to practice higher-level thinking skills.</p>
<p><b>Work Produced</b></p> <p>47% Individual Work            16% Group Work            49% Written work            0% Project            7% Presentation/Performance            0% Self-Evaluation/Reflection</p>		<p>-Need to provide assignments that require students to present their work by project, performance and presentation and include opportunities for students to demonstrate self-evaluation/reflection practices.</p>
<p><b>Resources</b></p> <p>29% Textbooks            53% Supplemental materials            22% Manipulatives            27% Technology            4% Materials reflect diversity            11% Worksheets</p>		<p>-Student use of textbooks, technology, and manipulatives should be increased to address diverse learning needs; the use of resources needs to be extended beyond worksheets.</p>

## Appendix E: Teaching Practices Observed in District (Partial)



## Appendix F: Learning Practices Observed in District (Partial)



## Appendix G: Classroom Observation Form

District: District A Public Schools School: \_\_\_\_\_ Date: \_\_\_\_\_ Time In: \_\_\_\_\_ Time Out: \_\_\_\_\_  
 Subject/Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

Room: \_\_\_\_\_ No. of Students: \_\_\_\_\_ Standard: \_\_\_\_\_ Student Task Produced (objective): \_\_\_\_\_

PRACTICES	LEARNING PRACTICES
<p><b>ENVIRONMENT:</b>            Orderly/Clean/Well-Managed            Safe            Evidence of student learning</p> <p><b>INSTRUCTIONAL PLANNING:</b>            Standards-based lesson communicated <input type="checkbox"/> <b>e. Guided Practice</b>            Instruction informed by learning data <input type="checkbox"/> <b>f. Independent practice/Homework</b>            Modeling/Demonstration <input type="checkbox"/> <b>g. Evaluation/Feedback</b>            Checking understanding/feedback</p> <p><b>STRATEGIES:</b>            Adjust for multiple learning styles (auditory/visual/kinesthetic)            Incorporate culturally responsive readings/perspectives/materials            Address diverse language needs            Target research-based practices that accelerate learning (see reverse)  <input type="checkbox"/> <b>(1).</b> Identify similarities &amp; differences  <input type="checkbox"/> <b>(2).</b> Summarize &amp; take notes  <input type="checkbox"/> <b>(3).</b> Reinforce efforts &amp; provide recognition  <input type="checkbox"/> <b>(4).</b> Use homework &amp; practice opportunities  <input type="checkbox"/> <b>(5).</b> Represent knowledge in multiple ways using differentiated instruction  <input type="checkbox"/> <b>(6).</b> Organize learning in groups; cooperative learning/pairs/small groups  <input type="checkbox"/> <b>(7).</b> Set objectives &amp; provide immediate/continuous feedback  <input type="checkbox"/> <b>(8).</b> Generate &amp; test hypotheses  <input type="checkbox"/> <b>(9).</b> Use cues, questions &amp; advance organizers</p> <p><b>LEARNING LEVEL:</b>            Knowledge (recall) <input type="checkbox"/> Application (use) <input type="checkbox"/> Synthesis (create)            Comprehension <input type="checkbox"/> Analysis (examine) <input type="checkbox"/> Evaluation (judge)            Interpretation</p>	<p><b>5. E=ENVIRONMENT/RESOURCES DEMONSTRATED:</b>  <input type="checkbox"/> <b>a.</b> Textbooks  <input type="checkbox"/> <b>b.</b> Supplemental materials  <input type="checkbox"/> <b>c.</b> Manipulatives  <input type="checkbox"/> <b>d.</b> Technology  <input type="checkbox"/> <b>e.</b> Worksheets</p> <p><b>6. D=DESIGN:</b>  <input type="checkbox"/> <b>a.</b> Engages actively in classwork  <input type="checkbox"/> <b>b.</b> Asks/answers questions  <input type="checkbox"/> <b>c.</b> Demonstrates expected learning independently  <input type="checkbox"/> <b>d.</b> Receives feedback on performance  <input type="checkbox"/> <b>e.</b> Demonstrates self-evaluation</p> <p><b>7. S=STRATEGIES DEMONSTRATED:</b>  <input type="checkbox"/> <b>a.</b> Experiences differentiated presentations of information  <input type="checkbox"/> <b>b.</b> Demonstrates knowledge in multiple ways (circle all that apply):                interpersonal, intrapersonal, verbal-linguistic, logical-mathematical,                visual-spatial, bodily-kinesthetic, musical-rhythmic</p> <p><b>8. T=THINKING LEVEL DEMONSTRATED BASED ON INDEPENDENT TASK</b></p> <p><b>COMMENTS:</b></p> <p><b>Observer:</b></p>

### DESCRIPTORS OF RESEARCHED-BASED EDUCATIONAL STRATEGIES

Adjust for multiple learning styles	Provide input using a balance of visual/auditory/kinesthetic experiences
Incorporate culturally responsive readings/perspectives	Provide respect for ALL cultures with equitable opportunities for learning guided by principles of differentiation related to respectful tasks, flexible grouping and ongoing assessment and adjustment
Address diverse language needs	Provide models, scaffolds, access to students' prior knowledge; provide cooperative learning activities; and differentiate instruction using visuals, pantomimes, shorter and simpler sentences at a slower rate with high frequency vocabulary and elimination of idiomatic expressions (Classroom Instruction that Works with English Language Learners, p. 2. H)

		Flynn, 2006)
Identify similarities and differences		Provide forms of comparing, classifying, and creating metaphors and analogies
Summarize and take notes		Provide summarizing activities by engaging students in deleting information, substituting information, and keeping information in a condensed form
Reinforce efforts and provide recognition		Provide reward or praise for effort and accomplishments at targeted levels of performance
Use homework and practice opportunities		Provide tasks that prepare for learning or elaboration regarding what was learned
Represent knowledge in multiple ways		Provide knowledge to be stored in two forms: a. Linguistic Form; b. Imagery Form or non-linguistic using graphics, graphic organizers, pictures, models, and engagement in kinesthetics
Organize learning in groups		Provide cooperative learning with positive interdependence, face to face supportive interaction, individual/group accountability, interpersonal/small group skills, group processing
Set objectives and provide immediate/continuous feedback		Provide learning focus and feedback that is corrective, timely, specific to criterion, and ensures self-monitoring for self-evaluation
Generate and test hypotheses		Provide either for deductive thinking (using rules to predict) OR inductive thinking (discover principle and draw conclusions)
Use cues, questions and advance organizers		Provide hints or higher level questions to produce help for students to use what they already know about a topic. Provide four types of "Advance Organizers": 1) expository -descriptive new content through reading/discussion; 2) narrative - presentation of information in story format; 3) skimming - quick review of highlights; 4) illustrating -pictorial representation such as a graphic organizer.
Increase student engagement		Provide active interaction/connectivity with learning task through the use of the "Interactive Behaviors" listed under "Learning Practices" leading to project-based learning, problem-based learning, digital story-telling, and real-world learning activities.

\*Descriptors from Classroom Instruction that Works: Researched-Based Strategies for Increasing Student Achievement. (Marzano, Pickering, Pollock 2001)



**APPENDIX C:**  
**Implementation Coach (IC)**  
**and**  
**Principal Meeting Report**

# Implementation Coach and Principal Meeting Report

**Implementation Coach:** \_\_\_\_\_Joyce Carter\_\_\_\_\_ **Principal:** \_\_\_Dave Saunders

**District:** \_259\_ **School:** \_Jardine Technology Magnet Middle School\_ **Date:** \_\_February 16, 2010

**Meeting Participants:** \_\_\_\_Carter, Saunders, Malget (data coach) , Forshee (math coach)

## **1. Describe the “next step action” completed by the principal as a result of the previous meeting.**

Discuss cognitive levels/assessment framework information on math; update on KSA preparation; discuss planning for next school year based upon student learning.

**2. Describe the current focus of plan development or implementation at this time?** Today’s focus was upon cognitive levels/assessment framework information; KSA preparation efforts, and planning for the 2010-11 school year.

## **3. What’s working well?**

### **America’s Choice implementation:**

- The AC math coach uses a power point presentation with all staff and new district teachers on integrating math concepts in the curriculum each year.
- USD 259 has used the cognitive framework when doing curriculum work since 2005.
- We discussed assessment framework information for math. We plan to take the spring 2010 KSA information and break it down into the forms and analyze where student strengths and weaknesses are.
- During May and June meeting times, I would like to help develop a lesson planning tool for teachers that would provide information from the cognitive levels description page, AC critical components, and math/reading integration tips. This tool would be used in the 2010-11 school year.

### **Student preparation for KSA**

- P/T conferences had a focus upon student assessment and went over very well with parents. This was a focus during the October 2009 discussions with the leadership team and was done successfully.
- Reading activities to prep for upcoming KCA will be given to staff during PD on 2/18 by the reading coach.
- Teachers reported that the use of NWEA graphs was very well received by parents at the conferences.
- Standards-based artifacts are on display throughout the building.

### **Future Planning using student learning as the focus:**

- Need corrective reading with decoding and comprehension focus for low level learners.
- A review of students was considered, according to academic levels, with district admin (KBusch) to determine section needs for next year.
- Class size was considered for optimum learning.
- State budget cuts will delay decision making for future planning in best interests of student achievement.
- Teachers were surveyed online and anonymous about new programs at Jardine. Results were discussed and showed very positive responses to the survey questions.

## **4. Describe the current challenges or concerns related to plan development or implementation at this time?**

- Budget cuts will most likely hinder the work the school does to increase student learning

## **5. What support is needed to address the challenges or concerns?**

## Implementation Coach and Principal Meeting Report

- District level admin is doing a good job of working with the building principal for next year's needs/staffing.

**6. What are the ICs next steps?** Monitor the vision for the spring and summer in regard to cognitive levels of the KSA; KCA assessments; and data review for next year's decisions.

**7. What are the principal's next steps?** Update on KSA preparation., DAT meeting on 3/3/2010.

**8. What is the date and time of the next meeting?** March 3, 2010; 9:00 am.

**9. What will be the focus of the next meeting?** DAT review for AC, observe spring 2010 KSA preparation, plan for March/April/May.

**10. At this point in time, what is your confidence level of achieving student outcomes target in the plan?**

**1** \_\_\_\_\_ **5** \_\_\_\_\_ **x** \_\_\_\_\_ **10**

**Low confidence**

**High confidence**

**IC monthly checklist for February:**

February

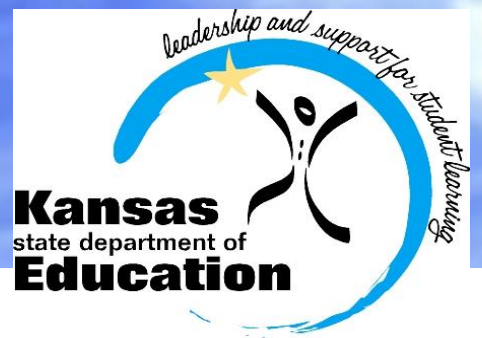
- X Staff is discussing student grouping to address specific needs of students
- x There is continued engagement about engaging students
- x Planning discussions for the next year are underway with student learning as the focus .

**APPENDIX D:**  
**Kansas Improvement Notebook**



# KANSAS IMPROVEMENT NOTEBOOK

Updated August 2008



## Acknowledgments

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The Kansas State Department of Education wishes to thank the many people who made this document possible.

- The Washington State Office of Superintendent of Public Instruction. The KANSAS IMPROVEMENT NOTEBOOK is largely based on the SCHOOL SYSTEM IMPROVEMENT RESOURCE GUIDE: PUTTING IT ALL TOGETHER (revised in 2005) which may be downloaded from the Washington State Department of Education's web site at: <http://www.k12.wa.us/SchoolImprovement/SSIRG.aspx>.
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# Introduction to the Notebook

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Adapted from *School System Improvement Resource Guide: Putting It All Together*

## ***What is school improvement?***

School Improvement is a continuous process districts and schools use to ensure that all students are achieving at high levels. All schools, in collaboration with families and communities, can create better environments so that all students are well rounded and successful. Continuous improvement of public schools is essential to providing increased student performance and quality results. Innovative, exemplary, and research-based programs, coupled with strong leadership, rigorous curriculum, staff-development, focused and aligned resources, and public participation in planning are critical factors in improving schools.

## ***Who needs school improvement?***

All schools are encouraged to engage in school improvement planning. The Kansas State Board of Education, through Quality Performance Accreditation, requires that each school develop a school improvement plan based on a self-review of the school's systems. The self-review required by the state shall include active participation and meaningful input by staff, students, parents, and community members. The school improvement process described in this guide can fulfill this requirement.

## ***Will this process help us sustain effective changes?***

In the past, school improvement plans often centered on isolated interventions, such as new programs or changes in schedules. These types of changes, called first order changes, may be positive but do not necessarily create sustained change to student outcomes. Second order changes are those that alter the school culture or the ways people work together. Second order changes often focus on systems as opposed to single programs. The process outlined in this notebook encourages second order change through activities that help staff to reflect on their beliefs and gain focus and ownership that leads to lasting benefits for students and all stakeholders.

## ***Who uses the Kansas Improvement Notebook?***

The Kansas Improvement Notebook is a resource to all Kansas school districts and schools to support their work in developing and implementing systemic improvement. *District and school personnel may choose to adopt the entire process outlined in this notebook or only adopt those sections that strengthen existing processes.*

For schools identified as accredited on improvement, conditionally accredited, or unaccredited for Quality Performance Accreditation, this notebook serves as a guide for completing an improvement process that results in completing the required Integrated Improvement Plan for Schools.

For districts and/or schools identified on improvement under No Child Left Behind, this notebook serves as a guide for completing an improvement process that results in the completion of the required Integrated Improvement Plan for Districts and/or the Integrated Improvement Plan for Schools.



## Introduction to the Notebook, continued

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### ***What is the Kansas Improvement Notebook?***

The Kansas Improvement Notebook was developed to

- support districts and schools as they analyze existing systems and look at additional structures they may need to create a culture in which the importance of student achievement is reflected in an ongoing, data-driven improvement process;
- provide a model planning process to support sustained school improvement; and
- highlight findings from state and national experience that provide examples of best practices with proven track records of success in improving student learning.

This guide is designed as a “work in progress” that will grow more valuable as a resource for educators as districts and schools share their insights and suggestions. Districts and schools are encouraged to suggest additional information or revisions to the content of this publication.

Section A highlights the **Kansas Improvement Model**.

Section B is an **overview of factors that impact student achievement**. District and school personnel are encouraged to review and thoughtfully consider the concepts in this section as they define and refine their improvement plans.

### ***What additional considerations are important when developing and implementing improvement plans?***

- Existing school and district improvement plans.
- Available resources, including fiscal and personnel.
- Time available for staff, parents and community to collaborate in developing, refining and/or implementing improvement plans.
- Tight connection between district and school plans, resulting in simultaneous “bottom-up” and “top-down” development with a focus on collaboration.
- Strategies to mediate the tension between decentralization/school autonomy and district centralization/direction. (See “How Effective School Systems and Schools Work Together in School Improvement?”)
- Role of the local school board in the development of policy, regulations and goals.
- Role of the school, parents and community groups in plan development and implementation.
- Role of professional associations in plan development and implementation.
- Creation of professional learning communities both at the district and school level.
- Capacity of district and school personnel to implement first order and second order change initiatives.



## Section A: Kansas Improvement Model

---

### *What is the purpose of this section?*

This section presents the Kansas Improvement Model as a tool to support district and school improvement efforts. District and school personnel may choose to adopt the entire model or adopt those sections that strengthen their existing processes.

A variety of improvement models are available to districts and schools. Listed below are a few organizations that offer improvement models:

### **Table of Contents for Section A**

Kansas Improvement Model

Kansas Improvement Model: Timelines

Kansas Improvement Model: Timeline for Improvement Stages – Worksheet

Kansas Improvement Model: Participants in Planning



# Kansas Improvement Model

<b>Phase 1</b>		
<b>Stage 1</b>	<b>Orientation &amp; Readiness</b>	Develop a level of cooperation and commitment to support the changes that will occur within the improvement process. This includes a common understanding and readiness to orient stakeholders to systematic district and school improvement processes. Attention is given to understanding the vision/mission of the school and/or district.
<b>Stage 2</b>	<b>Gather &amp; Organize Data</b>	Collect a wide range of data that creates an accurate picture of the current reality for the school and/or the district. This includes collecting quantitative and qualitative data to conduct a self-evaluation by each school and/or district.
<b>Stage 3</b>	<b>Analyze Data</b>	Analyze data to identify strengths and challenges as well as their root causes. This includes bringing together data to formulate inferences for making informed decisions about school improvement.
<b>Stage 4</b>	<b>Prioritize &amp; Set Goals</b>	Determine a manageable set of Specific Measurable Attainable Results-orientated and Time-bound (SMART) goals that will become the focus of improvement efforts district wide and/or school wide. This includes establishing priorities for improvement efforts based on the needs of all students.
<b>Stage 5</b>	<b>Research &amp; Identify Effective Practices, Strategies, Programs, Interventions</b>	Identify and select practices, programs, interventions, etc. that incorporate strategies scientifically based in research (SBR) that will assist the school and/or district in reaching their SMART goals. This includes reviewing research on specific SBR strategies and/or networking with schools/districts that have implemented these specific strategies.
<b>Phase 2</b>		
<b>Stage 6</b>	<b>Develop &amp; Implement Plan(s)</b>	Develop and implement an improvement plan(s) that addresses the learning needs of all students within Multi-Tiered Systems of Support (MTSS). This includes writing an improvement plan that clearly identifies a systematic approach to outlining connections between current challenges, SMART goals, identified SBR strategies, staff development, involvement with stakeholders, and measures of success.
<b>Phase 3</b>		
<b>Stage 7</b>	<b>Monitor Implementation &amp; Progress</b>	Monitor the implementation of the improvement plan(s). Monitoring includes (1) ensuring the scientifically based and researched strategies are being utilized with students, (2) collecting data on the effectiveness of the strategies scientifically based in research, (3) measuring progress against indicators, and (4) implementing evaluation procedures.
<b>Stage 8</b>	<b>Review &amp; Revise</b>	Conduct ongoing formative and summative evaluation of SBR strategies, staff development, and stakeholder involvement. Review and revision of the plan will allow the school and/or the district to cycle through as many stages of the improvement process as



needed to support continuous growth.

## Kansas Improvement Model: Timelines

Phase One					Phase Two	Phase Three	
Stage 1:	Stage 2:	Stage 3:	Stage 4:	Stage 5:	Stage 6:	Stage 7:	Stage 8:
Orientation & Readiness	Gather & Organize Data	Analyze Data	Prioritize & Set Goals	Research & Identify Effective Strategies/ Practices	Develop & Implement Plan(s)	Monitor Implementation & Progress	Review & Revise
Develop a clear picture of what it will take to progress through the eight stages of the improvement process. The appropriate structures and supports for this to happen will be in place (e.g., planning team, district buy-in, and shared vision).	Select data to collect in five categories: perception, achievement, behavior, contextual and demographics. Conduct a self-evaluation by each district or school (see the District Integrated Needs Assessment). Data is prepared to facilitate analysis using a data carousel activity.	Identify root causes of the issue. Completion of this stage will result in an analysis of data based on narratives, charts and graphs displaying the current status of the school and/or district system. A prioritized list of challenges will be generated and used in subsequent stages to develop SMART goals and improvement plans.	Determine priorities for local needs based on district/school strengths and challenges identified by data analysis. Challenges/concerns are grouped into themes. Clear, measurable and time-bound SMART goals are written and prioritized.	Identify SBR practices, strategies, programs, and/or interventions that address the stated goals and root causes to provide the basis of improvement plans through additional research and analysis of data, identification of best practices, and site-visits. Districts encourage individual schools to deal with issues systemically.	Focus specific improvement plans on prioritized areas, describing the specific activities, timelines, persons responsible and outcome measures for each strategy, intervention, and/or program created. Implementation means putting the plan fully into practice by carrying out the tasks identified.	Monitor implementation of the action plan, identified strategies/practices and student progress to ensure continuous progress toward achieving school/district goals. Formative and summative measures are used to see if progress is occurring toward each SMART goal. Based on this information, plans are revised as necessary.	Analyze formative and summative measures specified in the improvement plans to determine if student needs have been met. Data on system changes (structural goals) and student achievement (core goals) should be considered.
<b>Deadlines: On Target*</b> . Districts and schools establish timelines for completing each stage. It is recommended that every district and school review data at least on a yearly basis. Then review and revise improvement plans accordingly.							
<b>Deadlines: On Watch**</b> . It is recommended that districts and schools complete stages 1- 6 during the year the district and/or school is On Watch.						They will initiate stage 7 and 8 the year following the On Watch year.	
<b>Deadlines: On Improvement and Accredited on Improvement***</b> . These districts and/or schools are required to complete stages 1 – 6 within 90 days of official notification from KSDE following the Kansas State School Board meeting. Stages 7 and 8 are to be initiated by the beginning of second semester.						If stages 1-6 were completed the previous year, stages 7 and 8 are initiated within 90 days of official notification.	

- \*On Target refers to a district and/or school that has made AYP two or more consecutive years for NCLB. "On Target" also refers to schools that have met QPA criteria two or more consecutive years.
- \*\*On Watch refers to a district and/or school that previously was On Target and has **not made AYP** for one year for NCLB. If that district does not make AYP for a second consecutive year, the school will be on improvement. On Watch also refers to schools previously On Target that did **not meet QPA criteria** for one year. If that school does not meet OPA criteria for a second consecutive year, the school will be Accredited on Improvement.



- \*\*\*On Improvement refers to a district and/or school that has **not made AYP** two or more consecutive years for NCLB. Accredited on Improvement refers to a school that **has not** met QPA criteria two or more years.

# Kansas Improvement Model

## Timeline for Improvement Stages Worksheet

Stages	Description	Expected Completion Dates
Stage 1: Orientation & Readiness	Develop a clear picture of what it will take to progress through the eight stages of the improvement process. The appropriate structures and supports for this to happen will be in place (e.g., planning team, district buy-in, shared vision).	
Stage 2: Gather & Organize Data	Select data to collect in five categories: perception, achievement, behavior, contextual and demographics. Conduct a self-evaluation by each school or district (see the District Integrated Needs Assessment). Data is prepared to facilitate analysis using a data carousel activity.	
Stage 3: Analyze Data	Identify root causes of the issue. Completion of this stage will result in an analysis of data based on narratives, charts and graphs displaying the current status of the school and/or district system. A prioritized list of challenges will be generated and used in subsequent stages to develop SMART goals and improvement plans.	
Stage 4: Prioritize & Set Goals	Determine priorities for local needs based on school/district strengths and challenges identified by data analysis. Challenges/concerns are grouped into themes. Clear, measurable and time-bound SMART goals are written and prioritized.	
Stage 5: Research & Identify Effective Strategies/Practices	Identify SBR practices, strategies, programs, and/or interventions that address the stated goals and root causes to provide the basis of improvement plans through additional research and analysis of data, identification of best practices, and site-visits. Districts will encourage individual schools to deal with issues systemically.	
Stage 6: Develop & Implement Plan(s)	Focus specific improvement plans on prioritized areas, describing the specific activities, timelines, persons responsible and outcome measures for each strategy, intervention, and/or program created. Implementation means putting the plan into practice fully by carrying out the tasks identified.	Districts and schools On Improvement for NCLB must submit the plan within 90 days of official notification.
Stage 7: Monitor Implementation & Progress	Monitor implementation of the action plan, identified strategies/practices and student progress to ensure continuous progress toward achieving school/district goals. Formative and summative measures are used to see if progress is occurring toward each SMART goal. Based on this information, plans are revised as necessary.	
Stage 8: Review & Revise	Analyze formative and summative measures specified in the improvement plans are analyzed to determine if student needs have been met. Data on system changes (structural goals) and student achievement (core goals) should be considered.	



# Kansas Improvement Model – Participants in Planning

## Planning Team and Core Leadership Team

### DISTRICT and/or SCHOOL PLANNING TEAM

The district and/or school planning team develops the integrated improvement plan for the district and/or school. The responsibility of the district and/or school planning team includes reviewing data, identifying strengths and challenges, selecting Scientifically Based Researched (SBR) Strategies, establishing SMART Goals with a plan and determining implementation and monitoring protocols for adoption of the improvement plan.

The following chart suggests membership on the planning teams. The last column provides a place to identify the core leadership team. The core leadership team is drawn from the larger planning team and has at least two members: a person who serves as facilitator for both teams and a person who serves as the data coordinator for both teams. The facilitator and data coordinator are the primary contacts with the Kansas State Department if the district and/or school is on improvement for Title I or is accredited on improvement, conditionally accredited, or unaccredited for Quality Performance Accreditation (QPA). It is recommended that (1) one person fill no more than two roles on the team, and (2) no more than one of the asterisked roles may be filled by an employee of the school district.

School Planning Team (Sample)			
Role	Name	Email address	Phone Number
<b>Superintendent or Representative</b>			
<b>Principal or Principals' Representative</b>			
Site Council Member*			
Community Member*			
<b>Family/Parent Representative*</b>			
<b>General Education Teacher</b>			
Counselor, Social Worker, etc.			
Special Education Educator			
<b>Local Consolidated Plan Contact (if applicable)</b>			
Teacher of English Language Learners			
<b>Title 1 Representative (if applicable)</b>			
Other			

## **Kansas Improvement Model – Participants in Planning, continued**

### **Planning Team and Core Leadership Team, continued**

#### **CORE LEADERSHIP TEAM**

**The core leadership team supports the work of the planning team and is comprised of membership from the planning team.** The responsibility of the core leadership team includes preparation for planning team meetings, which includes generating agendas, and providing needed materials for the meeting. This could include gathering data, researching practices, strategies, programs, interventions, et cetera that are scientifically based in research, and drafting the improvement plans. The work of the core leadership team provides the foundation of the work of the district and/or school planning team(s). The connections between the core leadership team and the planning team are fluid and encourage collaborative workflow between the two groups. **Two critical people on the core leadership team are the planning facilitator and data coordinator.**

#### **FACILITATOR**

##### **Responsibilities:**

- oversee planning process, phases one, two and three
- organize, coordinate, and facilitate planning team meetings
- work closely with the superintendent throughout the planning process
- coordinate completion of planning team and leadership team documents and products
- attend trainings and regional meetings offered by the Kansas State Department of Education and others as needed
- understand and support the improvement planning process

##### **Knowledge and skills to consider when selecting a Facilitator:**

- experience in school and district planning
- experience in group processes
- experience in coordinating projects
- willingness to engage in the improvement process and participate in training
- written, oral and listening skills
- ability to work with a diverse group of individuals

##### **Recommended support for role:**

- training opportunities
- provision of time to fulfill facilitator responsibilities
- fiscal and other resources to support planning efforts
- support from Data Collection Coordinator
- clerical support

# Kansas Improvement Model – Participants in Planning, continued

## Planning Team and Core Leadership Team

### DATA COORDINATOR

#### Responsibilities:

- participate in planning process, phases one, two and three
- participate in planning team meetings
- participate in core leadership team meetings
- coordinate the selection, collection, display, sorting and discussion of district and/or school data
- work closely with the Facilitator throughout the improvement process
- attend appropriate trainings
- understand and support the school improvement planning process

#### Knowledge and skills to consider when selecting a Data Collection Coordinator:

- expertise in utilization of technology
- willingness to engage in process and participate in trainings
- experience in collecting data from a variety of sources
- strong written, oral and listening communication skills
- ability to work with a diverse group of individuals

#### Recommended support for role:

- appropriate training opportunities
- provision of time to fulfill data collection facilitator responsibilities
- fiscal and other resources to support data collection efforts
- local technical support, if available





# Kansas Improvement Model – Participants in Planning, continued

## Planning Team and Core Leadership Team

Core Leadership Team		District Planning Team	
<b>Members:</b> Example – Superintendent, Assistant Superintendent, and any other pertinent central office staff.		<b>Members:</b> Example – Core Planning Team plus school principals, representation across the district, including Title I, Special Education, general education, parents and community stakeholders.	
Responsibilities	Outcomes	Responsibilities	Outcomes
<ul style="list-style-type: none"> <li>Determine scope of participation in Kansas Improvement Process.</li> <li>Periodically communicate progress to district school board and district stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>The planning team decides whether to adopt the entire Kansas Improvement Process or only those sections that strengthen existing processes.</li> <li>Create awareness through a communication plan.</li> <li>Form effective partnerships.</li> </ul>	<ul style="list-style-type: none"> <li>Gathering and analyzing data.</li> <li>Identifying SBR strategies/practices.</li> </ul>	<ul style="list-style-type: none"> <li>All performance data including all student groups, state assessments, all other kinds of data as listed on the “What to collect” worksheet (see page #)</li> <li>Select appropriate initiatives and strategies to support identified student learning needs</li> </ul>
<ul style="list-style-type: none"> <li>Select district/school planning team membership.</li> <li>Assign improvement planning facilitator and data coordinator.</li> <li>Schedule and plan all meetings of the District Planning Team.</li> </ul>	<ul style="list-style-type: none"> <li>District/school planning team will be comprised of appropriate stakeholders.</li> <li>Ensuring that the Kansas Improvement Model is implemented.</li> <li>Ensuring that all relevant data is made available to the district planning team.</li> <li>Schedule for the year has been established with appropriate benchmarks.</li> </ul>	<ul style="list-style-type: none"> <li>Drafting the improvement plan(s).</li> <li>Coordinating alignment between district and school plan(s).</li> </ul>	<ul style="list-style-type: none"> <li>District improvement and/or school improvement plan(s) are submitted in a timely fashion.</li> <li>District and school improvement plans are aligned.</li> </ul>
<ul style="list-style-type: none"> <li>Develop a planning budget for improvement process.</li> </ul>	<ul style="list-style-type: none"> <li>Review fiscal and human resources and reallocate, if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Communicating information to all stakeholders and providing an opportunity for input.</li> </ul>	<ul style="list-style-type: none"> <li>All stakeholders are offered an opportunity to provide input and all federal requirements are fulfilled.</li> </ul>
<ul style="list-style-type: none"> <li>Monitor the implementation of the Kansas Improvement Model.</li> </ul>	<ul style="list-style-type: none"> <li>The process is adhered to and the improvement plan is created within the appropriate timeframe.</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring the implementation of the district improvement plan and/or school improvement plan(s).</li> </ul>	<ul style="list-style-type: none"> <li>The district and school improvement plans are implemented with fidelity.</li> </ul>

## **Section B: Factors that Impact School Improvement**

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### ***What is the purpose of this section?***

This section highlights key effective practices with proven track records of success in improving student learning. Educators are encouraged to consider these factors prior to and during the development of an improvement plan.

### **Who uses this section?**

Both district and school personnel are encouraged to review this section as they consider strengths and challenges in their current systems.

### **Table of Contents for Section B**

What is a Multi-Tiered System(s) of Support (MTSS)?

What are the 21<sup>st</sup> Century Learning Skills?

How Can Effective Districts and Schools Work Together in School Improvement?

How Can Leadership Impact School Improvement?

What Does Research on High Performing Districts Say about School Improvement?

What Can We Ask Ourselves about School Improvement?

## **Factors that Impact School Improvement, continued**

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### **What is Multi-Tiered System of Support (MTSS)?**

for additional information on MTSS go to <http://www.kansasmtss.org/>

#### **Core Beliefs:**

Every child learns and achieves to high standards

Learning includes academic and social competencies

Every member of the education community continues to grow, learn and reflect

Every leader at all levels are responsible for every student

Change is intentional, coherent and dynamic

#### **How to achieve the core beliefs:**

Every child will be provided a rigorous and research-based curriculum

Every child will be provided effective and relentless teaching

Interventions will be provided at the earliest identification of need

Policy will be based on evidence based practice

Every educator will continuously gain knowledge and develop expertise to build capacity and sustain effective practice

Resources will be intentionally designed and redesigned to match student needs

Every leader will be responsible for planning, implementing and evaluating

Academic and behavioral data will be used to inform instructional decisions

Educators, families and community members will be part of the fundamental practice of effective problem-solving and instructional decision making

An empowering culture creates collective responsibility for student success

## Factors that Impact School Improvement, continued

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### What is Multi-Tiered System of Support (MTSS)?, continued

for additional information on MTSS go to <http://www.kansasmstss.org/>



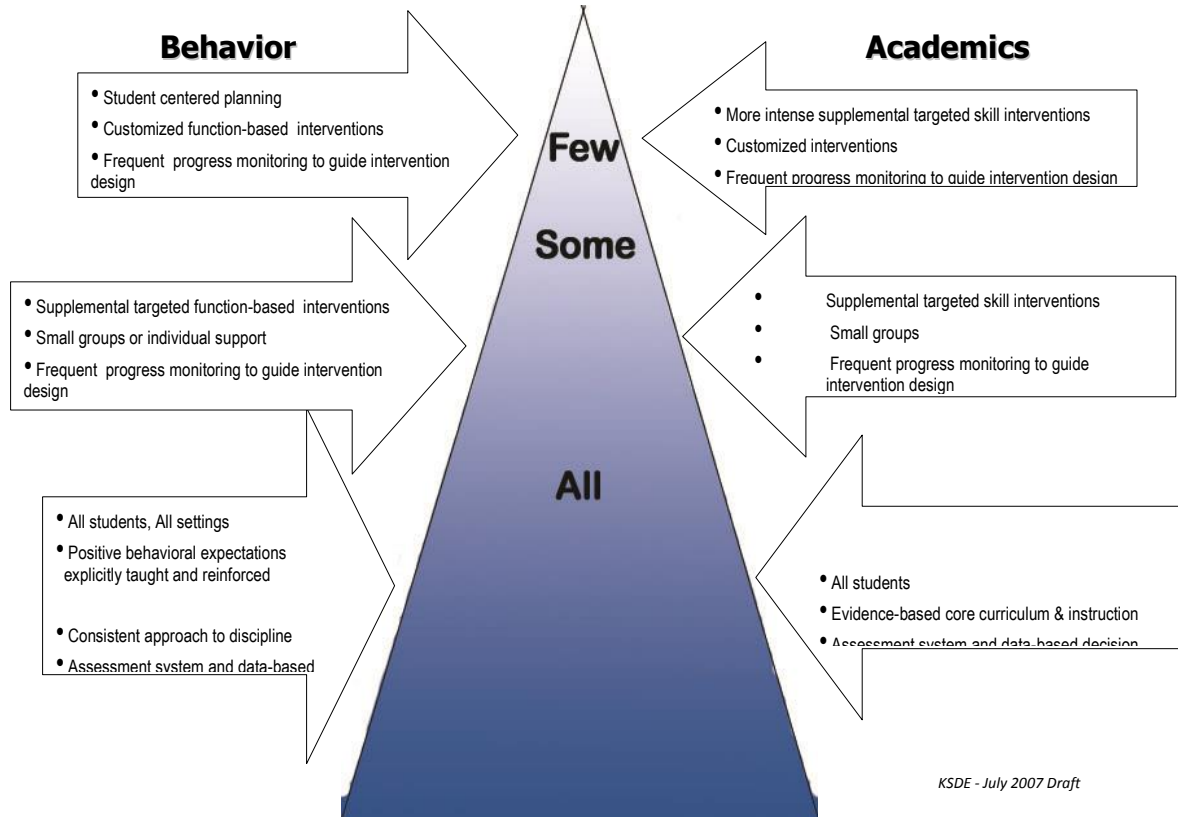


# Factors that Impact School Improvement, continued

## What is Multi-Tiered System of Support (MTSS)? continued

for additional information on MTSS go to <http://www.kansasmtss.org/>

### Kansas Multi-Tiered System of Support (MTSS)



## Factors that Impact School Improvement, continued

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### What foundation knowledge and skills do 21<sup>st</sup> Century learners need?

adapted from the Partnership for 21<sup>st</sup> Century Skills

[http://www.21stcenturyskills.org/index.php?option=com\\_content&task=view&id=254&Itemid=120](http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120)

### Profile of the 21st Century Learner

#### Creativity and Innovation

The student...

- demonstrates originality and inventiveness in work;
- develops, implements, and communicates new ideas to others;
- is open and responsive to new and diverse perspectives; and
- acts on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs.

#### Critical Thinking and Problem Solving

The student...

- exercises sound reasoning in understanding;
- makes complex choices and decisions;
- understands the interconnections among systems;
- identifies and asks significant questions that clarify various points of view and lead to better solutions; and
- frames, analyzes, and synthesizes information in order to solve problems and answer questions.

#### Communication

The student...

- understands, manages, and creates effective oral, written, and multimedia communication in a variety of forms and contexts and for a variety of purposes.

#### Collaboration

The student...

- demonstrates ability to work effectively with diverse teams;
- exercises flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal; and
- assumes shared responsibility for collaborative work.

#### Information Literacy

The student...

- accesses information efficiently and effectively, evaluates information critically and competently, and uses information accurately and creatively for the issue or problem at hand; and
- possesses a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

#### Media Literacy

The student...

- understands how media messages are constructed, for what purposes and using which tools, characteristics, and conventions;
- examines how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors; and



- possesses a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

## **Factors that Impact School Improvement, continued**

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### **What foundation knowledge and applied skills do 21<sup>st</sup> Century learners need?**

#### Information and Communication Technology Literacy

The student...

- uses digital technology, communication tools, and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy;
- uses technology as a tool to research, organize, evaluate, and communicate information; and
- possesses a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

#### Flexibility and Adaptability

The student...

- adapts to varied roles and responsibilities; and
- works effectively in a climate of ambiguity and changing priorities.

#### Initiative and Self-Direction

The student...

- monitors his or her own understanding and learning needs;
- goes beyond basic mastery of skills and/or curriculum to explore and expand his or her own learning and opportunities to gain expertise;
- utilizes time efficiently and manages workload;
- defines, prioritizes, and completes tasks without direct oversight;
- demonstrates initiative to advance skill levels towards a professional level; and
- demonstrates commitment to learning as a lifelong process.

#### Social and Cross-Cultural Skills

The student...

- works appropriately and productively with others;
- leverages the collective intelligence of groups when appropriate; and
- bridges cultural differences and uses differing perspectives to increase innovation and the quality of work.

#### Productivity and Accountability

The student...

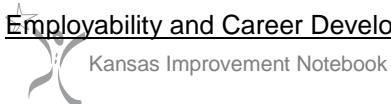
- sets and meets high standards and goals for delivering quality work on time; and
- demonstrates diligence and a positive work ethic (e.g., being punctual and reliable).

#### Leadership and Responsibility

The student...

- uses interpersonal and problem-solving skills to influence and guide others toward a goal;
- leverages strengths of others to accomplish a common goal;
- demonstrates integrity and ethical behavior; and
- acts responsibly with the interests of the larger community in mind.

#### Employability and Career Development

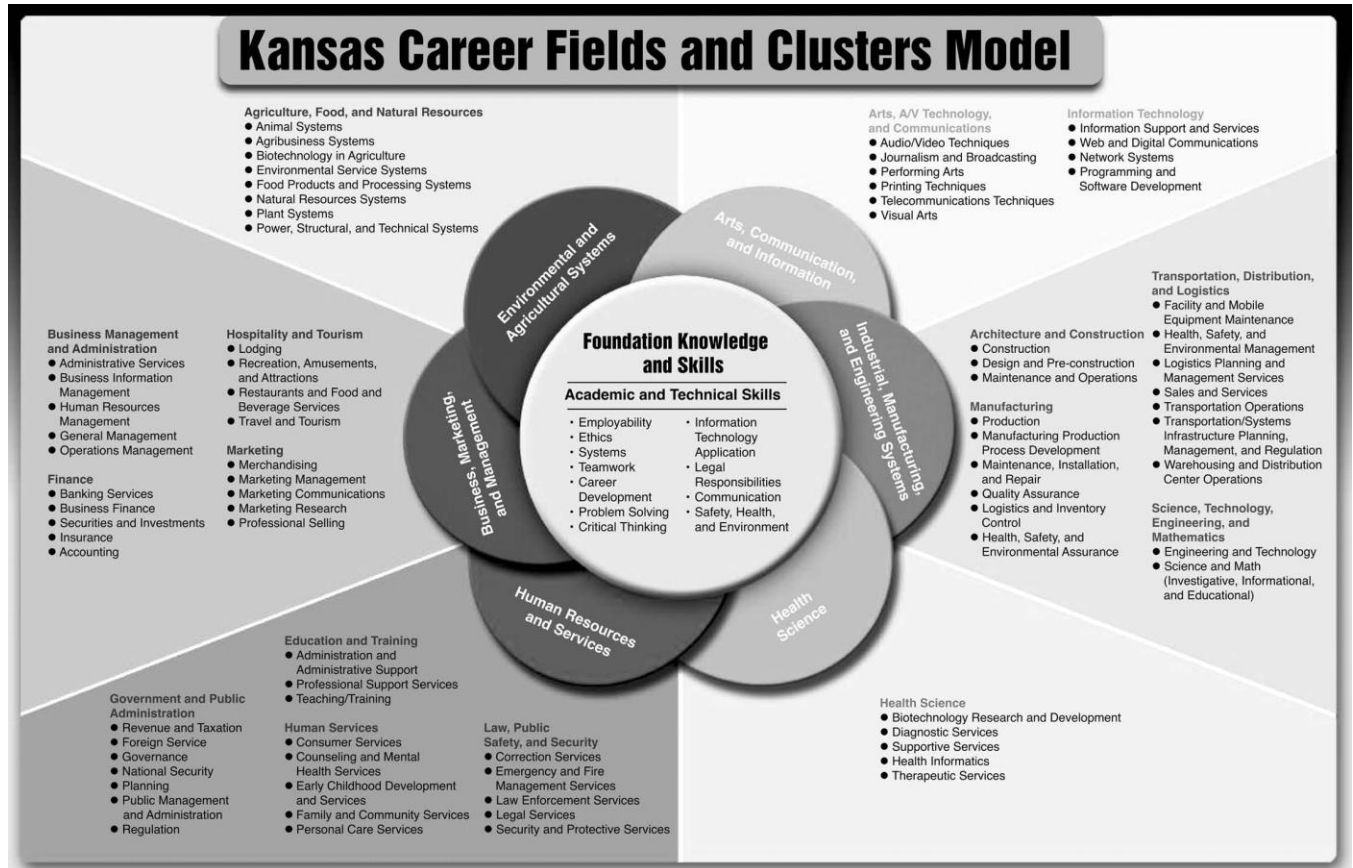


The student...

- understands the importance of employability skills;
- effectively explores, plans, and manages career choices and goals; and
- recognizes and acts upon requirement for career advancement by planning continuing education, training, and/or professional development.

## Factors that Impact School Improvement, continued

What foundation knowledge and applied skills do 21<sup>st</sup> Century learners need?



### Kansas Career Clusters

A Career Cluster is a group of occupations that may have common characteristics and job duties. These clusters can help students explore different career paths.

As the “Career Fields and Clusters Model” illustrates, the ability to plan a career begins with the most basic elements of success. Core knowledge, skills and intangibles such as social skills combine to form the foundation considered vital for every student. Once the foundation is in place, students can explore six basic career fields by using assessments designed to provide insight into what interests and motivates them. These assessments range from standardized testing to aptitude surveys, and are a valuable tool for evaluating potential careers.

Within the six career fields, there are 16 career clusters. Each cluster contains a set of career pathways. These pathways are exactly what they sound like, pathways that link from grade school to over 600 specific careers.

The pathways identify each step, skill, education requirement and aptitude needed to be successful within any specific career. You can learn more about career clusters at [www.careerclusters.org](http://www.careerclusters.org).

Kansas, like many other states, is embracing the career clusters model and applying it within schools across the state. Kansas Career and Technical Education (CTE) has been charged with creating the career pathways as they relate to the curriculum and needs of Kansas students, educators and employers. Once the model is fully integrated, each student will be able to explore every opportunity and chart his or her own path to a rewarding career.

# Factors that Impact School Improvement, continued

## What does quality professional development look like?

<b>Comprehensive High Quality Professional Development</b>	
<p><i>*This document was developed to more clearly outline what Comprehensive and High Quality Professional Development (HQPD) means as defined in the Perkins Act of 2006, No Child Left Behind (NCLB) legislation, and the Kansas Professional Development Program Guidelines. Meeting the criteria outlined in parts I, II, and III, below, are required. <b>Note: One day and short-term conferences or workshops are <u>NOT</u> considered to be high-quality professional development unless part of a comprehensive on-going plan. (*This document is not required for submission to KSDE.)</b></i></p>	
<p><b>Part I:</b> To be considered high quality professional development, the activity <b>must meet</b> all seven <b>context</b> criteria listed below:</p>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> active engagement of educators, over time;</li> <li><input type="checkbox"/> directly linked to improved student learning and performance within the school's curriculum</li> <li><input type="checkbox"/> directly linked to priorities identified in the individual, school and district improvement plans;</li> <li><input type="checkbox"/> consistent with and supportive of priorities in the individual, building, and district professional development plans;</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> provision of sufficient time and other resources for learning, practice and follow up;</li> <li><input type="checkbox"/> supported by school leadership AND,</li> <li><input type="checkbox"/> provides educators with the opportunity to provide feedback on the effectiveness of their participation in the professional development activity</li> </ul>
<p><b>Part II:</b> To be considered high quality professional development, the activity <b>must</b> include one or more of the following processes:</p>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> course work to improve content knowledge and/or instructional practice;</li> <li><input type="checkbox"/> training to improve instructional practice and application;</li> <li><input type="checkbox"/> action research and sharing of findings</li> <li><input type="checkbox"/> peer observation and feedback</li> <li><input type="checkbox"/> peer coaching and mentoring</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> active participation in study groups;</li> <li><input type="checkbox"/> grade-level collaboration and work;</li> <li><input type="checkbox"/> cross grade-collaboration and work;</li> <li><input type="checkbox"/> content-area collaboration and integration work;</li> <li><input type="checkbox"/> specialization-area collaboration and work;</li> <li><input type="checkbox"/> internships/externships</li> <li><input type="checkbox"/> short-term job shadowing opportunities</li> </ul>
<p><b>Part III:</b> To be considered high quality professional development, the <b>content must</b> address <b>one or more</b> of the following concepts:</p>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> knowledge related to standards and classroom instruction:</li> <li><input type="checkbox"/> Career and Technical Education</li> <li><input type="checkbox"/> English, Reading, Writing, Communication, Language Arts</li> <li><input type="checkbox"/> Mathematics, Sciences</li> <li><input type="checkbox"/> World Languages</li> <li><input type="checkbox"/> Civics, Government, Economics, History, Geography</li> <li><input type="checkbox"/> Fine Arts and Humanities</li> <li><input type="checkbox"/> Health &amp; Physical Education</li> <li><input type="checkbox"/> Technology</li> <li><input type="checkbox"/> Other:</li> <li><input type="checkbox"/> instructional strategies related to content being taught in the classroom or virtually;</li> <li><input type="checkbox"/> improvement of classroom management skills;</li> <li><input type="checkbox"/> a combination of content knowledge and content-specific teaching skills;</li> <li><input type="checkbox"/> the integration of academics and career and technical education;</li> <li><input type="checkbox"/> research-based instructional strategies;</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Strategies to improve language and academic skills for students with limited English proficiency</li> <li><input type="checkbox"/> methods of teaching children from special populations and/or with special needs;</li> <li><input type="checkbox"/> identifying early and appropriate interventions;</li> <li><input type="checkbox"/> teaching students with different needs and talents;</li> <li><input type="checkbox"/> use of data and assessments to inform classroom practice and student learning;</li> <li><input type="checkbox"/> instruction in linking secondary and post-secondary education;</li> <li><input type="checkbox"/> involving parents and/or family in improving the learning of every student;</li> <li><input type="checkbox"/> strategies for integrating technology into curriculum and Instruction;</li> <li><input type="checkbox"/> instructional leadership development and management training for educators;</li> <li><input type="checkbox"/> mentoring and/or coaching other teachers or administrators;</li> <li><input type="checkbox"/> leadership development and management training to improve the quality of formal and aspiring leaders;</li> </ul>
<p>For further information and/or suggestions for edits to this document please contact:</p>	
<p>Carla Sullivan <a href="mailto:csullivan@ksde.org">csullivan@ksde.org</a> Lynn Bechtel <a href="mailto:lbechtel@ksde.org">lbechtel@ksde.org</a> Kathy Boyer <a href="mailto:kboyer@ksde.org">kboyer@ksde.org</a> Robin Harris <a href="mailto:rharris@ksde.org">rharris@ksde.org</a></p>	



## Factors that Impact School Improvement, continued

### How Can Districts And Schools Work Together In School Improvement?

<b>DISTRICT</b>	<b>SCHOOL</b>
District facilitates a collaborative process to establish a clear and shared district-wide vision regarding powerful teaching, powerful learning, effective leadership and commitment to equity and excellence.	School improvement and district improvement plans are aligned with this common vision. Leadership is a shared process across the district and school(s).
District develops improvement goals and an action plan using an interactive process that recognizes and incorporates information gained from data review and trend analyses developed by the district and/or school(s) as part of their improvement planning.	School improvement goals and action plans include core learning goals identified in the district improvement plan as well as data-driven goals customized to fit their unique school profile and data.
District reviews and revises policies and practices to align with and support the learning improvement efforts described in school and district improvement plans.	Schools review procedures and practices to align them to district goals.
District curriculum aligns with state assessed indicators. The district leads and supports frequent monitoring of teaching and learning to ensure implementation of the curriculum throughout the district.	Schools ensure that all students are taught and assessed in the defined curriculum in ways that meet individual learning needs. All students have access to rigorous and relevant course work with supports to succeed.
District provides a comprehensive professional development program, which includes job-embedded staff development, that builds capacity among all the adults in the system that focuses clearly on meeting the learning goals defined in the school and district improvement plans. Professional development is consistent with the vision and mission of the district and school.	Schools monitor school-based staff development to ensure that it focuses on the building school capacity of the adults in the school and on meeting the learning goals defined in the school and district improvement plans. Schools monitor participation in district-wide professional development. Professional development is consistent with district and school vision and mission.
District reviews budget and other resource allocations and realigns priorities where possible to support district and school improvement goals and action plans.	Schools review site-based budgets and resource allocations and realign priorities where possible to support their school improvement plans.
District guides and supports improvement planning processes and their implementation at each school.	Schools consider whole system as well as individual school and student outcomes in the development and implementation of school improvement plans.
District develops effective strategies to recruit, support and retain highly qualified staff.	Schools develop effective strategies to support and retain quality staff that align with district strategies.
District clarifies the roles and responsibilities of all staff and administrators and monitors accountability of adults in the school system.	Schools understand the roles and responsibilities of all employee groups in the school system and look for ways to work within this system most effectively. Schools monitor staff accountability in their schools.





## Factors that Impact School Improvement, continued

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### How Can Leadership Impact School Improvement?

#### **Kansas Leadership Standards\* (KSLLC Standards) (\*Kansas adopted licensure standards based on Interstate School Leaders Licensure Consortium (ISLLC) Standards)**

The consortium was created to develop standards for school leaders. The 6 standards are as follows:

*A school administrator is an educational leader who promotes:*

Standard 1: the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Kansas Standard #1: The program level administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school and community.

Standard 2: the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Kansas Standard #2: The program level administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a building climate and instructional programs conducive to student learning for all and staff professional growth.

Standard 3: the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4: the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6: the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

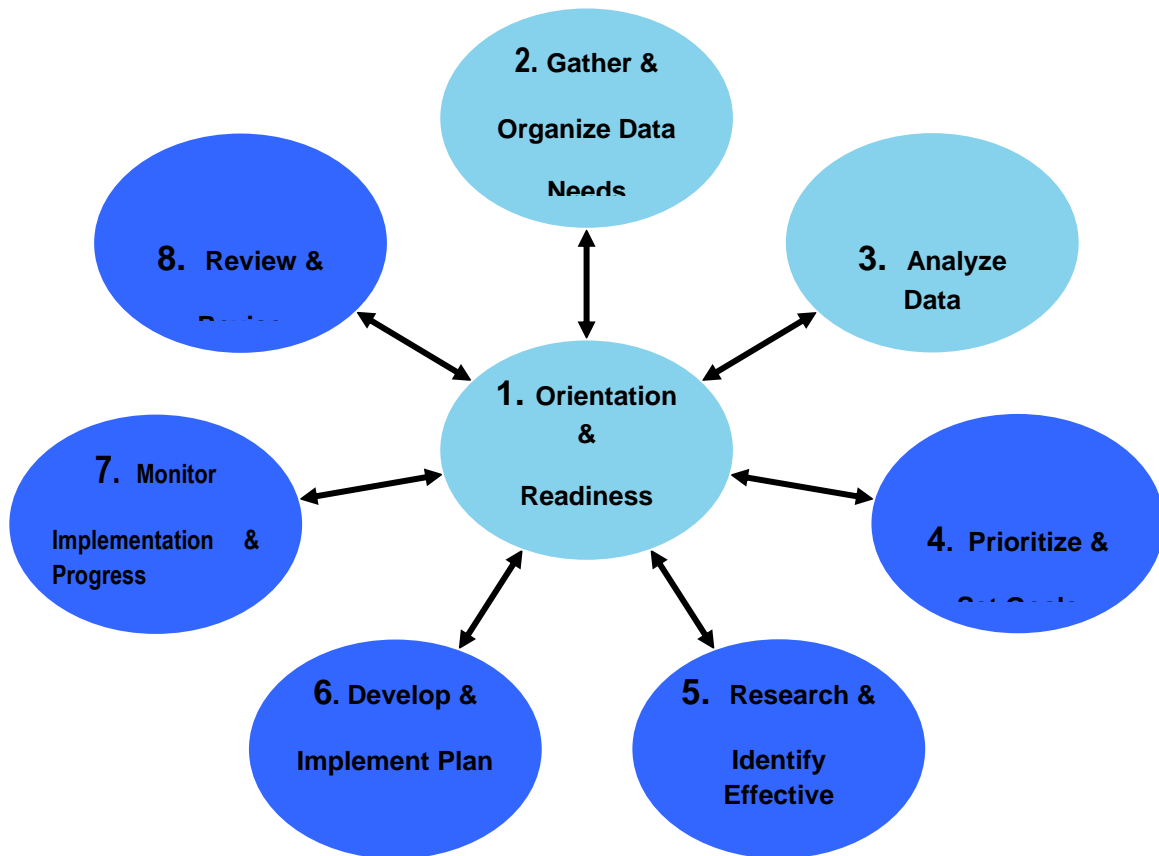
For a complete listing of Kansas program, building, and district leadership standards and indicators go to <http://www.ksde.org/LinkClick.aspx?fileticket=adxw8%3d&tabid=295>

An additional resource on national standards is *The Performance Expectations and Indicators for Education Leaders*. This document describes observable and measurable leader actions required to improve teaching and learning for every student. Based on the central concepts in the six ISLLC Standards for School leaders the performance expectations and indicators reflect a decade of experience in educational leadership. For a copy of the complete PDF document go to <http://www.ccsso.org/content/pdfs/isllcstd.pdf>

## Factors that Impact School Improvement, continued

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### Continuous School Improvement



## **Factors that Impact School Improvement, continued**

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### **What Does Research on High Performing Districts Say about School Improvement?**

*Characteristics of Districts with High Performing Schools*  
*Adapted from SCHOOL SYSTEM IMPROVEMENT GUIDE: PUTTING IT ALL TOGETHER*

Research suggests the following best practices are common among districts with highly effective and high performing schools.

#### **CLEAR AND SHARED FOCUS**

Districts focus on student achievement, on learning and teaching, and on results. Districts reflect shared beliefs and values, establish clear and meaningful goals and a clear vision of change. Districts set goals, build commitment around goals and remove competing programs as well as barriers when appropriate.

#### **HIGH STANDARDS AND EXPECTATIONS FOR ALL STUDENTS**

Districts hold all adults in the system accountable for student learning. Districts have clear expectations for instruction that are consistent with the focus on improved outcomes for students. Superintendents expect excellence of all. Districts exhibit intensive attention to classroom practice and provide guidance and oversight for teaching and improvement of learning for all students. Schools have latitude in use of resources and influence over issues important to school staff in supporting high standards and expectations for all students.

#### **EFFECTIVE LEADERSHIP**

District leaders are dynamic, united in purpose, involved, visible in schools and interested in instruction. Leadership is ethical and distributed; all leaders have clear expectations for instruction, hold themselves and others accountable and consistently monitor schools for improved student achievement. All district administrators have direct or indirect roles in improving teaching over time.

#### **HIGH LEVELS OF COMMUNICATION AND COLLABORATION**

Districts build a culture of commitment, collegiality, mutual respect and stability. Professional norms include peer support, collaboration, trust, shared responsibility and continuous learning for all adults in the system. Professional learning communities are developed to build teacher knowledge and skill and to change instruction across the system based on student needs. Districts must also develop as professional learning communities.

#### **ALIGNMENT OF CURRICULUM, INSTRUCTION AND ASSESSMENT WITH STANDARDS**

Districts align curriculum standards, assessments and policies. Curriculum is aligned district-wide and there is a centralized and coordinated approach to curriculum. Districts ensure that schools frequently monitor classroom practice for alignment of the “written,” “taught,” and “assessed” curriculum.

## **Factors that Impact School Improvement, continued**

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### **What Does Research on High Performing Districts Say about School Improvement?, continued**

#### **FREQUENT MONITORING OF TEACHING AND LEARNING**

Districts use data-based evidence to monitor results, to make instructional decisions and for accountability. District staff assists schools in gathering and using data. Districts hold all adults in the system accountable for student learning, beginning with the superintendent, district staff and principals. Districts have clear expectations for student achievement and apply consistent pressure on schools for measurable improvement in student achievement. Superintendents expect excellence of all, monitor, and provide feedback.

#### **FOCUSED RESULTS-BASED PROFESSIONAL DEVELOPMENT**

Districts may be providers or brokers of high quality results-based professional development programs that are focused on classroom practice, include on-site coaching and are intensive and ongoing. Professional development support is based on needs identified at the school level through data-based evidence from results in teaching and learning. Professional learning communities are developed to build teacher knowledge and skills and support change of instruction across the system.

#### **SUPPORTIVE LEARNING ENVIRONMENT**

Districts ensure that all students are valued and honored throughout the system and assist schools in creating learning environments that provide appropriate instruction for diverse learning. They also ensure that schools are safe, healthy and inviting environments for students and their families. Districts provide professional development to support staff in developing and implementing high expectations for student behavior. Districts develop and maintain procedures to guide student behavior and provide guidelines for dealing effectively with crises.

#### **HIGH LEVELS OF PARENT AND COMMUNITY INVOLVEMENT**

Districts mobilize and manage community and business support and involve family and community as partners. Kansas schools are required to implement a site counsel as one strategy to involve parents and communities. Districts build a culture of commitment, collegiality, mutual respect and stability.

#### **MULTI-TIERED SYSTEM OF SUPPORT FOR STUDENTS**

Districts establish a multi-tiered system of support to identify instructional/behavioral needs of all students and match instruction and support with those needs. Districts provide technical assistance and professional development support to all staff as they design and implement a multi-tiered system of support in classrooms and schools.

## Factors that Impact School Improvement, continued

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### What Can We Ask Ourselves about School Improvement?

#### CLEAR AND SHARED FOCUS

Districts focus on student achievement, on learning and teaching, and on results. Districts reflect shared beliefs and values and establish clear and meaningful goals to create a clear vision of change. Districts set goals, build commitment around goals, and remove competing programs/priorities when necessary.

These actions support schools in which

- all stakeholders know where they are going and why;
- the focus is on achieving a shared vision and all understand their role in achieving the vision; and
- the focus and vision are developed from common beliefs and values, creating a consistent direction for all involved.

#### Guiding Questions

- How does the district develop and share its focus on improving student learning?
  - *Define district and school roles for curriculum and instruction.*
  - *Identify core values in strategic plans.*
  - *Address instructional goals, as well as goals for facilities and finance, in strategic plans.*
  - *Develop instructional goals and priorities based on student's academic and behavioral needs.*
  - *Ensure goals are consistent with district and/or school vision, mission, and priorities.*
- How does the district and/or school know that its focus and mission are shared?
  - *Build and ensure commitment to vision, mission and focus in the hiring and induction/mentoring processes.*
  - *Build and ensure commitment to vision, mission and focus within current staff.*
- How does the district emphasize closing achievement gaps among students?
  - *Articulate core purpose as focus on equity in student learning, both to accelerate students' learning to close achievement gaps and to enhance students' learning to achieve high standards.*
  - *Communicate clear vision of the desired results and expected changes.*
  - *Include clear and meaningful goals related to accountability for results in student learning within improvement plans.*
- How are the district-wide visions of powerful teaching and learning developed and implemented?
- How are the school-wide visions of powerful teaching and learning developed and implemented?
- Is there a clear connection between the two?
  - *Communicate clear vision of the desired results and changes expected in teaching and learning.*
  - *Collaboratively determine visions of powerful teaching and learning, and communicate both in district documents.*

- *Provide professional development to support teachers to attain the skills and knowledge to implement those visions.*
- *Frequently monitor both teaching and learning to support implementation of these visions.*



## Factors that Impact School Improvement, continued

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### What Can We Ask Ourselves about School Improvement?, continued

#### HIGH STANDARDS AND EXPECTATIONS FOR ALL STUDENTS

Districts hold all adults in the system accountable for student learning. Districts have clear expectations for instruction and apply consistent pressure on schools for improved outcomes for students. Superintendents expect excellence of all. Districts exhibit intensive attention to classroom practice and provide guidance and oversight for teaching and improvement of learning for all students. Central office has responsibility for defining goals and standards. Schools have latitude in use of resources and influence over issues important to school staff in supporting high standards and expectations for all students.

These actions support schools in which

- teachers and staff believe that all students can learn and meet high standards;
- while recognizing that some students must overcome significant barriers, these obstacles are not seen as insurmountable; and
- students are offered an ambitious and rigorous course of study.

#### Guiding Questions

- How does the district monitor reform and change efforts to maintain pressure for improved learning?
  - *Use data focused on learning and classroom practices to inform instruction.*
  - *Support systemic use of data to improve classroom practice to increase student achievement and to close achievement gaps.*
  - *Provide professional development to support administrators to effectively monitor staff.*
- How does the district support and monitor school implementation of relevant and rigorous class work for all students?
  - *Support providing a full range of curriculum for all students in policy and practice.*
  - *Articulate visions for powerful teaching and learning and essential content to be mastered by all students.*
  - *Provide latitude for schools in use of resources and influence over issues important to school staff in supporting high standards and expectations for all students.*
- How does the district communicate high standards for teaching and learning and monitor implementation of these standards?
  - *Support frequent monitoring of staff to hold them accountable.*
  - *Develops processes to monitor accountability and to provide feedback to adults in the system.*
  - *Support systemic use of data to improve classroom practice to increase student achievement and to close achievement gaps.*
  - *Support providing a full range of curriculum for all students in policy and practice.*
  - *Central office staff and superintendent focus intensive attention on classroom practice.*
  - *Provide professional development to support administrators to effectively monitor staff.*





## Factors that Impact School Improvement, continued

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### What Can We Ask Ourselves about School Improvement?, continued

#### HIGH STANDARDS AND EXPECTATIONS FOR ALL STUDENTS, continued

- How do district leaders model the belief that all students can learn to high standards; how does the district help all staff to share this belief and behave accordingly?
  - *Expect excellence of all, and monitor and provide feedback relative to this expectation.*
  - *Provide guidance and oversight for improvement of learning for all students.*
  
- How do district leaders, principals and teacher leaders define, describe and elicit quality student work?
  - *Provide professional development to support administrators to effectively monitor staff.*
  - *Articulate visions for powerful teaching and learning and essential content.*
  - *Provide guidance and oversight for improvement of learning for all students.*
  
- How does the district lead and support schools to close achievement gaps among students?
  - *Provide guidance and oversight for improvement of learning for all students.*
  - *Support providing a full range of curriculum for all students in policy and practice.*
  - *Provide professional development and guidance to staff to improve classroom practice.*
  - *Provide latitude for schools in use of resources and influence over issues important to school staff in supporting high standards and expectations for all students.*

## Factors that Impact School Improvement, continued

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### What Can We Ask Ourselves about School Improvement?, continued

#### EFFECTIVE LEADERSHIP

Leadership is described as ethical and distributed among adults within the system. These leadership roles can include the superintendent, district leaders, principals and teacher leaders. District leaders are described as dynamic, united in purpose, involved, visible in schools and interested in instruction. Leaders provide encouragement, recognition and support. All district administrators have roles in improving teaching over time. Leaders have clear expectations for instruction, hold themselves and others accountable and provide consistent support for improved student achievement.

These behaviors and actions support schools in which

- effective instructional and administrative leadership is required to implement change processes;
- effective leaders are proactive and seek help that is needed, nurturing an instructional program and school culture conducive to learning and professional growth;
- effective leaders can have different styles and roles; and
- teachers and other staff, including those in the district office, have a leadership role.

#### Guiding Questions

- What is the central focus of senior administrators and other leaders in the district?
  - *Make student learning a primary reference point for decision making and resource allocation.*
  - *Lead and support schools in closing achievement gaps among their students.*
  - *Improve teaching and increase student achievement in meeting standards over time.*
  - *Educate school board members in school an improvement agenda and engage them as part of the district learning community.*
- How do leaders demonstrate their commitment to student learning and improved instruction?
  - *Hold district leaders and others accountable for student learning.*
  - *Distribute leadership among the superintendent, central office, staff, principals and teacher leaders.*
  - *Define administrative roles to align with district instructional focus.*
  - *Provide expert staff and other resources to schools to help with focused improvement efforts.*
  - *Lead and support schools in closing achievement gaps among their students.*
- How does district leadership work with unions to collaborate and focus on student learning?
  - *Develop plans and guidelines to address student learning in collaboration with the unions.*
  - *Provide opportunities and build capacity of teacher leaders.*
  - *Provide encouragement, recognition and support.*
- How is data used in decision-making processes?
  - *Guide a process of inquiry into district-wide organization and performance.*
  - *Hold district leaders and others accountable for student learning.*
- How does district leadership support school improvement; i.e., ESD partnerships, consultants, etc.?



- *Make student learning a primary reference point for decision making and resource allocation.*
- *Strategically use external requirements and resources to advance improvement efforts.*



## Factors that Impact School Improvement, continued

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### What Can We Ask Ourselves about School Improvement?, continued

#### EFFECTIVE LEADERSHIP, continued

- *Provide expert staff and other resources to schools to help with focused improvement efforts.*
  - *Lead and support schools in closing achievement gaps among their students.*
- How do district and school administrators lead and support schools in closing achievement gaps among students?
  - *Demonstrate commitment through unity of purpose, visibility in schools and intensive focus on instruction.*
  - *Provide encouragement, recognition and support.*
  - *Make student learning a primary reference point for decision making and resource allocation.*
  - *Frequently monitor teaching and learning, and hold district leaders and others accountable for student learning.*
  - *Provide expert staff and other resources to schools to help with focused improvement efforts.*
  - *District leaders and others accountable for student learning.*

## Factors that Impact School Improvement, continued

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### What Can We Ask Ourselves about School Improvement?, continued

#### HIGH LEVELS OF COMMUNICATION AND COLLABORATION

Districts build a culture of commitment, collegiality, mutual respect and stability. Professional norms include peer support, collaboration, trust, shared responsibility and continuous learning for the adults in the system. Professional learning communities are developed to build teacher knowledge and skill and to change instruction across the system. Districts also develop professional learning communities.

These actions support schools in which

- there is strong teamwork among teachers across all grades and with other staff; and
- everybody is involved and connected to each other, including parents and members of the community, to identify problems and work on solutions.

#### Guiding Questions

- What district policies/governance support communication and collaboration among staff?  
Parents? Community?
  - *Develop collaborative efforts among staff to build teacher knowledge and skill and to change instruction across the system.*
  - *Develop professional learning community at district office level.*
  - *Collaborate with the teachers' association to address school and district improvement.*
  - *Allocate resources to schools to support communication and collaboration among staff and with parents/community.*
- How does the district communicate and collaborate with stakeholders about instructional focus? School improvement? Use of data?
  - *Communicate vision of powerful teaching and learning and of essential curriculum.*
  - *Focus intensive attention on classroom practice (superintendent and central office).*
  - *Review data collaboratively; ensure data is relevant and usable.*
  - How does the district support school level communication and collaboration efforts; e.g., time, staff, technology, dollars?
  - *Communicate the need for and lead efforts to close achievement gaps among students.*
  - *Develop professional learning communities among staff to build teacher knowledge and skill and to change instruction across the system.*
- How does the district build a culture of commitment, collegiality, mutual respect and stability?
  - *Embed collaboration among teachers in professional development activities.*
  - *Communicate the need for and lead efforts to close achievement gaps among students.*
  - *Develop professional norms of peer support, collaboration, trust, shared responsibility and continuous learning for adults in the system.*



## Factors that Impact School Improvement, continued

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### What Can We Ask Ourselves about School Improvement?, continued

#### ALIGNMENT OF CURRICULUM, INSTRUCTION AND ASSESSMENT WITH STANDARDS

Districts align curriculum with standards, assessments, and policies. Curriculum is adopted district-wide and there is a centralized and coordinated approach to curriculum. Districts use multiple measures to assess learning.

These actions support schools in which

- the planned and actual curriculums are aligned with the essential academic learning requirements (EALRs) and grade level expectations (GLEs) and are consistently delivered;
- research-based teaching strategies and materials are used;
- staff understands the role of classroom and state assessments, what the assessments measure and how student work is evaluated; and
- staff uses data from multiple assessments, including state assessments, to plan instruction.

#### Guiding Questions

- How does the district lead efforts to align learning standards with the state standards and assessments?
  - *Support alignment of curriculum, instruction and assessment with state standards in policy, procedures and practice.*
  - *Provide professional development to increase staff skills in alignment of curriculum, instruction and assessment with the state standards and assessments.*
  - How do district policies support alignment of curriculum, instruction and assessment?
  - *Align the written, taught and tested curriculum.*
  - *Implement policies addressing alignment of curriculum, instruction and assessment to support closing achievement gaps among students.*
  - *Use multiple measures to systematically assess student learning.*
  - *Focus on early differentiated interventions for students in danger of not meeting grade level expectations; offer extended learning opportunities to accelerate students.*
- What are the processes for coordinating curriculum district-wide?
  - *Align curriculum horizontally and vertically district-wide.*
  - *Align the written, taught and tested curriculums.*
  - *Lead a centralized and coordinated approach to curriculum.*
  - How are resources allocated to support the process of improving instruction?
  - *Allocate resources to support district-wide core curriculum.*
  - *Focus first priority on providing support, resources and academic coaches to struggling schools.*
  - *Provide professional development to support use of research-based teaching strategies.*
- How does the implementation of curriculum, instruction, and assessment support closing achievement gaps among students?
  - *Align curriculum horizontally and vertically district-wide.*
  - *Use multiple measures to systematically assess student learning.*
  - *Use research-based teaching strategies.*
  - *Provide a full range of challenging curriculum for all students and support for them to meet curriculum goals.*





## Factors that Impact School Improvement, continued

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### What Can We Ask Ourselves about School Improvement?, continued

#### FREQUENT MONITORING OF LEARNING AND TEACHING

Districts use data-based evidence to monitor results, to make instructional decisions, and for accountability. District staff assists schools in gathering and using data. Districts hold all adults in the system accountable for student learning, beginning with the superintendent, district staff and principals. Districts have clear expectations for student achievement and apply consistent pressure on schools for measurable improvement in student achievement. Superintendents expect excellence of all, and monitor expectations and provide feedback.

These actions support schools in which

- a steady cycle of different assessments identifies students who need help;
- more support and instructional time are provided, either during the school day or outside normal school hours, to students who need more help;
- teaching is adjusted based on frequent monitoring of student progress and needs; and
- assessment results are used to focus and improve instructional programs.

#### Guiding Questions

- How does the district support teachers to gain the knowledge and skills described by the vision of powerful teaching and learning and essential content?
  - *Collaboratively determine and articulate visions for powerful teaching and learning and essential content.*
  - *Provide job-embedded professional development for staff to improve classroom practice.*
  - *Focus intensive attention on classroom practice (superintendent and central office).*
- How does the district support principals to lead teachers to attain those levels of expertise?
  - *Provide professional development supporting administrators to effectively monitor staff.*
  - *Provide professional development that supports school and district priorities based on student and staff needs.*
  - *Support frequent monitoring of staff to hold them accountable for implementation of powerful teaching and learning in the classroom.*
- How do teachers monitor improvement of student achievement?
  - *Support use of data focusing on learning and classroom practices to inform instruction.*
  - *Use data system-wide to improve classroom practice to increase student achievement and to close achievement gaps.*
- How does the district gather and use data to monitor teaching and learning?
  - *Support use of data focusing on learning and classroom practices to inform instruction.*
  - *Use data system-wide to improve classroom practice to increase student achievement and to close achievement gaps.*
- How does the district support principals and teachers in gathering and using data?
  - *Provide professional development on collection, use and dissemination of data.*





- *Provide professional development in how to use data from multiple assessments to inform instructional process.*
- *Ensure that data is relevant and usable.*

## Factors that Impact School Improvement, continued

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### What Can We Ask Ourselves about School Improvement?, continued

#### FREQUENT MONITORING OF LEARNING AND TEACHING, continued

- How do district and schools use data to inform work in closing achievement gaps?
  - *Support use of data focusing on learning and classroom practices to inform instruction.*
  - *Use data system-wide to improve classroom practice to increase student achievement and to close achievement gaps.*

## Factors that Impact School Improvement, continued

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### What Can We Ask Ourselves about School Improvement?, continued

#### FOCUSED PROFESSIONAL DEVELOPMENT

Districts may be providers or brokers of high-quality professional development programs that are focused on classroom practice, include on-site coaching, and are intensive and ongoing. Professional development support is provided based on needs identified at the school through data-based evidence designed to monitor results in teaching and learning. Professional learning communities are developed to build teacher knowledge and skills, and to change instruction across the system.

These actions support schools in which

- a strong emphasis is placed on training staff in areas of most need;
- feedback from learning and teaching focuses extensive and ongoing professional development; and
- the support is also aligned with the school or district vision and objectives.

#### Guiding Questions

- How are the principles of learning implemented in classrooms?
  - *Focus professional development offerings on classroom practice with follow-up for application and implementation.*
  - *Include a variety of professional development formats such as job-embedded, collaborative work and support for a professional learning community.*
- How does the district build staff capacity in the district and in schools?
  - *Support and lead staff at all levels to view themselves as learners and to model pursuit of feedback and new skills.*
  - *Include a variety of professional development formats such as job-embedded, collaborative work and support for a professional learning community.*
  - *Build school-level capacity through coaching, site-based facilitators, collaboration, etc.*
  - *Develop professional learning communities at both the school level and the district level.*
- How does the district provide opportunities to communicate and collaborate as part of professional development?
  - *Provide opportunity for vertical and horizontal collaboration and alignment.*
  - *Review data collaboratively; ensure data is relevant and usable.*
  - *Embed collaboration among teachers in professional development activities.*
- How does the district reflect research-based professional development practices?
  - *Build capacity and expectation for use of learned skills through professional development.*
  - *Address cultural competence and high expectations for all students in professional development.*
  - *Customize professional development to match needs identified at the school level.*
  - *Provide a continuum for professional development opportunities to address the developmental/differentiated needs of staff.*



## Factors that Impact School Improvement, continued

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### What Can We Ask Ourselves about School Improvement?, continued

#### FOCUSED PROFESSIONAL DEVELOPMENT, continued

- How does the district ensure coherence between professional development policies and implementation of practices at the classroom level?
  - *Monitor implementation of professional development focus and strategies through supervision at the school and classroom levels.*
  - *Focus on professional development and expectation for participation and implementation through policy and procedures.*
  - *Provide training for administrators based both on standards of instructional leadership and on monitoring of teaching and learning.*
  
- How does the district support use of multiple measures and analysis of data?
  - *Provide professional development for both district and school staff to support use of multiple measures and analysis of data to inform classroom instruction.*
  - *Ensure that data is “safe” and “usable.”*
  
- How does professional development support school leaders and teachers in closing achievement gaps in their school?
  - *Design professional development offerings based on analysis of data on student needs.*
  - *Address staff and student needs based on closing achievement gaps among students in each school in professional development.*
  - *Provide professional development to support teacher use of multiple measures and analysis of data in making instructional decisions regarding individual students.*
  - *Address cultural competence and high expectations for all students in professional development.*

## Factors that Impact School Improvement, continued

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### What Can We Ask Ourselves about School Improvement?, continued

#### SUPPORTIVE LEARNING ENVIRONMENT

Districts ensure that all students are valued and honored throughout the system and assist schools in creating learning environments that provide appropriate instruction for diverse learning. They also ensure that schools are safe, healthy and inviting environments for students and their families. Districts provide professional development to support staff in developing and implementing high expectations for student behavior. Districts develop and maintain procedures to guide student behavior and provide guidelines for dealing effectively with crises.

In order to support schools in which

- students feel respected and connected with the staff and are engaged in learning;
- the school has a safe, civil, healthy and intellectually stimulating learning environment; and
- instruction is personalized and small learning environments increase student contact with teachers.

#### Guiding Questions

- How does the district support staff in personalizing instruction so all students succeed?
  - *Assist schools in creating learning environments that provide appropriate instruction for diverse learning.*
  - *Provide professional development to support teachers in using differentiated instruction.*
  - *Guide schools in developing culturally relevant educational practices.*
  - *Support schools to develop a collaborative climate, which includes students in problem-solving and decision-making.*
- How does the district build caring environments that foster student resilience?
  - *Ensure that schools are safe, healthy and inviting environments.*
  - *Guide schools in developing culturally relevant educational practices.*
  - *Ensure that all students are valued and honored throughout the system.*
  - *Provide a learning environment for teachers and students that ensures that they feel safe to try new things and take on new challenges to increase their learning.*
- How does the district support schools to provide culturally relevant educational practices?
  - *Assist schools in creating learning environments that provide appropriate instruction for diverse learning.*
  - *Provide professional development to support teachers in using differentiated instruction.*
- How does the district create district and school environments that encourage staff and students to try new things and take on new challenges to increase their learning?
  - *Ensure that schools are safe, healthy and inviting environments.*
  - *Support schools to develop a collaborative climate, which includes students in problem solving and decision making.*
  - *Provide a learning environment for teachers and students that ensures that they feel safe to try new things and take on new challenges to increase their learning.*
- How do district leaders demonstrate that they honor and value students from all backgrounds?
  - *Ensure that schools are safe, healthy and inviting environments.*



- *Assist schools in creating learning environments that provide appropriate instruction for diverse learning.*
- *Guide schools in developing culturally relevant educational practices.*

## Factors that Impact School Improvement, continued

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### What Can We Ask Ourselves about School Improvement?, continued

#### SUPPORTIVE LEARNING ENVIRONMENT, continued

- How does the district support safe and supportive learning environments, addressing classroom management, legal rights and responsibilities of students and staff, and crisis management?
  - *Develop and maintain procedures to guide student behavior.*
  - *Provide guidelines for dealing effectively with crises.*
  - *Provide professional development to support staff in developing and implementing high expectations for student behavior.*
  - *Provide professional development to assist schools in understanding the connection between engaging classroom instruction and student behavior.*

## Factors that Impact School Improvement, continued

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### What Can We Ask Ourselves about School Improvement?, continued

#### HIGH LEVELS OF PARENT AND COMMUNITY INVOLVEMENT

Districts mobilize and manage community and business support and involve family and community as partners. Districts build a culture of commitment, collegiality, mutual respect and stability.

These actions support schools in which

- there is a sense that all have a responsibility to educate students, not just the teachers and staff in the schools; and
- families, businesses, social service agencies and community colleges/universities all play a vital role in this effort.

#### Guiding Questions

- How does the district support increased parent communication and involvement at all levels?
  - *Collaborate to build ownership regarding parent roles, responsibilities and programs to support student achievement.*
  - *Communicate with families from all cultures and socio-economic groups in the schools.*
  - *Use multiple strategies to reach families, including translation of written and oral communication into the first language of the home.*
  - *Focus special attention on including parents from groups who tend to be underrepresented among parents involved in schools (e.g., special education, ELL, ethnic/racial and economically disadvantaged).*
- How does the district support increased communication and involvement of the community at all levels?
  - *Mobilize community support and share school successes with the community.*
  - *Collaborate with community to gather, use and disseminate information.*
  - *Develop formal relationships (e.g., businesses adopt schools) and informal relationships (e.g., "lunch buddies") with the community.*
  - *Engage in vigorous outreach to ensure representation of all groups represented in the community.*
- How does the district ensure authentic parent and community participation in decision making at district and school levels?
  - *Collaborate to build ownership regarding parent roles and responsibilities to support student achievement.*
  - *Implement programs designed to increase parent and community involvement.*
  - *Participate in shared decision making with parents and community at the district and school levels.*
  - *Focus special attention on including parents from groups who tend to be underrepresented among parents involved in schools (e.g., special education, ELL, ethnic/racial and economically disadvantaged).*
- How does the district support administrators and staff to work effectively with parents and community?
  - *Describe expectations for creating a welcoming environment for parents and community at all levels (K-12).*
  - *Provide professional development programs to train staff in effective involvement of families and the community.*





- *Allocate adequate resources to support implementation of programs to support parent and community involvement.*

## **Factors that Impact School Improvement, continued**

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### **What Can We Ask Ourselves about School Improvement?, continued**

#### HIGH LEVELS OF PARENT AND COMMUNITY INVOLVEMENT, continued

- What collaborative efforts does the district support to build formal and informal relationships with the community?
  - Participate in shared decision making with parents and community at the district and school levels.
  - Develop formal relationships (e.g., businesses adopt schools) and informal relationships (e.g., “lunch buddies”) with the community.
  - Collaborate with community to gather, use and disseminate information.

## Section C: Sample Agendas with Supporting Documentation

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### *What is the purpose of this section?*

Whereas Section D only listed the sample agendas, this section provides the agenda along with instructions for supporting activities and worksheets to use during the meetings. After the planning team completes the activities that support the agendas, the core leadership team will have the information needed to complete that corresponding section of the Integrated

### **Who uses this section?**

The activities and worksheets that support the sample agendas are of particular use to the core leadership team as they lead the planning team through the stages of the Kansas Improvement Model. The activities and worksheets that support the sample agendas are intended to be flexible, allowing the core leadership team to make adjustments to fit the needs of the district and/or school. The core leadership team may choose different activities or a different approach. The core leadership team may choose to combine meetings or conduct more meetings.

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#### Stage 1 and Stage 2: Meeting 1

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- Unpacking Our Mission Statement
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#### Stage 3: Meeting 2

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- Three Tips for Writing Powerful Narrative Statements
- Narrative Statements Worksheet
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#### Stage 4 and Stage 5: Meeting 3

- Agenda
- Writing SMART Goals
- SMART Goal Worksheet
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- Study Group Report Form
- Study Team Recommendations
- District Visitation Question Guide



## **Sample Agendas with Supporting Documentation, continued**

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#### Stage 6: Meeting 4

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- Kansas Action Plan – At a Glance
- School Action Plan – Activity
- Thinking It Through Worksheet
- Coordination/Integration of Programs

#### Stage 7 and Stage 8: Subsequent meetings

- Agenda
- Monitoring the Plan
- Monitoring Tool: Districts
- Monitoring Tool: Schools
- Evaluation Worksheet – Sample
- Evaluation Worksheet

## Sample Agendas with Supporting Documentation, continued

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### Stage 1: Orientation & Readiness

### Stage 2: Gather & Organize Data

#### Meeting One: Planning Team Agenda

*The Kansas Improvement Process is inherently flexible, allowing districts to adjust the process, agendas, and/or activities to fit the needs of the district/school. Although this meeting is represented as one session, it could be a series of sessions.*

#### **What are the objectives for the meeting?**

The goal of this meeting is to develop a level of cooperation and commitment to support changes that will occur as a result of continuous improvement efforts. This includes a common understanding and readiness to orient stakeholders to systematic district and school improvement processes. Attention is also given to understanding the vision/mission of the school and/or district.

Preparing to collect a wide range of data that creates an accurate picture of the current reality for the district and/or school is an objective of this meeting. This includes collecting quantitative and qualitative data to conduct a self evaluation by each district and/or school.

#### **What are the tasks for the first part of the meeting?**

- Participate in warm-up and/or team-building activities as appropriate.
- Discuss the rationale for engaging in a district and/or school improvement process. Consider how change may impact students and staff.
- Develop group norms for meetings.
  - Decide:
    - When will meetings be held?
    - How can the group stay focused?
    - Will team members share roles? (i.e., timekeeper, recorder, etc.)
    - How will decisions be made?
    - What are the expectations for completing tasks? (See suggestions in Working Toward Consensus)
    - What conflict resolution techniques will be adopted?
- If the district is identified on improvement or has schools identified on improvement under No Child Left Behind or if a school is Accredited on Improvement, Conditionally Accredited, or Unaccredited under Quality Performance Accreditation, the following steps are taken:
  - Review Adequate Yearly Progress (AYP) data and discuss state/district requirements
  - Review current practices that:
    - support teachers in becoming high qualified;
    - provide transitions for students between preschool, elementary, middle school, and high school; and
    - encourage parent/family involvement.
- Review *Section B: Factors that Impact School Improvement* by using the First Turn Last Turn Activity.
- Familiarize team with the Integrated Improvement Plans for districts and/or schools.
- Establish timelines for meetings and completing the Integrated Improvement Plan.
- Establish decision-making methods. The National Staff Development Council recommends consensus building and provides step-by-step guides and activities for implementing consensus building methods and developing norms in their publication *Transforming Schools Through Powerful Planning*.



- Review and analyze district beliefs, vision, and mission statements for relevance and alignment with process.

## **Sample Agendas with Supporting Documentation, continued**

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### **Stage 1: Orientation & Readiness**

### **Stage 2: Gather & Organize Data, continued**

#### ***What are the tasks for the second part of the meeting?***

- Thoroughly review assessment data, participation rates, graduation rates, and attendance rates. This data can be found on the Kansas State Department of Education website at <http://www.ksde.org/Default.aspx?tabid=151>. Additional information is found on the Center of Educational Testing and Evaluation's website at <http://www.cete.us/>.
- Identify continuums to complete from the District Integrated Needs Assessment (DINA). These continuums maybe adapted and used at the school level as well. Make plans for administrating the continuums with appropriate stakeholders.
  - Districts and/or schools on watch are encouraged to complete:
    - Leadership;
    - Safe and Caring Environments; and
    - Student Achievement.
  - Districts on improvement are expected to complete **all** continuums at least once each year.

#### ***What are assignments for the next meeting?***

- Review “What to Collect?” worksheets and establish data collection assignments
- The data coordinator assigns responsibilities for data collection using the “What to Collect” worksheets, including the following data:
  - Achievement;
  - Perceptions;
  - Contextual; and
  - Demographics.
- The data coordinator assigns logistics for data collection and storage.

## **Sample Agendas with Supporting Documentation, continued**

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### **First Turn/Last Turn Activity**

#### **HOW MUCH TIME IS NEEDED?**

Approximately 30 – 60 minutes.

#### **HOW THE ACTIVITY WORKS**

- Divide the Planning Team into 5 small groups.
- Each group will receive copies of one of the following articles: *Research Summary on High Performing Districts*, *The eight-stage planning process for District and Schools*, *Critical Success Factors for School Leaders*, *Multi-Tiered Systems of Support*, *21<sup>st</sup> Century Learning Skills*.
- Each group is given instructions for First Turn/Last Turn activity and completes the activity.
- Groups are rearranged. At least one person from each of the first groups is in the second group. Each member shares highlights from their first discussion with the second group.

#### **EXPLAINING THE ACTIVITY**

##### **First Turn/Last Turn**

From *Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry* by Bruce Wellman and Laura Lipton Page 138

1. Read individually. Highlight 2-3 items.
2. In turn – share one of your items – but do not comment on it.
3. Group members comment – in round-robin fashion\*- about the item (without cross-talk).
4. The initial person who named the item then shares his or her thinking about the item and takes the last turn, making the final comments.
5. Repeat the pattern around the table.

\*Round-robin is a highly structured participation strategy. Group members speak in turns, moving around the table in one direction.



## **Sample Agendas with Supporting Documentation, continued**

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### **Working Toward Consensus**

#### **FIST OF FIVE**

**This process helps teams come to consensus when choosing a topic to pursue further or in choosing a collective course of action to take:**

After a list has been generated of possible actions or ideas to pursue, number each item. It is ideal to have a list of no more than five or six. Allow time for each item to be explained. Ask that the explanation be stated by a single person and that the explanation provide any necessary background information for others to understand. Explanations cannot be more than one minute in length. After each item has been explained, ask if anyone would like to participate as an advocate for any of the listed items. As an advocate, your time is limited to two minutes. The advocate must state why this action or idea is important. Do not worry if not all items have an advocate. The group process will support individual opinions.

When all advocates have had their time to share, a collective vote is taken. The facilitator asks the group to look at and consider each item and vote with their hand. Participants will hold up:

- 5 fingers** if they totally agree.
- 4 fingers** if they think it is a good idea and will support it.
- 3 fingers** if they are neutral but will support it.
- 2 fingers** if they do not agree, but will support it.
- 1 finger** if they will not support it.
- Fist** if they will resist – but will help find another resolution.

#### **THUMBS UP/THUMBS DOWN**

**Use this method in small groups to get a quick reading on group consensus. Be sure to take the time for neutral and thumbs down explanations.**

- Thumbs up** if they agree.
- Thumb sideways** if they are neutral – explain why.
- Thumb down** if they disagree – explain reasons for disagreement.

#### **GROUP AGREEMENT SCALE**

**Use this method two or three times to gauge group support. Make the following voting indicators for each member of the group:**

- 3** = total agreement.
- 2** = support idea with reservations.
- 1** = cannot support.
- ?** = need to have more questions answered.

Write statement, concept or action so all group members can see it. Ask everyone to hold up one of their numbers or a question mark. Tally the numbers and fully discuss the questions. Poll again and continue cycle of discussion and voting until highest level of agreement is achieved.



## **Sample Agendas with Supporting Documentation, continued**

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### **Beliefs, Vision and Mission – Creating a Clear and Shared Focus**

In high performing districts, staff members find ways to address the underlying reasons and motivations for the work that is done in the central office to support them. Districts vary in the approaches for doing this. At a minimum, district staff must have the opportunity to discuss and create a common understanding of the responsibility to support schools in their role of helping students become productive, educated members of society. Use the following questions as a guide for staff discussion.

#### **BELIEF STATEMENTS**

What do we believe is true about the conditions that support learning? What have we seen in schools and classrooms where our students learn best? What is the role of the family in maximizing student learning? How do we go about incorporating new knowledge into our practice?

#### **VISION**

Staff members respond to the following question in writing or by creating a group picture on chart paper, “What do we want our district and/or schools support to be for schools, students, their families and our community?” Urge staff to move beyond current limitations and look at the ideal situation. Other questions that can prompt a vision include “I want this district to be a place where...”

#### **MISSION**

What are we going to do to ensure that the vision is actualized? This should be a general statement that encompasses all curricular areas and speaks to the entire system’s responsibility to support the development and continued growth of effective schools. A mission statement usually incorporates an action verb such as “provide,” “pursue” or “create.”

## **Sample Agendas with Supporting Documentation, continued**

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### **Beliefs, Vision and Mission – Creating a Clear and Shared Focus, continued**

#### **Unpacking Our Mission Statement**

1. Write the district mission statement below.
2. Write each individual part of the mission statement and put it in the “what we say” column.
3. Write the evidence that can measure what is said in the mission statement.
4. You may find that you need to gather more evidence to show whether what is said is actually happening within the district.
5. You may also find that the district mission statement does not adequately represent what is happening/what should happen now. If this is the case, create a new one.

<b>WHAT WE SAY</b>	<b>EVIDENCE TO MEASURE IT</b>	<b>EVIDENCE WE NEED</b>

Adapted from "Monitoring Our Mission, Holcomb, E.C. (1999) *Getting Excited About Data: How to Combine People, Passion, and Proof*. Thousand Oaks, CA: Corwin Press.

## Sample Agendas with Supporting Documentation, continued

### “What to Collect?” Worksheet

#### Achievement Data - Examples

Indicators in left column list sample data that districts may wish to collect.

Indicator	Who is responsible for getting this data?	What do we want to learn from this data?	What, if any, additional data should we collect for this area?
Kansas Assessment Results: Mathematics & Reading			
Kansas Assessment Results: History/Govt. & Science			
The Kansas State Performance Plan's data			
Local Assessment			
High School: GPAs/Numbers of Students Receiving Ds or Fs in Core Subjects			
District and Individual School AYP Information			

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## Sample Agendas with Supporting Documentation, continued

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### “What to Collect?” Worksheet

#### Achievement Data

Indicator	Who is responsible for getting this data?	What do we want to learn from this data?	What, if any, additional data should we collect for this area?

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## Sample Agendas with Supporting Documentation, continued

### “What to Collect?” Worksheet, continued

#### Perceptions Data - Examples

Indicators in left column list sample data that districts may wish to collect.

Indicator	Who is responsible for getting this data?	What do we want to learn from this data?	What, if any, additional data should we collect for this area?
District Integrated Needs Assessment Data			
Guiding Questions			
Climate Surveys			
Surveys (Parent/Staff)			
Focus Groups			
Technology Survey			
Student Surveys (Communities that Care Survey, Youth Risk Behavior Survey)			
Survey of Enacted Curriculum			



## Sample Agendas with Supporting Documentation, continued

### “What to Collect?” Worksheet, continued

#### Perceptions Data

Indicator	Who is responsible for getting this data?	What do we want to learn from this data?	What, if any, additional data should we collect for this area?

## Sample Agendas with Supporting Documentation, continued

### “What to Collect?” Worksheet, continued

#### Contextual Data - Examples

Indicators in left column list sample data that districts may wish to collect.

Indicator	Who is responsible for getting this data?	What do we want to learn from this data?	What, if any, additional data should we collect for this area?
Discipline Data			
Parent/Community Partnerships			
Grants			
Parent Attendance at Meetings and Other Events			
Reading/LA Programs			
Math/Science Programs			
Professional Development			
Community Trend Data (CLIKS, JJA, Connect Kansas)			
Funding Sources			

Explore PLAN			
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## Sample Agendas with Supporting Documentation, continued

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### “What to Collect?” Worksheet, continued

#### Contextual Data

Indicator	Who is responsible for getting this data?	What do we want to learn from this data?	What, if any, additional data should we collect for this area?

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## Sample Agendas with Supporting Documentation, continued

### “What to Collect?” Worksheet, continued

#### Demographics Data - Examples

Indicators in left column list sample data that districts may wish to collect.

Indicator	Who is responsible for getting this data?	What do we want to learn from this data?	What, if any, additional data should we collect for this area?
School Enrollment Trends			
Free and Reduced Lunch			
Ethnicity, Gender and Special Populations			
Attendance			
Mobility			
Drop Out and Graduation Rates			
Language Proficiency			
Homeless Population			

Migrant Population			
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## Sample Agendas with Supporting Documentation, continued

### “What to Collect?” Worksheet, continued

#### Demographics Data

Indicator	Who is responsible for getting this data?	What do we want to learn from this data?	What, if any, additional data should we collect for this area?



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## Sample Agendas with Supporting Documentation, continued

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### Stage 3: Analyze Data

#### **Meeting Two: Planning Team Agenda**

*The Kansas Improvement Process is inherently flexible, allowing districts to adjust the process, agendas, and/or activities to fit the needs of the district/school. Although this meeting is represented as one session, it could be a series of sessions.*

#### ***What are the objectives for the second meeting?***

Analyze data to identify strengths and challenges of the district and/or school as well as consider their root causes. This includes bringing together data to formulate inferences for making informed decisions about school improvement.

#### ***What are the tasks for the first part of the meeting?***

- Warm-up and/or team-school activities as appropriate.
- Review which data types have been collected and why.
- Familiarize the district planning team with the collected district and/or school data.
- Introduce the data carousel activity.
- Review Three Tips for Writing Powerful Narrative Statements.
- Complete data carousel activity.
- Determine strengths and challenges using narrative statements/key findings.
- Identify emerging themes.

#### ***What are the tasks for the second part of the meeting?***

- Debrief the data carousel activity.
- Review the narrative statements/key findings.
  - What, if any, information is missing from the narratives?
  - Note the strengths and discuss how these can be acknowledged and celebrated.
- Identify emerging themes.
  - Regarding challenges, what themes emerged repeatedly in the different data categories?
  - As a team, complete the Emerging Themes Worksheet.
- Prioritize challenges using the Prioritizing Challenges Worksheet.
  - Compile narrative statements/key findings that are designated as challenges.
  - Consider identified emerging themes.
  - Individually prioritize challenges by level of dissatisfaction, by severity and by how much control the district or school has over the particular challenges using the *Prioritize Challenges Worksheet*.
  - One team member tallies all ratings to determine an overall ranking.
- Evaluate the day's activities.
- Determine next steps for meeting three.

## Sample Agendas with Supporting Documentation, continued

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### Data Carousel Activity

There are many ways to do this! The essence of the activity is that the team has a chance to see the data and formulate what they believe are strengths and challenges.

#### HOW MUCH TIME IS NEEDED?

Approximately 2–3 hours.

#### HOW THE ACTIVITY WORKS

- Data in four categories is prepared for staff member groups to review at four different stations.
- Each group should not have more than eight people. If your team is collectively more than about 32 persons, the data “stations” should be duplicated, i.e., two stations for each of the four types of data. **Important:** Mix up the groups of team members, so they have the benefit of various perspectives as they consider the data.
- Each group considers the data and writes narrative statements. After approximately 15 minutes, the group looks at a new type of data.

#### HOW TO PRESENT THE DATA

**The packet method** – One packet per data type (achievement, perception, contextual, and demographic) placed at each table.

Direct staff members to review the data individually in their small groups. After each person has considered all data, the group discusses strengths and concerns and the recorder writes these key points on two different sheets. At the end of the rotation, the sheets are collected and the group rotates to the next data station (or the data is rotated). This process continues so that each group looks at all types of data.

**The large chart method** – Data displayed on walls and tables. All data is enlarged so that it is easier to digest and understand. An advantage of this method is that it makes it easier to have conversations about the data.

#### EXPLAINING THE ACTIVITY

- 1) Each group will consider all the data at a station and information that has been collected for each area. A different type of data is displayed at each station.
- 2) Each group should choose a recorder and a facilitator who will keep you on track.
- 3) The task is to look at all the data sets at the station.
- 4) As a whole group, generate a brief narrative statement about each set of data using the *Narrative Tally Sheets*. Narrative statements should be simple, communicate a single idea about student performance and be non-evaluative. See *Three Tips for Writing Powerful Narrative Statements*.
- 5) After 20 minutes, each group moves on to the next station, first reading what the other group wrote, then creating new and/or modified statements the group agrees on. Groups will have 15 minutes at the second, third, and fourth tables.

**Very important!** The group should not spend time during this exercise generating solutions or having conversations about how to fix the concerns – this comes later.

## **Sample Agendas with Supporting Documentation, continued**

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### **Data Carousel Activity, continued**

#### **DETERMINING WHETHER NARRATIVE STATEMENTS/KEY FINDINGS ARE STRENGTHS, CHALLENGES OR BOTH**

When the last rotation is finished, a member of the team should collect the narrative statements for each data category while others take a break, eliminate redundant statements and prepare them for presentation to the team for the next exercise – determining strengths and challenges.

When the team regathers, the statements are displayed on an overhead or LCD projector. The whole group agrees on the most accurate statements and then decides if each statement is a strength or a challenge (it may be both!).

Adapted from “Figuring Out What it Means.” Holcomb, E.L. (1999) *Getting Excited About Data: How to Combine People, Passion, and Proof*. Thousand Oaks, CA: Corwin Press.

## **Sample Agendas with Supporting Documentation, continued**

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### **Three Tips for Writing Powerful Narrative Statements**

- 1. Keep it simple – communicate a single idea about student performance.**

“Seventh grade reading achievement on the Kansas State Assessments increased 34 percent between 2000 and 2005.”

- 2. Make the narrative statement short and easy to read.**

“The number of English language learners at our school increased from 25 to 45 between 2000 and 2006.”

- 3. Avoid evaluative statements – just describe what you see in the data, not why or what to do about it.**

## Sample Agendas with Supporting Documentation, continued

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### Narrative Statements Worksheet

#### Achievement Data

<i>Data Source(s):</i>		
<i>Narrative Statement</i>	<i>Strength</i>	<i>Challenge</i>

# Sample Agendas with Supporting Documentation, continued

## Narrative Statements Worksheet

### Perceptions Data

<i>Data Source(s):</i>		
<i>Narrative Statement</i>	<i>Strength</i>	<i>Challenge</i>

## Sample Agendas with Supporting Documentation, continued

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### Narrative Statements Worksheet

#### Contextual Data

<i>Data Source(s):</i>		
<i>Narrative Statement</i>	<i>Strength</i>	<i>Challenge</i>



## Sample Agendas with Supporting Documentation, continued

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### Narrative Statements Worksheet

#### Demographic Data

<i>Data Source(s):</i>		
<i>Narrative Statement</i>	<i>Strength</i>	<i>Challenge</i>

# Sample Agendas with Supporting Documentation, continued

## Emerging Themes Worksheet

Target Area					
Most critical					
Is it a challenge?					
Is it a strength					
Themes					

Use the answers to these questions to develop goals for your school system.

## Sample Agendas with Supporting Documentation, continued

### Prioritize Challenges Worksheet

After challenges are identified, have the planning team individually prioritize challenges by how severe, how crucial and how responsive they are, and whether they are within the power of the district to change. Your team can tally individual ratings for each challenge for all planning team members first and then compile all ratings to come up with an overall rating. The highest numbers indicate the highest need.

If possible, recreate an electronic spreadsheet of this page and work through the process using an LCD projector and a laptop computer.

Challenges identified in data carousel activity	How severe? Rate each item 1-5. 5=greatest dissatisfaction with results, i.e., lowest test scores, worst problem.	How crucial? Rate each item 1-5. 5=most important issue, needing most attention.	How responsive? Rate each item 1-5. 5=most important issue, needing most attention.	Individual ratings Tally responses in each box. Totals will range from 3-15. The highest totals indicate highest priorities.	Group ratings Tally responses from all team members. Divide by the total number of members.

Adapted from "Goal Setting Matrix," Holcomb, E.L. (1999) *Getting Excited About Data: How to Combine People, Passion, and Proof*. Thousand Oaks, CA: Corwin Press.

## **Sample Agendas with Supporting Documentation, continued**

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### **Stage 4: Prioritize & Set Goals**

### **Stage 5: Research & Identify Effective Practices, Strategies, Programs, Interventions**

#### **Meeting Three: Planning Team Agenda**

*The Kansas Improvement Process is inherently flexible, allowing districts to adjust the process, agendas, and/or activities to fit the needs of the district/school. Although this meeting is represented as one session, it could be a series of sessions.*

#### ***What are the objectives for the third meeting?***

Determine a manageable set of Specific Measurable Attainable Results-orientated and Time-bound (SMART) goals that will become the focus of improvement efforts district wide and/or school wide.

Identify and select practices, programs, interventions, etc. that incorporate strategies scientifically based in research (SBR) that will assist the school and/or district in reaching their SMART goals. This includes reviewing research on specific SBR strategies and/or networking with schools/districts that have implemented these specific strategies.

#### ***What are the tasks for the first part of the meeting?***

- Warm-up and/or team-school activities as appropriate.
- Review prioritized challenges.
- Identify areas for system-wide focus. Develop goals that need to be in place to support growth in schools across the district or individual schools, including strategies, interventions, and programs that address the needs of all students.
- Share any district, state and federal goals that are nonnegotiable.
- Draft and prioritize goals.
- Develop a communication plan for sharing the goals with stakeholders.

## Sample Agendas with Supporting Documentation, continued

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### Stage 4: Prioritize & Set Goals

### Stage 5: Research & Identify Effective Practices, Strategies, Programs, Interventions continued

#### *What are the tasks for the second part of the meeting?*

- Review goals and make minor revisions as necessary.
- Begin researching how the goals will be achieved.
- Decide which methods will be used for studying and selecting Scientifically Based Researched strategies, interventions, and/or programs. Determine whether the team will visit other districts/schools using effective practices.
  - Options for involving the planning team include:
    1. Engage the team in studying and selecting effective practices. With this option, it helps to have the core leadership team track down several resources for each goal. Planning team members can sign up for a group that studies the resources and continues researching action steps for each SMART Goal. The advantage of this approach is that it increases the planning team's awareness and helps build buy-in. A disadvantage is that it requires a large time commitment. Team members can use the *Study Process Planning Grid* and the *Study Teams* form to guide the process and the *District visitation question guide* for investigating other school districts.
    2. The core leadership team documents the research and brings it back to the larger team to reflect upon. This takes less time commitment on behalf of planning team members but makes "buy-in" more difficult. If your district or school is tackling persistently low gains, this strategy may not be the best way to build support for change.
    3. Districts may choose to join with school study teams in researching common goals.
    4. District teams may wish to join other districts that are researching the same topics.
    5. School teams may wish to join other schools that are researching the same topics.

In all cases, the planning team is heavily involved.



## Sample Agendas with Supporting Documentation, continued

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### Writing SMART Goals

“SMART” stands for Specific, Measurable, Achievable, Results Orientated & Relevant and Time-bound, and is a useful reminder of how to write a top quality goal. Here is what it means...

**Specific** – your goal should have its expected outcome stated as simply, concisely and explicitly as possible. This answers questions such as; how much, for whom, for what?

**Measurable** – a measurable goal has an outcome that can be assessed and/or measured in some way.

**Attainable** – an attainable goal has an outcome that is realistic given the current situation, resources and time available. Goal achievement may be more of a “stretch” if the outcome is tough or there is a weak starting position.

**Results Orientated & Relevant** – a results orientated and relevant goal helps maintain focus on the mission or the “bigger picture.”

**Time-bound** – a time-bound goal includes realistic timeframes. Sometimes timeframes are imposed. When that is the case, carefully consider what is attainable within the imposed timeframe.

### SMART Goal Worksheet: Sample

<b>Specific</b>	There will be significant improvement in all students’ (grades K-3) reading comprehension performance
<b>Measurable</b>	On the Kansas State Reading Assessment, the ITBS Reading Assessment K-3, and the District CRT Reading Assessment K-3.
<b>Attainable</b>	This goal is possible in the time and percentage indicated..
<b>Results Orientated &amp; Relevant</b>	85% or more of our students will perform at or above “meet standards” on the Kansas State Reading Assessment at all grade levels in which the assessment is given.
<b>Time-bound</b>	By Spring 2008

**Goal:** By Spring 2008, 85% or more of our students will perform at or above “meet standards” on the Kansas State Reading Assessment in the 3<sup>rd</sup> Grade.

## Sample Agendas with Supporting Documentation, continued

### SMART Goal Worksheet

SMART Goal for \_\_\_\_\_  
Name of School or Name of District

SMART Goal addressing area(s):

\_\_\_\_\_

\_\_\_\_\_

<b>Specific</b>	
<b>Measurable</b>	
<b>Attainable</b>	
<b>Results Orientated &amp; Relevant</b>	
<b>Time-bound</b>	

## Sample Agendas with Supporting Documentation, continued

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### Study Process Planning Grid

Goal:

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Members:

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Steps to Be Taken	Lead Responsibility	Timeline for Completion
Additional Data Analysis:		
Site Visits:		
Advice of Content Specialist:		
Research/Resources:		



## **Sample Agendas with Supporting Documentation, continued**

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### **Study Group Report Form**

Date:

Study Group Members:

Goal:

Research Topic:

Learning (What we learned):

Rationale (Why you would use it):

Application (Considerations for putting into practice):

Research Base:

\_\_\_\_\_ Literature Review

\_\_\_\_\_ Journal Article

\_\_\_\_\_ Research Synthesis/Meta Analysis

\_\_\_\_\_ Other \_\_\_\_\_

\_\_\_\_\_ Position Paper

\_\_\_\_\_ Anecdotal/Opinion

\_\_\_\_\_ Site Visit Model/Theoretical

Level of Change:

First Order Examples (specific practice, organization, efficiency):

Second Order Examples (ownership, focus, philosophy, systemic):



## Sample Agendas with Supporting Documentation, continued

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### Sample Study Group Report Form

**Date:**

**Study Group Members:** Teresa Smith, Jaime Sanchez, Lawrence O'Dell, Tom Johnson, Charlotte Sakue

**Goal:** Improve students' knowledge and skills in mathematics as measured by a 25 percent increase in students meeting grade-level final exams and 45.8 percent of students meeting standard on the seventh grade state assessment by the year 2008.

**Research Topic:**

Professional development

**Learning** (What we learned):

We need to make sure that our professional development is more effective in improving student learning by providing job embedded professional development.

**Rationale** (Why you would use it):

Provides a way for staff to report having difficulty teaching applications of mathematics principles.

**Application** (Considerations for putting into practice):

Professional development needs to take place in the classroom. Process training coaches need to be skilled in area of concern.

**Research Base:**

Research Base:

Literature Review

Position Paper

Journal Article

Anecdotal/Opinion

Research Synthesis/Meta Analysis

Site Visit Model/Theoretical

Other \_\_\_\_\_

**Level of Change:**

First Order Examples (specific practice, organization, efficiency):

Improve professional development practices.

Second Order Examples (ownership, focus, philosophy, systemic):

Gauge impact of improved professional development on student learning and adopt ongoing evaluation of professional development to refine focus as needs adjust.





## **Sample Agendas with Supporting Documentation, continued**

### **Study Team Recommendations**

Describe how the recommendations from each study team were communicated to and discussed by all stakeholders. Insert study group reports.

# Sample Agendas with Supporting Documentation, continued

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## District Visitation Question Guide

District name: \_\_\_\_\_ Website: \_\_\_\_\_  
Contact person: \_\_\_\_\_ E-mail: \_\_\_\_\_ Phone: \_\_\_\_\_

1. In terms of [specific goal area], what approaches do you think are making the biggest difference in improving student achievement? In what way? Why did you select those approaches?
2. How have you included staff in decision making around the approaches you have put in place?
3. How is success or progress measured at the district level? At the school level? At the classroom level?
4. How has moving to this approach made a difference in teaching practices in your district/school?
5. What is the system the district uses to make transitions for students entering and leaving the district or moving to a new school within the district?
6. What kind of professional development does the district/school provide for staff and families?
7. How has the district/school involved families in strategies that improve student achievement?
8. How have you budgeted your resources to provide for this approach?
9. What surprises did you encounter in your first year of implementation?
10. How do district staff members use assessment to make program and instructional decisions?
11. What role has trust played between the district and other stakeholders? How do you build on that trust?
12. What is the district's/school's system for reevaluating and updating its plan annually?
13. How would you describe the relationship between district and school staff members?
14. What do you see as the greatest opportunities this approach has provided for your staff and students?

Specific observations you want to share:



## **Sample Agendas with Supporting Documentation, continued**

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### **Stage 6: Develop and Implement Plan**

#### **Meeting Four: Planning Team**

*The Kansas Improvement Process is inherently flexible, allowing districts to adjust the process, agendas, and/or activities to fit the needs of the district/school. Although this meeting is represented as one session, it could be a series of sessions.*

#### ***What are the objectives for meeting one?***

Develop and implement an improvement plan that addresses the learning needs of all students. This includes writing an improvement plan that clearly identifies a systematic approach outlining connections between current challenges, SMART goals, identified SBR strategies, staff development, stakeholder involvement, and measures of success.

#### ***What are the tasks for the first part of the meeting?***

- Warm-up and/or team-school activities as appropriate.
- Review SMART goals.
- Review strategies, interventions, programs, etc. that were researched by the planning team.
- Using established decision-making methods, select strategies, interventions, programs, etc. for each of the SMART Goals.

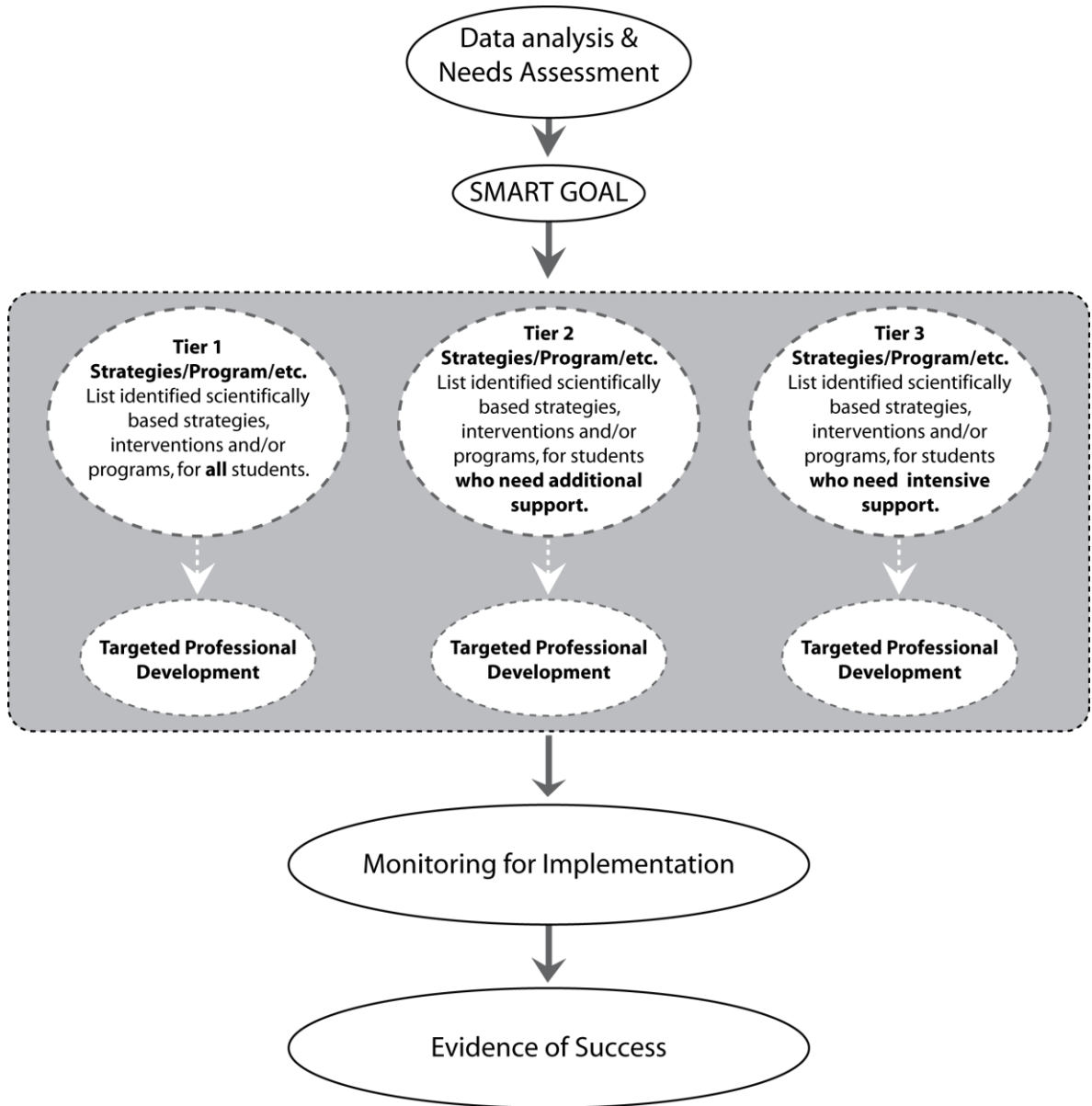
#### ***What are the tasks for the second part of the meeting?***

- Create a draft improvement plan using the template in the Integrated Improvement Plan for Districts and/or Schools identifying action steps to accomplish the SMART goal and determine the following for each action step:
  - Person(s) Responsible
  - Resources Needed
  - Timeline
  - Indicators of Success
- Analyze plans using the *Thinking it Through* worksheet.
- Focus on including a multi-tiered system of support in the improvement plan that matches student academic and behavioral needs with instruction/support.
- Establish a plan to monitor implementation of the District and/or school improvement plan(s). One method of monitoring utilizes a Goal Attainment Scale.
- Determine how successes will be acknowledged and celebrated.



## Sample Agendas with Supporting Documentation, continued

### Integrated Improvement Plan – At a Glance



## Sample Agendas with Supporting Documentation, continued

### **Developing the Integrated Improvement Plan**

First Draft: Sometimes a first draft is what it takes to get the creative juices flowing!

- Break into pairs and have each duo fill out in broad terms the *District/School Improvement Plan Template* for one of the goals.
- Pass these drafts to the next pair to edit, review and discuss. Repeat process as appropriate.
- After the drafts rotate back to their original groups, proposed changes and rationale are discussed and incorporated.

Think through the action steps (30 minutes)

- The team as a whole works through the *Thinking It Through Worksheet*. The following questions will be considered:
  - What are the potential disadvantages to this action?
  - Who will be affected?
  - Is there a chance this may be negative or positive?
  - What can occur to ease the potential negative outcomes of this activity?  
The planning team should take note of any particular leadership team members who will be heavily impacted and plan how to acknowledge the prospective change in their routines or duties.

Revisit the *Integrated Improvement Plan District/School*

- After “thinking it through,” the core leadership team and others as assigned will complete the district and/or school Integrated Improvement Plan using the draft plan as a guide.
- Discuss and plan for any training necessary for implementation of the action plans.
- Using established decision-making methods, finalize an action plan for each SMART goal with the planning team.
- Decide when and how to share the action plans with broader audiences.





## Sample Agendas with Supporting Documentation, continued

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### Developing the Integrated Improvement Plan, continued

Complete School Improvement Plan template for each SMART goal.

Include the following in the “steps to be taken” column:

- Processes to identify and select research based strategies, interventions, and/or programs that address the needs of Tier 1, Tier 2, and Tier 3 students.
- Processes for the implementation of selected strategies, interventions, and/or programs at each Tier of need.
- Professional development on the strategies, interventions, and/or programs at each Tier of need.

### District/School Improvement Plan Template (Sample)

Part A (This section is completed for each SMART Goal identified in Stage 4)

SMART Goal: (Copy SMART Goal from Stage 4)

A Action Steps	B Person(s) Responsible	C Resources Needed	D Target Completion Date	E Actual Completion Date	F Documentation of Completion
1					
2					
3					



Etc.					
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**Sample Agendas with Supporting Documentation, continued**

**Developing the Integrated Improvement Plan, continued**

Part B (staff development to support Part A)

Directions: Review the school's Results-Based Staff Development plan and revise as needed to incorporate the staff development needs as identified in action steps under each of the goals.

Results Based Staff Development					
Staff Development Goals: Based Upon Identified Needs	Staff Development Strategies	Timeline	Person(s) Responsible	Resources (include Personnel & Funding)	Evaluation
Knowledge Level					
Application Level					

Impact Level					
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## Sample Agendas with Supporting Documentation, continued

### Thinking It Through Worksheet

Directions: Print one chart for each SMART Goal. Referring to the completed Improvement Plan template, write one SMART Goal in the upper left hand box. Write the major action steps to achieve this SMART Goal (from column A of the improvement plan template) in the boxes across the top of the chart. Then discuss each action step using the questions in the left hand column. Write highlights of the discussion in the chart.

<b>Goal Statement:</b> (Print one SMART Goal in this box.)	<b>Action Step:</b> (Write one action step to accomplish the SMART Goal)	<b>Action Plan Step:</b> (Write another action step to accomplish the SMART Goal)	<b>Action Plan Step:</b> (Write another action step to accomplish the SMART Goal)
What are the potential down sides to this action?			
Who will be affected?			
Is there a chance this may be a negative or positive?			
What can occur to ease the potential negative outcomes of this activity?			



## **Sample Agendas with Supporting Documentation, continued**

### **Coordination/Integration of Programs**

Describe how the activities/strategies in this plan coordinate with other district programs, school programs and community-based programs.

## Sample Agendas with Supporting Documentation, continued

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### Implementation: Points to Ponder Worksheet

In support of SMART Goal \_\_\_\_\_

What current practices will be continued?	Who in the district and/or school will be most affected by the continuation of the practice?	What support will be provided to those individuals?	What resources will be needed?	What systematic changes are needed?
Practice #1				
Practice #2				
Practice #3				
Practice # etc.				



## Sample Agendas with Supporting Documentation, continued

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### Implementation: Points to Ponder Worksheet, continued

In support of SMART Goal \_\_\_\_\_

What current practices will be discontinued?	Who in the district and/or school will be most affected by the discontinuation of the practice?	What support will be provided to those individuals?	What resources will be freed up?	What systematic changes are needed?
Practice #1				
Practice #2				
Practice #3				
Practice # etc.				

## Sample Agendas with Supporting Documentation, continued

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### Monitoring for Implementation: The Plan (Sample)

List what will be monitored	Person(s) Responsible for Monitoring	Resources Needed (including training)	Monitoring Schedule	Data to be Collected	Schedule for Planning Team to Review the Data





## Sample Agendas with Supporting Documentation, continued

### Monitoring Implementation: Goal Attainment Scale

#### Goal Attainment Scale Template

The Goal Attainment Scale is used as a monitoring for implementation tool, which is developed along side the Integrated Improvement Plan. The planning team identifies which action steps are to be monitored with this tool and writes them across the top of the chart. Not all action steps need to be included and some could be combined. Periodically stakeholders are asked to rate progress toward a SMART goal by scoring progress on the identified action steps. The scores are analyzed and used for reflection. For instance, if 60% of the stakeholders reported that action step #1 is “somewhat less than expected,” discussion questions could include: What do we imagine were the reasons that 60% responded this way? What would help us move forward from this point? Does the plan need to be adjusted? If so, how? Etc.

Goal (Write one SMART Goal here):

Directions: Write an “X” beside one of the following scores “-2,” “-1,” “0,” “+1,” “+2” for each action step listed across the top of the chart.

Step # (Taken from Column A on the Integrated Improvement Plan)	Action Step # 1:	Action Step # 2:	Action Step # 3:	Action Step # 4:	Action Step # 5:	Action Step # 6:	Action Step # 7:	Action Step # 8-10:	Action Step # 11:	Action Step # 12:	Action Step # etc.
<b>+2</b> (Much more than expected)											
<b>+1</b> (Somewhat more than expected)											
<b>0</b> (as expected)											
<b>-1</b> (Somewhat less than expected)											
<b>-2</b> (Much less than expected)											



<b>Timeline</b> (Taken from Column D on the Integrated Improvement Plan)	0/0/00	0/0/00	0/0/00	0/0/00	0/0/00	0/0/00	0/0/00	0/0/00	0/0/00	0/0/00	0/0/00
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## **Sample Agendas with Supporting Documentation, continued**

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### **Stage 7: Monitor Implementation and Progress**

### **Stage 8: Review and Revise**

#### **Subsequent Meetings: Planning Team**

*The Kansas Improvement Process is inherently flexible, allowing districts to adjust the process, agendas, and/or activities to fit the needs of the district/school.*

*Districts are encouraged to monitor continuously. Number and frequency of meetings in stages 7 and 8 is determined by the planning team.*

#### ***What are the objectives for subsequent meetings?***

Monitor the implementation of the improvement plan(s). Monitoring includes (1) ensuring the scientifically based and researched strategies are being utilized with students, (2) collecting data on the effectiveness of the strategies, (3) measuring progress against indicators of success, and (4) implementing evaluation procedures.

Conduct ongoing formative and summative evaluation of SBR strategies, staff development, and stakeholder involvement. Review and revision of the plan will allow the school and/or the district to cycle through as many stages of the improvement process as needed to support continuous growth.

#### ***What will participants do in the meetings?***

- Warm-up and/or team-school activities as appropriate.
- Determine how often the district planning team will meet in order to monitor for implementation of the plan.
- Review improvement plans using the District/School Monitoring for Implementation Tool.
- Determine progress toward the SMART goal(s).
- Identify emerging issues around implementation of the plans.
- Determine methods to address emerging issues as the plan is implemented.
- Determine methods of evaluating the plan, which includes identifying benchmarks.
- Acknowledge and celebrate successes.
- Revise and update district/schools improvement plans as needed.
- Make plans to administer the District Integrated Needs Assessment at least once a year.



## Sample Agendas with Supporting Documentation, continued

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### Examples of Supporting Documentation

- Integrated Improvement Plan for Districts
  - Integrated Improvement Plan for Schools
  - Results Based Staff Development Plans (RBSD)
  - Walk Through District Audits
  - Lesson Plans
  - Curriculum Guides
  - Integrated Improvement Plan for Districts
  - Formative Assessment Data
  - Agenda of Professional Development activities
  - Electronic Data (Room/Walls)
  - Public Forums
  - District Newsletter
  - Agenda of staff briefings
  - Agendas
  - Power Point presentations
  - Board minutes
  - District website
  - District calendar
  - Title I Budget
  - Letters to parents
  - District/School website
  - School budgets
  - Parent/Community liaison
  - Charts, tables, graphs sampling from schools
  - Instructional Coach schedule
  - Newspaper articles
  - Progress reports
  - Minutes of a Professional Learning Community
  - Technical Assistance Plan
  - Professional Development learning protocol
  - Presentation
- 



## Sample Agendas with Supporting Documentation, continued

### Evaluation Worksheet (Sample)

Goal: By Spring 2008, 85% or more of our students will perform at or above “meet standards” on the Kansas State Reading Assessment in the 3 <sup>rd</sup> Grade.	Indicator of Success	Evidence
<b>Benchmarks:</b> Teacher will have instructional materials aligned to State Standards.	Curriculum was reviewed based on K-12 reading standards.	Comments from the review are attached.  Supplemental materials aligned with state standards were provided at all levels.
Teachers will receive comprehensive professional development in reading.	Trained reading coaches were placed in every school, K-12.	50 percent increase in use of research-based reading instruction strategies at high school level as evidenced in walk throughs.

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## Sample Agendas with Supporting Documentation, continued

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### Evaluation Worksheet (Sample)

Goal:		
Benchmark	Indicator of Success	Evidence

## Section D: Sample Agendas without Documentations

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### *What is the purpose of this section?*

This section provides sample agendas that a district and/or school could use to work through the stages of the Kansas Improvement Model. Reviewing these agendas provides an overview of the tasks to be accomplished throughout the process. The following section provides these agendas along with directions for activities and worksheets that support the agendas. Following each meeting, the core leadership team will have the information needed to complete the corresponding section of the Integrated Improvement Plan for districts or the Integrated Improvement Plan for schools.

### **Who uses this section?**

The sample agendas are of particular use to the core leadership team as they customize agendas for their planning team and create a schedule of meetings. The sample agendas are intended to be flexible, allowing the core leadership team to make adjustments to fit the needs of the district and/or school. Although meetings are represented as one session, they could be a series of shorter sessions. Reviewing the sample agendas as well as current district/school practices allows the core leadership team to create an improvement process that will support the creation of the Integrated Improvement Plan for districts or schools.

### **Note on Sample Agendas with supporting documents:**

The sample agendas and supporting documents found in this notebook are drawn from the SCHOOL SYSTEM IMPROVEMENT RESOURCE GUIDE: PUTTING IT ALL TOGETHER (revised in 2005) from the Washington State Office of Superintendent of Public Instruction. This guide maybe downloaded from the Washington State Department of Education's web site <http://www.k12.wa.us/SchoolImprovement/SSIRG.aspx>.

### **Table of Contents**

- Stage 1 and Stage 2: Planning Meeting One
- Stage 3: Planning Meeting Two
- Stage 4 and Stage 5: Planning Meeting Three
- Stage 6: Planning Meeting Four
- Stage 7 and Stage 8: Planning Meeting Five





## Sample Agendas without Documentations, continued

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### Stage 1: Orientation & Readiness

### Stage 2: Gather & Organize Data

#### Meeting One: Planning Team Agenda

*The Kansas Improvement Process is inherently flexible, allowing districts to adjust the process, agendas, and/or activities to fit the needs of the district/school. Although this meeting is represented as one session, it could be a series of sessions.*

#### **What are the objectives for the meeting?**

The goal of this meeting is to develop a level of cooperation and commitment to support changes that will occur as a result of continuous improvement efforts. This includes a common understanding and readiness to orient stakeholders to systematic district and school improvement processes. Attention is also given to understanding the vision/mission of the school and/or district.

Preparing to collect a wide range of data that creates an accurate picture of the current reality for the district and/or school is an objective of this meeting. This includes collecting quantitative and qualitative data to conduct a self-evaluation by each district and/or school.

#### **What are the tasks for the first part of the meeting?**

- Participate in warm-up and/or team-building activities as appropriate.
- Discuss the rationale for engaging in a district and/or school improvement process. Consider how change may impact students and staff.
- Develop group norms for meetings.
  - Decide:
    - When will meetings be held?
    - How can the group stay focused?
    - Will team members share roles? (i.e., timekeeper, recorder, etc.)
    - How will decisions be made?
    - What are the expectations for completing tasks? (See suggestions in Working Toward Consensus)
    - What conflict resolution techniques will be adopted?
- If the district is identified on improvement or has schools identified on improvement under No Child Left Behind or if a school is Accredited on Improvement, Conditionally Accredited, or Unaccredited under Quality Performance Accreditation, the following steps are taken:
  - review Adequate Yearly Progress (AYP) data and discuss state/district requirements
  - review current practices that
    - support teachers in becoming high qualified;
    - provide transitions for students between preschool, elementary, middle school, and high school; and
    - involve parent/family involvement.
- Review *Section B: Factors that Impact School Improvement* by using the First Turn Last Turn Activity.
- Familiarize team with the Integrated Improvement Plans for districts and/or schools.
- Establish timelines for meetings and completing the Integrated Improvement Plan.
- Establish decision-making methods. The National Staff Development Council recommends consensus building and provides step-by-step guides and activities for implementing consensus building methods and developing norms in their publication *Transforming Schools Through Powerful Planning*.



- Review and analyze district beliefs, vision, and mission statements for relevance and alignment with process.



## Sample Agendas without Documentations, continued

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### Stage 1: Orientation & Readiness

### Stage 2: Gather & Organize Data, continued

#### *What are the tasks for the second part of the meeting?*

- Thoroughly review assessment data, participation rates, graduation rates, and attendance rates. This data can be found on the Kansas State Department of Education website at <http://www.ksde.org/Default.aspx?tabid=151>. Additional information is found on the Center of Educational Testing and Evaluation's website at <http://www.cete.us/>.
- Identify continuums to complete from the District Integrated Needs Assessment (DINA). These continuums may be adapted and used at the school level as well. Make plans for administrating the continuums with appropriate stakeholders.
  - Districts and/or schools on watch are encouraged to complete
    - Leadership;
    - Safe and Caring Environments; and
    - Student Achievement.
  - Districts on improvement are expected to complete **all** continuums at least once each year.

#### *What are assignments for the next meeting?*

- Review "What to Collect?" worksheets and establish data collection assignments.
- The data coordinator assigns responsibilities for data collection using the "What to Collect" worksheets, including the following data:
  - achievement
  - perceptions
  - contextual
  - demographics
- The data coordinator assigns logistics for data collection and storage.



## Sample Agendas without Documentations, continued

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### Stage 3: Analyze Data

#### Meeting Two: Planning Team Agenda

*The Kansas Improvement Process is inherently flexible, allowing districts to adjust the process, agendas, and/or activities to fit the needs of the district/school. Although this meeting is represented as one session, it could be a series of sessions.*

#### ***What are the objectives for the second meeting?***

The goal of this meeting is to analyze data to identify strengths and challenges of the district and/or school as well as consider their root causes. This includes bringing together data to formulate inferences for making informed decisions about school improvement.

#### ***What are the tasks for the first part of the meeting?***

- Warm-up and/or team-school activities as appropriate.
- Review which data types have been collected and why.
- Familiarize the district planning team with the collected district and/or school data.
- Introduce the data carousel activity.
- Review Three Tips for Writing Powerful Narrative Statements.
- Complete data carousel activity.
- Determine strengths and challenges using narrative statements/key findings.
- Identify emerging themes.

#### ***What are the tasks for the second part of the meeting?***

- Debrief the data carousel activity.
- Review the narrative statements/key findings.
  - Identify what, if any, information is missing from the narratives.
  - Note the strengths and discuss how these can be acknowledged and celebrated.
- Identify emerging themes.
  - Regarding challenges, identify what themes emerged repeatedly in the different data categories.
  - As a team, complete the Emerging Themes worksheet.
- Prioritize challenges using the Prioritizing Challenges worksheet.
  - Compile narrative statements/key findings that are designated as challenges.
  - Consider identified emerging themes.
  - Individually prioritize challenges by level of dissatisfaction, by severity and by how much control the district or school has over the particular challenges using the *Prioritize Challenges Worksheet*.
  - One team member tallies all ratings to determine an overall ranking.
- Evaluate the day's activities.
- Determine next steps for meeting three.



## Sample Agendas without Documentations, continued

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### **Stage 4: Prioritize & Set Goals**

### **Stage 5: Research & Identify Effective Practices, Strategies, Programs, Interventions**

#### **Meeting Three: Planning Team Agenda**

*The Kansas Improvement Process is inherently flexible, allowing districts to adjust the process, agendas, and/or activities to fit the needs of the district/school. Although this meeting is represented as one session, it could be a series of sessions.*

#### ***What are the objectives for the third meeting?***

The goal of this meeting is to determine a manageable set of Specific Measurable Attainable Results-orientated and Time-bound (SMART) goals that will become the focus of improvement efforts district wide and/or school wide.

Another goal of this meeting is to identify and select practices, programs, interventions, etc. that incorporate strategies scientifically based in research (SBR) that will assist the school and/or district in reaching their SMART goals. This includes reviewing research on specific SBR strategies and/or networking with schools/districts that have implemented these specific strategies.

#### ***What are the tasks for the first part of the meeting?***

- Warm-up and/or team-school activities as appropriate.
- Review prioritized challenges.
- Identify areas for system-wide focus. Develop goals that need to be in place to support growth in schools across the district or individual schools, including strategies, interventions, and programs that address the needs of all students.
- Share any district, state and federal goals that are nonnegotiable.
- Draft and prioritize goals.
- Develop a communication plan for sharing the goals with stakeholders.



## Sample Agendas without Documentations, continued

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### Stage 4: Prioritize & Set Goals

### Stage 5: Research & Identify Effective Practices, Strategies, Programs, Interventions, continued

#### *What are the tasks for the second part of the meeting?*

- Review goals and make minor revisions, as necessary.
- Begin researching how the goals will be achieved.
- Decide which methods will be used for studying and selecting SBR strategies, interventions, and/or programs. Determine whether the team will visit other districts/schools using effective practices.

Options for involving the planning team include the following:

1. Engage the team in studying and selecting effective practices. With this option, it helps to have the core leadership team identify several resources for each goal. Planning team members can join a group that studies the resources and continues researching action steps for each SMART goal. The advantage of this approach is that it increases the planning team's awareness and helps build buy-in. A disadvantage is that it requires a large time commitment. Team members can use the *Study Process Planning Grid* and the *Study Teams* form to guide the process and the *District Visitation Question Guide* to investigate other school districts.
2. The core leadership team documents the research and brings it back to the larger team for investigation. This option takes less time for planning team members but makes "buy-in" more difficult. If a district or school is tackling persistently low gains, this strategy may not be the best way to build support for change.
3. Districts may choose to join with school study teams in researching common goals.
4. District teams may wish to join other districts that are researching the same topics.
5. School teams may wish to join other schools that are researching the same topics.

In all cases, the planning team is heavily involved.



## Sample Agendas without Documentations, continued

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### Stage 6: Develop and Implement Plan

#### Meeting Four: Planning Team

*The Kansas Improvement Process is inherently flexible, allowing districts to adjust the process, agendas, and/or activities to fit the needs of the district/school. Although this meeting is represented as one session, it could be a series of sessions.*

#### ***What are the objectives for the fourth meeting?***

A goal of this meeting is to develop and implement an improvement plan that addresses the learning needs of all students. This includes writing an improvement plan that clearly identifies a systematic approach outlining connections between current challenges, SMART goals, identified SBR strategies, staff development, stakeholder involvement, and measures of success.

#### ***What are the tasks for the first part of the meeting?***

- Warm-up and/or team-school activities as appropriate.
- Review SMART goals.
- Review strategies, interventions, programs, etc. that were researched by the planning team.
- Using established decision-making methods, select strategies, interventions, programs, etc. for each of the SMART goals.

#### ***What are the tasks for the second part of the meeting?***

- Using the template in the Integrated Improvement Plan for Districts and/or Schools, identify the action steps to accomplish the SMART Goal and determine the following for each action step:
  - Person(s) Responsible
  - Resources Needed
  - Timeline
  - Indicators of Success
- Analyze plans using the plan rubrics.
- Determine and plan for professional development needs of the planning team to support implementation of the improvement plan(s).
- Focus on including a multi-tiered system of support in the improvement plan that matches student academic and behavioral needs with instruction/support.
- Determine methods to monitor implementation of the District and/or school improvement plan(s).
- Determine benchmarks for attaining the goal and indicators of success for each benchmark.



## Sample Agendas without Documentations, continued

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### Stage 7: Monitor Implementation and Progress

### Stage 8: Review and Revise

#### **Subsequent Meetings: Planning Team Agenda**

*The Kansas Improvement Process is inherently flexible, allowing districts to adjust the process, agendas, and/or activities to fit the needs of the district/school.*

*Districts are encouraged to monitor continuously. Number and frequency of meetings in stages 7 and 8 is determined by the planning team.*

#### ***What are the objectives for subsequent meetings?***

A goal of these meetings is to monitor the implementation of the improvement plan(s). Monitoring includes (1) ensuring the scientifically based and researched strategies, interventions, and/or programs are being utilized with students, (2) collecting data on the effectiveness of the strategies scientifically based in research, (3) measuring progress against indicators of success, and (4) implementing evaluation procedures.

Conduct ongoing formative and summative evaluation of SBR strategies, staff development, and stakeholder involvement. Review and revision of the plan will allow the school and/or the district to cycle through as many stages of the improvement process as needed to support continuous growth.

#### ***What are the tasks for these meetings?***

- Warm-up and/or team-school activities as appropriate.
- Review improvement plans using the District/School Monitoring for Implementation Tool.
- Determine progress toward the SMART goal(s).
- Identify emerging issues around implementation of the plans.
- Determine methods to address emerging issues as the plan is implemented.
- Make a plan for acknowledging and celebrating successes.
- Determine how often the district and/or school planning team will meet in order to monitor for implementation of the plan.
- Revise and update district/schools improvement plans as needed.
- Make plans to administer the District Integrated Needs Assessment at least once a year.





# Integrated Improvement Plan Template for schools on improvement for Title I and QPA

## KANSAS STATE DEPARTMENT OF EDUCATION

### Integrated Improvement Plan

USD Number Name	District Name Building Grade Span	Building Number	Building
School Address Fax Number	City E-Mail	Zip Code	Telephone Number

Date Submitted \_\_\_\_\_

Date used for official data collection (\_\_\_\_ - \_\_\_\_ - \_\_\_\_)  
Month      Day      Year

Percent of Low Income \_\_\_\_\_

Total Number of Students Enrolled in Building \_\_\_\_\_

Total number of Low Income Students \_\_\_\_\_

Schools on improvement for QPA are eligible to utilize the Expected Gains formula when they submit their plan to KSDE and attend a state sponsored Integrated Improvement Plan review. When a school meets expected gains for two consecutive years the accreditation status improves. **Using Expected Gains formula will not impact Title I On Improvement status.**

MARK THE SELECTION THAT APPLIES

- The school has applied to utilize the Expected Gains formula.
- The school has not applied

to utilize the Expected Gains formula.

**ASSURANCES:**

A peer review committee or representatives from the district has reviewed and approved this Integrated Improvement Plan.

The district assures that the Title I school will spend at least 10% of its Title I allocation for high quality professional development to address the academic issues that contributed to the school being identified for improvement.

The district assures that the school has reviewed the District State Performance Plan report (SPP)

The district assures that a State Technical Assistance Team (STAT) has been identified for the school and will be utilized.

*District signatures represent agreement to all assurances marked and that the plan has been reviewed and approved at the district level. Signature of KSDE official represents plan has been reviewed and approved in meeting all required criteria.*

## External Technical Assistance Team

Directions: List the name of the individuals who will serve on the External Technical Assistance Team (ETAT) with their contact information. Additional rows may be added to this chart as needed.

ETAT Membership should be selected based on the skills and knowledge necessary to support the school's identified areas of improvement. More information can be located in the QPA Manual under Quality Criteria Two.

**Requirements:**

- Each school will select the membership of the ETAT
- The local board approves the ETAT
- An ETAT may serve more than one school in a district
- ETAT members may be affiliated with the district
- Members are not to be affiliated with the school (not even as itinerant personnel)
- A NCA team may be used as the ETAT
- The school and ETAT members determine the frequency of the external team visits

<b>External Technical Assistance Team (ETAT)</b>			
Identify area(s) of expertise of each individual. Note requirements above. Place an * beside the chairperson for this ETAT team	Name	Email address	Phone Number

## State Technical Assistance Team

Directions: List the name of the individuals who will serve on the State Technical Assistance Team (STAT) with their contact information.  
Add as many rows to this chart as needed.

*If a school is on improvement for QPA and/or on improvement for Title I, membership **must include at least two individuals** with expertise in the areas(s) resulting in the school being on improvement **and** needs to include one or more of the following:*

- *Highly qualified or distinguished teachers and principals,*
- *Pupil services personnel,*
- *Parents,*
- *Representatives of Institutions of Higher Education,*
- *Representatives of regional educational laboratories or comprehensive regional technical assistance centers,*
- *Representatives of outside consultant groups.*

### Requirements:

The STAT team is assigned to the school until the school either attains accredited status or is not accredited. A STAT may serve more than one school in a district. More information can be located in the QPA Manual under State Technical Assistance.

State Technical Assistance Team (STAT)			
Identify area(s) of expertise of each individual. Note requirements in the directions.  Place an * beside the chairperson for this STAT team	Name	Email address	Phone Number

## Stage 1: Orientation & Readiness

Stage 1 of this document is to be filled out following the completion of stage 1 of the Kansas Improvement Model.

Refer to the Kansas Improvement Notebook Section C: Planning Meeting 1.

Directions: List the names of the individuals who will serve on the school planning team with their contact information. Add as many rows to this chart as needed. **The roles in bold are required.** It is also required that 1) one person fill no more than two roles on the team and 2) no more than one of the asterisked roles may be filled by an employee of the school district

School Planning Team			
Role	Name	Email address	Phone Number
<b>Superintendent or Representative</b>			
<b>Principal or Principals' Representative</b> (Each building on improvement is represented on the district team)			
Site Council Member*			
Community Member*			
<b>Family/Parent Representative*</b>			
<b>General Education Teacher</b>			
Counselor, Social Worker, etc.			
Special Education Educator			
<b>Local Consolidated Plan Contact</b>			
Teacher of English Language Learners			
<b>Title 1 Representative (if applicable)</b>			
Other			

## **Stage 1: Orientation & Readiness continued**

---

### **Adopted Improvement Process**

Describe the process that will be used to develop and maintain this plan.

### **Highly Qualified and Fully Licensed**

List the school's professional development that supports teachers in becoming highly qualified as defined by *NCLB* and fully licensed in Kansas.

List strategies the school uses to attract highly qualified, fully licensed teachers.

List strategies the school uses to ensure paraprofessionals meet the qualifications of highly qualified.

List strategies the school uses to incorporate a teacher mentoring program as part of its professional development program.

### **Transitions**

Describe the strategies for assisting preschool children in the transition from early childhood programs, such as preschool, Head Start, or Early Reading First to local elementary school programs. *(If applicable)*

Describe the strategies used for assisting elementary students in the transition from elementary school to middle school. *(If applicable)*

Describe the strategies for assisting middle school students in the transition from middle school to high school. *(If applicable)*

Describe the strategies for assisting high school students in the transition from high school to post secondary education or work. *(If applicable)*

### **Parent/Family involvement**

See Next Page

## **Stage 1: Orientation & Readiness continued**

The National Standards for Family School Partnerships are a comprehensive guideline that schools can use to determine how successful they are implementing family school community partnerships. More information can be found at [www.pta.org](http://www.pta.org) for assistance on specific strategies.

**Directions:** Mark the standard(s) the district is using to promote effective parent/family involvement.

**For each of the selected standards:**

- List strategies the school is using to promote effective parent/family involvement.
- List strategies the school is using to monitor the implementation of parental/family involvement.

**1. Welcoming all families into the school community**

Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

**2. Communicating effectively**

Families and school staff engage in regular, meaningful communication about student learning.

**3. Supporting Student Success**

Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

**4. Speaking up for every Child**

Families are empowered to be advocates for their own children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

**5. Sharing Power**

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices and programs.

**6. Collaborating with Community**

Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

## **Stage 2: Gather & Organize Data**

**Stage 3: Analyze Data** (includes finding from data analysis and identifying root causes)

---

Stages 2 and 3 of this document are to be filled out following the completion of stages 2 and 3 of the Kansas Improvement Model.

See the Kansas Improvement Notebook Stages 2 & 3 for instructions to the Data Carousel Activity which results in the school planning teams' determination of key findings. Examples of Achievement Data, Perception Data, Contextual Data, and Demographic Data are also found in Stages 2 and 3 in the Kansas Improvement Notebook.

**Identify the needs assessment instrument that will guide data collection and explain the process for review by the school planning team.**

**Identify** the data types that were collected. \*Can the data be organized into qualitative and quantitative data types? The data sources may include:

- a. Achievement Data including review of formative as well as summative data
- b. Perception Data
- c. Contextual Data
- d. Demographic Data

**Write** one to three sentences that capture the key findings under each of the following areas.

**Explain** the process for data analysis. Has enough data been gathered to start a discussion by the planning team?

**From the data analysis:**

1. **Identify** the planning team's assessment of the strengths and their root cause(s).
2. **Identify** the planning team's assessment of the challenges and their root cause(s).

**These findings will guide the planning, development and implementation of the Integrated Improvement Plan**

\*Do the findings provide direction for content instructional change?

\*Are statements listed to guide the staff in the identification of scientifically based research strategies which may address the root cause?

\*Do the findings provide direction for staff or professional development needs?

\* Discussion point

## Stage 4: Prioritize & Set SMART Goals

---

**Stage 4 of this document is to be filled out following the completion of stage 4 of the Kansas Improvement Model. Refer to the Kansas Improvement Notebook Section C: Planning Meeting Three. When writing SMART Goals consider the following:**

- A purpose of improvement plans are to ensure that **each** student meets or exceeds high academic and behavioral standards.
- Research indicates that systemic approaches to school improvement are essential to sustainable progress.

**Meeting the 2014 AYP targets for reading and math is the long term goal of each school and district in the state of Kansas. The written SMART goals will guide the schoolwide program planning and implementation. Write:**

- **One SMART Goal must focus on each student meeting or exceeding Mathematic Standards. The plan should include action steps (See Stage 6 Part A) to improve student achievement for each sub group who is not meeting Mathematics Standards during the next two years.**
- **One SMART Goal must focus on each student meeting or exceeding Reading Standards. The plan should include action steps to improve student achievement for each sub group who is not meeting Reading Standards during the next two years.**
- **One or more SMART Goal(s) must focus on the areas of deficiencies for Quality Performance Accreditation (QPA).**



\*Is it clear that the SMART Goal(s) were written as a result of the process: needs assessment, data analysis, and available resources in the school, district, and community?

**Mathematics SMART Goal(s):**

**Reading SMART Goal(s):**

\*Discussion Point

### **Stage 5: Research & Identify Scientifically Based Research Strategies & Practices**

Stage 5 of this document is to be filled out following the completion of stage 5 of the Kansas Improvement Model. Refer to the Kansas

Improvement Notebook Section C: Planning Meeting Three. The action for each tier should relate back to the SMART Goal(s). The tiers

should create a systemic approach for the building or district. The professional development needs will also stem from each tier.

More information on MTSS can be located at [www.kansasmtss.org](http://www.kansasmtss.org).

SMART GOAL(s): (Complete Stages 5 and 6 for the named deficiency; then mathematics; then reading; then other)

**Name the core content program and list identified scientifically based strategies and interventions** that have the greatest likelihood of bringing about positive student achievement for **all students** to meet the SMART Goal(s).

**What assessment instrument will measure student progress?** (e.g., Tier 1 of the Multi-Tiered Systems of Support)

**What is the research base** to support the identified strategies or interventions?

**Express** why these strategies have the likelihood of bringing about positive achievement for all students?

**Name the targeted content program and list identified scientifically based strategies and interventions** that have the greatest likelihood of bringing about positive student achievement for students **who need additional support** to meet the SMART Goals.

**What assessment instrument will used to measure student progress?** (e.g., Tier 2 of the Multi-Tiered Systems of Support)

**What is the research base** to support the identified strategies or interventions?

**Express** why these strategies have the likelihood of bringing about positive achievement for all students?

**Name the intensive content program and list identified scientifically based strategies and interventions** that have the greatest likelihood of bringing about positive student achievement for students **who need intensive support** to meet the SMART Goals.

**What assessment instrument will be used to measure student progress?** (e.g., Tier 3 of the Multi-Tiered Systems of Support)

**What is the research base** to support the identified strategies or interventions?

**Express** why these strategies have the likelihood of bringing about positive achievement for all students?

**Stage 6: Develop & Implement the Integrated Improvement Plan and the Research-Based Staff Development Plan**

Stage 6 of this document is to be filled out following the completion of stage 6 of the Kansas Improvement Model. Refer to the Kansas Improvement Notebook Section C: Planning Meeting Four.

Part A (This section is completed for each SMART Goal identified in Stage 4) Include specific action steps to address student groups not making AYP.

SMART Goal: (Copy SMART Goal from Stage 4)

A Action Steps Tied to SMART Goal	B Person(s) Responsible	C Resources Needed	D Target Completion Date	E Actual Completion Date	F Documentation of Completion
1					
2					
3					
Etc.					

## Stage 6: Develop & Implement the Integrated Improvement Plan and the Research-Based Staff Development Plan, continued

Part B (staff development to support Part A). More information can be located in the QPA Manual under Quality Criteria Four and the Kansas Professional Development Guidelines.

Directions: Review the school's Results-Based Staff Development plan and revise as needed to incorporate the staff development needs as identified in action steps under each of the goals. \* **What will staff need to know or be able to do to implement action steps?**

Results Based Staff Development					
Staff Development Goals: Based Upon Identified Needs	Staff Development Strategies	Timeline	Person(s) Responsible	Resources (include Personnel & Funding)	Evaluation
Knowledge Level What do we know now that we did not know before?					
Application Level What are we doing now that we did not do before?					
Impact Level What results are we getting that we did not get before?					

### Part C

Describe how all teachers will be involved in using data to provide information to improve individual student achievement and strengthen the overall instructional program.

Describe extended opportunities to learn and/or additional time that the school has in place to help ensure that all students are achieving academically in reading and mathematics. (Examples may include after school programs, summer school program, etc.)

Describe how the school will coordinate federal, state, and local services used to support this Integrated Improvement Plan for Schools.

Describe how federal, state, and local funds will be coordinated to support this Integrated Improvement Plan for Schools.

## Stage 7: Monitor Implementation & Progress

---

Stage 7 of this document is to be filled out following the completion of stage 7 of the Kansas Improvement Model. Refer to the Kansas Improvement Notebook Section C: Subsequent Planning Meetings.

Describe the process that the district and/or school will use to monitor the implementation of this plan.

Name:

- Who will participate in the review?
- What will be reviewed (i.e., both qualitative and quantitative data)?

\*Guiding questions for the review process discussion:

- To what extent is the plan being followed?
- Is the plan effective? If the plan is not effective, what revisions are needed?

Identify the timeline of the process to ensure movement to the next cycle (e.g., quarterly, by semester, annually, etc.).

\*Discussion Point

**APPENDIX E:**  
**MTSS Innovation Configuration Matrix**

Please find the link for the Multi Tier System of Support Innovation Configuration Matrix which will be used to assess a district and school's capacity.

<http://www.kansasmtss.org/resources.htm>

**APPENDIX F:**  
**School Leading Indicator Report**

# School Leading Indicator Report

USD Number & Name \_\_\_\_\_ Name of School \_\_\_\_\_ Grade Span \_\_\_\_\_  
 Building Number \_\_\_\_\_

Indicator	Year 1 (Baseline)	Year 2	Year 3	Year 4
<b>1. Number of minutes within the school year.</b>				
<b>2. Student participation rate on State Assessments in reading/language arts in mathematics by student subgroup</b>				
<b>3. Students proficient or above in reading</b>				
<b>4. Students proficient or above in math</b>				
<b>5. Dropout rate</b>				
<b>6. Student attendance rate</b>				
<b>7. Number and percentage of students completing advanced course work</b>				
AP	/	/	/	
IB	/	/	/	
Early College High Schools	/	/	/	
Dual enrollment classes	/	/	/	
<b>8. Discipline Incidents</b>				
✓ Weapon Incidents-OSS				
✓ Weapon Incidents-Exp				
✓ Illicit Drug Incidents-OSS				
✓ Illicit Drug Incidents-Exp				
✓ Alcohol Incidents-OSS				
✓ Alcohol Incidents-Exp				



✓ Violent Incidents with injury OSS				
✓ Violent Incidents with injury Exp				
✓ Violent Incidents without injury OSS				
✓ Violent Incidents without injury Exp				
<b>9. Truants</b>				
<b>10. Distribution of teachers by performance level on the LEA's teacher evaluation system</b>				
<b>11. Teacher Attendance Rate</b>				

**APPENDIX G:**  
**KSDE School and District Report Card**  
**(Sample)**

# Sample

Kansas State Department of Education

## Report Card

Current Accreditation Status: Accredited

### ADEQUATE YEARLY PROGRESS

Adequate Yearly Progress (AYP) is a method for determining if schools, districts and the state have made adequate progress in improving student achievement. AYP is based on participation and performance on state assessments, as well as attendance rates for elementary and middle schools, and, for high schools, graduation rates. For the 2008-2009 school year, this school did make AYP. More information on this school's performance on the AYP measures is provided below.

Student Group	Reading		Math		Additional Academic Indicators	
	% Prof. & Above Goal: 79.7%	% Tested Goal: 95%	% Prof. & Above Goal: 77.8%	% Tested Goal: 95%	Grad. Rt. High Sch. Goal: 75% or Improve	Attend. Rt. Goal: 90%
All Students	81.5%	100.0%	76.4%	100.0%	0.0%	94.3%
Free & Reduced Lunch	79.4%	100.0%	73.1%	100.0%	N/A	N/A
Students with Disabilities	69.4%	100.0%	55.1%	100.0%	N/A	N/A
English Language Learners	80.6%	100.0%	80.6%	100.0%	N/A	N/A
African-Americans	83.7%	100.0%	62.8%	100.0%	N/A	N/A
Hispanics	86.0%	100.0%	84.2%	100.0%	N/A	N/A
Whites	79.7%	100.0%	77.7%	100.0%	N/A	N/A
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A
American Indians	N/A	N/A	N/A	N/A	N/A	N/A
Multi-ethnic & Undeclared	N/A	N/A	N/A	N/A	N/A	N/A

### DEMOGRAPHICS

Race/Ethnicity	Bldg.	Dist.	State
African Americans	15.7	10.8	7.9
Hispanics	18.8	23.5	13.1
Whites	54.5	54.1	70.4
Other	11.0	11.6	8.6

Economically Disadvantaged Students	Bldg.	Dist.	State
Economically Disadvantaged	72.4	65.2	42.8
Non-Economic. Disadvantaged	27.6	34.8	57.2

Migrant Students	Bldg.	Dist.	State
Migrant Students	0.0	0.0	0.6
Non-Migrant Students	100.0	100.0	99.4

### TOTAL ENROLLMENT

Building: 464 District: 4,074 State: 468,195

### DEMOGRAPHICS

English language Learners	Bldg.	Dist.	State
ELL Students	12.1	13.0	8.4
Non-ELL Students	87.9	87.0	91.6

Gender	Bldg.	Dist.	State
Male	49.4	49.7	51.5
Female	50.6	50.3	48.5

Attendance	Bldg.	Dist.	State
2008	93.9	92.4	94.7
2009	94.3	92.6	94.9

Students with Disabilities	Bldg.	Dist.	State
Students with Disabilities	9.9	10.7	13.5
Students without Disabilities	90.1	89.3	86.5

Graduation Rate	Bldg.	Dist.	State
2007	0.0	80.6	89.2
2008	0.0	75.1	89.5

### TEACHER QUALITY

Qualification	School
Fully Licensed	92.85%
Not Fully Licensed	7.14%

% Not Fully Licensed Teachers	School
Not Licensed	0.00%
Not Qualified	0.00%
Provisional	3.57%
Waiver	1.00%

Core Content Classes	School
Not Taught by Highly Qualified	8.00%
Taught by Highly Qualified	92.00%

% of Core Classes Taught by Highly Qualified Teachers	School	District	State
Elementary	95.45%	95.76%	98.46%
English Language Arts	100.00%	100.00%	94.34%
ESL/Bilingual	100.00%	66.66%	81.96%
Fine Arts	100.00%	100.00%	94.96%
Foreign Language	N/A	78.26%	90.18%
History and Government	N/A	100.00%	96.33%
Mathematics	N/A	87.80%	93.43%
Science	N/A	76.92%	90.77%

For more information about Teacher Quality, go to [http://online.ksde.org/rcard/bldg\\_tehrs.aspx?org\\_no=D0202&bldg\\_no=0164](http://online.ksde.org/rcard/bldg_tehrs.aspx?org_no=D0202&bldg_no=0164)

**APPENDIX H:**  
**KSDE School and District AYP Report**  
**(Sample)**

# KSDE School and District AYP Report (Sample)

report updated on \_\_\_\_\_

## Adequate Yearly Progress (AYP) Report

AYP Summary	
made Reading indicator :	yes a
made Mathematics indicator :	yes a
Other Measures :	yes
(preliminary) made AYP :	YES

grade span: **K** to **12**

If reading feeder school, data from buildings:

If mathematics feeder school, data from buildings:

Title I on Improvement	
for Reading :	no
for Mathematics :	no
Other Measures :	no
On Improvement :	NO

reading targets: **76.7 %**

math targets: **70.5 %**

	Reading					Mathematics					Other Measures										
	standard or above		does Safe Harbor apply?	made Safe Harbor?	test participation	met reading criteria?	standard or above		does Safe Harbor apply?	made Safe Harbor?	test participation	met math criteria?	current attend. rate and % change over last year		current grad. rate and % change over last year		met other perf. criteria?				
	%	n		%	n		%	n		%	n		%	+	or -	(%)	%	+	or -	(%)	
All Students	82.6	1784		99.6	1872	yes	79.4	1779		99.6	1871	yes	92.9	0.2			75.1	-5.5			yes
Free and Reduced	79.7	1184		99.5	1257	yes	76.6	1183		99.5	1259	yes									
Students with	65.3	268	no	98	289	no	60.3	272	no	98.7	293	no	92	-0.1			50	-21.1			no
ELL Students	74	215		100	232	yes*	84	213		100	235	yes									
African-American	78.1	187		99.5	200	yes	68.3	186		99.5	199	yes*									
Hispanic	81.9	425		100	453	yes	82.4	421		99.8	452	yes									
White	83.5	1007		99.4	1038	yes	79.9	1008		99.6	1039	yes									
Asian & Pacific	87.5	56		100	57	yes	94.6	56		100	57	yes									
American Indian																					
Multi-Ethnic	80.6	98		99.1	113	yes	74.2	97		99.1	113	yes									

	Reading, Alternate & Modified					
	read test pool	total read	standard or above (%)	standard or above (n)	must reclass-ify	n reclass-ified
alternate assessment	1,909	19	0.99	19	no	
modified assessment	1,909	34	1.78	34	no	

	Math, Alternate & Modified					
	math test pool	total math	standard or above (%)	standard or above (n)	must reclass-ified	n reclass-ified
	1,906	19	0.99	19	no	
	1,906	35	1.36	26	no	

**other measure targets**

attendance : 90% goal or improvement over last year  
 graduation : 75% goal or improvement over last year

**reading proficiency data sources : 2009 year**

- blank: Either the group is less than 30 or the category does not apply to this school.
- yes : The group made the reading (or math) target, and participation rate is 95%.
- yes \*: The percent standard or above is below the target but above the criterion percent when the hypothesis test (at a 99% level of confidence) is applied.
- yes 2: This year's participation was below 95%, but after merging the data across 2 years, was at or above, so met participation goal.
- yes \*, 2: The percent standard or above is below the target but above the criterion percent when a hypothesis test (at the 99% level of confidence) is applied. This year's participation was below 95%, but the average across 2 years was at or above, so met participation goal.
- yes \*, 3: The percent standard or above is below the target but above the criterion percent when the hypothesis test (at the 99% level of confidence) is applied. This year's participation was below 95%, but the average across 3 years was at or above, so met participation goal.
- yes 3: This year's participation was below 95%, but the average across 3 years was at or above, so met the participation goal.
- yes 4: This code is not currently in use for AYP.
- yes 5: A single student in a building with fewer than 20 students cannot make the building fail participation.
- yes \*, 5: A single student in a building with fewer than 20 students cannot make the building fail participation, and the percent standard or above is below the target but above the criterion percent when the hypothesis test (at a 99% level of confidence) is applied.
- yes n.r: New or reconfigured schools and districts automatically make AYP for 1 year.
- no: The group did not make AYP as it did not meet either the performance and/or the participation goals. The percent standard or above is below the 2008 target goal OR below the lower bound of the hypothesis test OR the group did not make Safe Harbor OR participation rate was below 95% (even if averaged across years).
- yes 9: The group met requirements since no students had valid tests
- yes 9,3: The group met requirements since no students had valid tests and this year's participation was below 95%, but after merging

**math proficiency data sources : 2009 year**

- yes 6: The group made Safe Harbor through the hypothesis test at the 75% level of confidence.
- yes 6, 2: The group made Safe Harbor through the hypothesis test at the 75% level of confidence, and this year's participation was below 95%, but after merging the data across 2 years, was at or above, so met
- yes 6, 3: The group made Safe Harbor through the hypothesis test at the 75% level of confidence, and this year's participation was below 95%, but the average across 3 years was at or above, so met the participation
- yes 6, 5: The group made Safe Harbor through the hypothesis test at the 75% level of confidence, and a single student in a building fewer than 20 students cannot make the building fail participation.
- yes 7: The group made Safe Harbor .
- yes 7, 2: The group made Safe Harbor , and this year's participation was below 95%, but after merging the data across 2 years, was at or above, so met participation goal.
- yes 7, 3: The group made Safe Harbor , and this year's participation was below 95%, but the average across 3 years was at or above, so met the participation goal.
- yes 7, 5: The group made Safe Harbor , and a single student in a building with fewer than 20 students cannot make the building fail participation.
- yes a: Status changed through appeal.
- yes 8: The group met requirements since no testable children were in the All Students group.
- yes 9,2: The group met requirements since no students had valid tests and this year's participation was below 95%, but after merging the data across 2 years, was at or above, so met participation goal
- yes 9,5: The group met requirements since no students had valid tests and this year's participation was below 95%, but a single student in a building with fewer than 20 students cannot make the building fail participation.

**APPENDIX I:**  
**Intervention Selection Model Rubrics**



# Intervention Model Selection Rubrics

## TITLE PROGRAM & SERVICES TEAM



## Intervention Selection Model Rubrics for Four Intervention Models

Turnaround Model

Transformation Model

**1003(g) TRANSFORMATION MODEL for Tier I and Tier II**

<b>STANDARD: LEADERSHIP</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Replace the principal who led the school prior to commencement of the transformation model.	The district has replaced the principal.			The district has not replaced the principal.
Use rigorous, transparent, and equitable evaluation systems* for teachers and principals, designed and developed with teacher and principal involvement, that take into account <ul style="list-style-type: none"> <li>✓ Data on student growth;</li> <li>✓ Multiple observation-based assessments of performance;</li> <li>✓ Ongoing collections of professional practice;</li> <li>✓ Increased high school graduation rates.</li> </ul>	The school has adopted and implemented evaluation systems for teachers and principals that are rigorous, transparent, and equitable and that were designed and developed with teacher and principal involvement.	The school has adopted and is in the process of implementing evaluation systems for teachers and principals that are rigorous, transparent, and equitable and that were designed and developed with teacher and principal involvement.	The school is investigating rigorous, transparent, and equitable evaluation systems for teachers and principals.	The school has not adopted and implemented rigorous, transparent, and equitable evaluation systems for teachers and principals.



<b>STANDARD: LEADERSHIP</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.**	The school has adopted and implemented reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school has adopted and is in the process of implementing reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school is investigating reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school has not adopted and implemented reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.
Identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.***	The school has adopted and implemented strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school has adopted and is implementing strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school is investigating strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school has not adopted and implemented strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

<b>STANDARD: LEADERSHIP</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	The school has adopted and implemented strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school has adopted and is in the process of implementing strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school is investigating strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school has not adopted and implemented strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.
*The requirement for teacher and principal evaluation systems that “are designed and developed with teacher and principal involvement” refers more generally to involvement by teachers and principals within the LEA using such systems, and may or may not include teachers and principals in a school implementing the transformation model.				
**In addition to the required activities for implementing the transformation model, an LEA may also implement other strategies to develop teachers’ and school leaders’ effectiveness, such as: (1) provide additional compensation to attract and retain staff with the skills necessary to meet the needs of students in the transformation school; (2) institute a system for measuring changes in instructional practices resulting from professional development; or (3) ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority.				

<b>STANDARD: CULTURE AND HUMAN CAPITAL</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Grant the school sufficient operational flexibility in areas such as: ✓ Staffing, ✓ Calendars/time, ✓ Budgeting, To implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.*	The school has addressed areas such as staffing, calendars/time, and budget and has adopted and implemented a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	The school has addressed areas such as staffing, calendars/time, and budget and has adopted and is in the process of implementing a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	The school is investigating a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	The school has not adopted or implemented a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.

\*The areas of operational flexibility mentioned in this requirement (staffing, calendars/time, and budget) are merely examples of the types of operational flexibility an LEA might give to a school implementing the transformation model. An LEA is not obligated to give a school implementing the transformation model operational flexibility in these particular areas, so long as it provides the school sufficient operational achievement outcomes and increase high school graduation rates.

In addition to the required activities for a transformation model, an LEA may also implement other strategies to provide operational flexibility and sustained support, such as:

- (1) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
- (2) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

**STANDARD: CULTURE AND HUMAN CAPITAL**

Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
<p>Implement strategies that will recruit, place and retain staff* with the skills necessary to meet the needs of the students in the transformational school, which may include, but are not limited to:*</p> <ul style="list-style-type: none"> <li>✓ Financial incentives,</li> <li>✓ Increased opportunities for promotion and career growth,</li> <li>✓ Flexible work conditions.</li> </ul>	<p>The school has adopted and implemented multiple innovative and aggressive strategies to help recruit, place, and retain staff.</p>	<p>The school has adopted and is in the process of implementing multiple innovative and aggressive strategies to help recruit, place, and retain staff.</p>	<p>The school is investigating multiple innovative and aggressive strategies to help recruit, place, and retain staff.</p>	<p>The school has made no changes in their strategies to help recruit, place, and retain staff.</p>
<p>Provide ongoing mechanisms for family and community engagement.**</p>	<p>The school has adopted and implemented community-oriented services and supports to students.</p>	<p>The school has adopted, and is in the process of implementing, community-oriented services and supports to students.</p>	<p>The school is investigating community-oriented services and supports to students.</p>	<p>The school offers no community-oriented services and supports to students.</p>

\*There are a wide range of compensation-based incentives that an LEA might use as part of a transformation model. Such incentives are just one example of strategies that might be adopted to recruit, place, and retain staff with the skills needed to implement the transformation model. The more specific emphasis on additional compensation in the permissible strategies was intended to encourage LEAs to think more broadly about how additional compensation can contribute to teacher effectiveness.

\*\*In general, family and community engagement means strategies to increase the involvement and contributions, in both school-based and home-based settings, of parents and community partners that are designed to support classroom instruction and increase student achievement. Examples of mechanisms that can encourage family and community engagement include the establishment of organized parent groups, holding public meetings involving parents and community members to review school performance and help develop school improvement plans, using surveys to gauge parent and community satisfaction and support for local public schools, implementing complaint procedures for families, coordinating with local social and health service providers to help meet family needs, and parent education classes (including GED, adult literacy, and ESL programs).

\*\*\*In addition to the required activities for a transformation model, an LEA may also implement other strategies to extend learning time and create community-oriented schools, such as:

- (1) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
- (2) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
- (3) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
- (4) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

<b>STANDARD: CURRICULUM AND ASSESSMENT</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Use data to identify and implement an instructional program that is* ✓ Aligned with State academic standards , ✓ Vertically and horizontally aligned, ✓ Research-based.	The school used its data to identify and implement a research-based instructional program that is horizontally and vertically aligned as well as aligned with State academic standards.	The school used its data to identify a research-based instructional program that is horizontally and vertically aligned and aligned with State academic standards, and is in the process of implementation.	The school is investigating research-based instructional programs that are horizontally and vertically aligned and aligned with State academic standards.	The school’s instructional program is not research-based, horizontally and vertically aligned, and/or aligned with State academic standards.
Promote the continuous use of student data to inform and differentiate instruction, such as: ✓ Formative assessments, ✓ Interim (progress monitoring) assessments, ✓ Summative assessments.	Across the building, the school continuously utilizes student data in such forms as formative assessments, progress monitoring assessments, and summative assessments to inform and differentiate instruction.	The school has adopted formative assessments, progress monitoring assessments, and summative assessments and is in the process of implementing their use to inform and differentiate instruction.	The school is investigating different forms of assessment to inform and differentiate instruction.	The school does not use student data to inform and differentiate instruction.

In addition to the required activities for a transformation model, an LEA may also implement other comprehensive instructional reform strategies, such as:

- (1) Conducting periodic reviews to ensure that ht curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
- (2) Implementing a schoolwide “response-to-intervention” model;
- (3) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with

(4) Using and integrating technology-based supports and interventions as part of the instructional program; and

(5) In secondary schools –

- a. Increasing rigor by offering opportunities for students to enroll in advanced coursework, early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including but providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
- b. Improving student transition from middle to high school through summer transition programs or freshman academies;
- c. Increasing graduation rates through, for example, credit recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
- d. Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or to graduate.

<b>STANDARD: INSTRUCTION AND PROFESSIONAL DEVELOPMENT</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	The school has adopted and implemented ongoing, high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	The school has adopted and is in the process of implementing ongoing, high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	The school is investigating high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	Professional development is not high-quality, job-embedded and/or aligned with the school's comprehensive instructional program and/or not designed with school staff.
Establish schedules and strategies that provide increased learning time.***	The school has adopted and implemented strategies that provide increased learning time.	The school has adopted and is in the process of implementing strategies that provide increased learning time.	The school is investigating schedules and strategies that provide increased learning time.	The school has not adopted or implemented strategies that provide increased learning time.



**1003(g) - TURNAROUND MODEL for Tier I and Tier II**

<b>STANDARD: LEADERSHIP</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Replace the principal with a visionary, instructional leader.	The district has hired a new principal.			The district has not hired a new principal.
Adopt a new governance structure which may include, but is not limited to: <ul style="list-style-type: none"> <li>✓ The school reports to a new “turnaround office” in the LEA.</li> <li>✓ Hire a “turnaround leader” who reports directly to the superintendent.</li> <li>✓ Enter into a multi - year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.</li> </ul>	The school has adopted a new governance structure; the new governance structure has been implemented and is fully functioning	The school has adopted a new governance structure and is in the process of implementation.	The school is in the process of investigating a new governance structure.	The school has not started the process of adoption and implementation of a new governance structure.

<b>STANDARD: CULTURE AND HUMAN CAPITAL</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Grant the new principal sufficient operational flexibility in staffing*. ✓ Screen all existing staff and rehire no more than 50 percent. ✓ Select new staff.	The new principal was hired before the staffing process began and was involved in making decisions at every level of the staffing process.	The new principal was actively involved in making decisions during the hiring process but was not hired before the actual process began.	The new principal had limited involvement and/or decision making authority in the hiring process or was involved in only parts of the process.	The new principal was not involved in the hiring process.
Implement strategies that will recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school, which may include, but are not limited to**: ✓ Financial incentives, ✓ Increased opportunities for promotion and career growth, ✓ Flexible work conditions,	The school has adopted and implemented multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school has adopted and is in the process of implementing multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school is investigating multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school has made no changes in their strategies to help recruit, place, and retain staff.

\*As used in the discussion of a turnaround model, "staff" includes all instructional staff, but an LEA has discretion to determine whether or not "staff" also includes non-instructional staff. An LEA may decide that it is appropriate to include non-instructional staff in the definition of "staff," as all members of a school's staff contribute to the school environment and are important to the success of a turnaround model.

In determining the number of staff members that may be rehired, an LEA should count the total number of staff positions (however staff is defined) within the school in which the model is being implemented, including any positions that may be present at the time of the implementation. For example, if a school has a total of 100 staff positions, only

<b>Standard: Culture and Human Capital</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Grant the principal sufficient operational flexibility in calendars/time.	The new principal was hired before the process began and was involved in making decisions at every level of the calendar/time process.	The new principal was actively involved in making decisions during the calendar/time process but was not hired before the actual process began.	The new principal had limited involvement and/or decision making authority in the calendar/time process or was involved in only parts of the process.	The new principal was not involved in the calendar/time process.
Grant the principal sufficient operational flexibility in budgeting.	The new principal was hired before the process began and was involved in making decisions at every level of the budget process.	The new principal was actively involved in making decisions during the budget process but was not hired before the actual process began.	The new principal had limited involvement and/or decision making authority in the budget process or was involved in only parts of the process.	The new principal was not involved in the budget process.
Grant the principal sufficient operational flexibility in implementing fully the Turnaround Model.	The new principal was hired before the process began and was involved in making decisions at every level the reform process.	The new principal was actively involved in making decisions during the reform process but was not hired before the actual process began.	The new principal had limited involvement and/or decision making authority in the reform process or was involved in only parts of the process.	The new principal was not involved in the reform process.
Provide appropriate social-emotional services* and supports to students.	The school has adopted and implemented appropriate social-emotional services and	The school has adopted and is in the process of implementing appropriate social-	The school is investigating appropriate social-emotional services and supports to	The school offers no social-emotional services and supports to students.

	supports to students.	emotional services and	students.	
<b>STANDARD: CULTURE AND HUMAN CAPITAL</b>				
<b>STANDARD: CULTURE AND HUMAN CAPITAL</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Provide community-oriented services* and supports to students.	The school has adopted and implemented community-oriented services and supports to students.	The school has adopted, and is in the process of implementing, community-oriented services and supports to students.	The school is investigating community-oriented services and supports to students.	The school offers no community-oriented services and supports to students.

\*\*A “competency” of how someone v used as part of a r environment and assessments of tu performing teacher practices, it is imp failure has become wide-scale failure

\*Social-emotional and community-oriented services that may be offered to students in a school implementing a turnaround model may include health, nutrition, or social services that may be provided in partnership with local service providers, or services such as a family literacy program for parents who need to improve their literacy skills in order to support their children’s learning. An LEA should examine the needs of students in the turnaround school to determine which social-emotional and community-oriented services will be appropriate and useful under the circumstances.

**STANDARD: CURRICULUM AND ASSESSMENT**

Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
<p>Use data to identify and implement an instructional program that is*:</p> <ul style="list-style-type: none"> <li>✓ Aligned with State academic standards;</li> <li>✓ Vertically and horizontally aligned;</li> <li>✓ Research-based.</li> </ul>	<p>The school used its data to identify and implement a research-based instructional program that is horizontally and vertically aligned as well as aligned with State academic standards.</p>	<p>The school used its data to identify a research-based instructional program that is horizontally and vertically aligned and aligned with State academic standards, and is in the process of implementation.</p>	<p>The school is investigating research-based instructional programs that are horizontally and vertically aligned and aligned with State academic standards.</p>	<p>The school's instructional program is not research-based, horizontally and vertically aligned, and/or aligned with State academic standards.</p>
<p>Promote the continuous use of student data to inform and differentiate instruction, such as:</p> <ul style="list-style-type: none"> <li>✓ Formative assessments,</li> <li>✓ Interim (progress monitoring) assessments,</li> <li>✓ Summative assessments.</li> </ul>	<p>Across the building, the school continuously utilizes student data in such forms as formative assessments, progress monitoring assessments, and summative assessments to inform and differentiate instruction.</p>	<p>The school has adopted formative assessments, progress monitoring assessments, and summative assessments and is in the process of implementing their use to inform and differentiate instruction.</p>	<p>The school is investigating different forms of assessment to inform and differentiate instruction.</p>	<p>The school does not use student data to inform and differentiate instruction.</p>

\*In implementing a turnaround model, an LEA must use data to identify an instructional program that is research-based and vertically aligned as well as aligned with State academic standards. If an LEA determines, based on a careful review of appropriate data, that the instructional program currently being implemented in a particular school is research-based and properly aligned, it may continue to implement that instructional program. However, the Department of Education expects that most LEAs with Tier I and Tier II schools will need to make at least minor adjustments to the instructional programs in those schools to ensure that those programs are, in fact, research-based and

<b>STANDARD: INSTRUCTION AND PROFESSIONAL DEVELOPMENT</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Provide staff ongoing, high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	The school has adopted and implemented ongoing, high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	The school has adopted and is in the process of implementing ongoing, high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	The school is investigating high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	Professional development is not high-quality, job-embedded and/or aligned with the school's comprehensive instructional program and/or not designed with school staff.
Establish schedules and implement strategies that provide increased learning time.	The school has adopted and implemented strategies that provide increased learning time.	The school has adopted and is in the process of implementing strategies that provide increased learning time.	The school is investigating schedules and strategies that provide increased learning time.	The school has not adopted or implemented strategies that provide increased learning time.
*Job-embedded professional development can take many forms, including, but not limited to, classroom coaching, structured common planning time, meetings with mentors, consultation with outside experts, and observations of classroom practice.				
<i>An LEA implementing a turnaround model in one or more of its schools must take all of the actions required by the amended final guidance requirements. As discussed in B-2 of the final requirements, an LEA may take additional actions to supplement those that are required as part of a turnaround model, but it may not implement its own version of a turnaround model that does not include all of the elements required by the final requirements. Thus, an LEA could not, for example, convert a turnaround school to a magnet school without also taking the other actions specifically required as part of a turnaround model</i>				

**1003(g) RESTART MODEL for Tier I and Tier II**

<b>STANDARD: LEADERSHIP</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
LEA converts or closes and reopens a school under a charter school operator, charter organization or education management organization	The district has converted or reopened the school as a charter school.			The district has not made a decision to convert or reopen as a charter school.
Flow of leadership organization is determined:	Leadership flow determined by selecting Option 1, 2 or 3			Leadership flow is not determined
<b>Option 1 –</b> District –Local Board- School Leader	<ul style="list-style-type: none"> <li>✓ District is governed by a Local board</li> <li>✓ District hires leader(s) to run or operate school</li> <li>✓ School Leader is held accountable for performance</li> </ul>	Two of the three components are implemented and operational	One component is implemented and operational	Option 1 is not operational or being implemented as agreed.
<b>Option 2 –</b> District- Local Board – Management Organization – School Leader	<ul style="list-style-type: none"> <li>✓ District is governed by the Local Board</li> <li>✓ Local Board hires a Management Organization</li> <li>✓ Management</li> </ul>	Two of the three components are implemented and operational . A Management Organization may be	One components is implemented and operational	Option 2 is not operational or being implemented as agreed.

	Organization hires a School Leader	involved with more than one school		
<b>STANDARD: LEADERSHIP</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
<b>Option 3 –</b> District – Management Organization – School Leader	<ul style="list-style-type: none"> <li>✓ District charters or contracts directly with a Management Organization</li> <li>✓ Management Organization hires a School Leader to manage the school.</li> <li>✓ There is no decision made by the local board</li> <li>✓ The management organization uses their board.</li> </ul>	Three of the four components are implemented and operational	Two of the four components are implemented and operational	Option 3 is not operational or being implemented as agreed.



**STANDARD: LEADERSHIP**

<b>Indicator</b>	<b>Rating of Performance</b>			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
<b>Application Process</b> - Quality Indicators are evident in the LEA's application/petition as indicated: Educational Need, Mission, Purpose, Enrollment and Recruitment, Educational Philosophy, Support for Learning, Staffing Plan, Measurable Goals/ Assessment, Governance, LEA Responsibilities, Financial Management including budget with implementation detail .	All Quality Indicators are addressed and clearly described to meet SEA requirements.			Quality Indicators are missing or not evident. Description lacking in detail.

**STANDARD: LEADERSHIP**

Indicator	Rating of Performance			
	<p style="text-align: center;">4</p> <p style="text-align: center;">Exemplary level of development and implementation</p>	<p style="text-align: center;">3</p> <p style="text-align: center;">Full function and operational level of development and implementation</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">Limited development and partial implementation</p>	<p style="text-align: center;">1</p> <p style="text-align: center;">Little or no development and implementation</p>
<p><b>Quality Authorizing -</b> Organizational structures, human resources, and financial resources including the following:</p> <ul style="list-style-type: none"> <li>✓ Intent to improve quality,</li> <li>✓ Support the State Charter School law,</li> <li>✓ A catalyst for Charter school development,</li> <li>✓ Clarity, consistency, and transparency in developing and implementing policies and procedures</li> <li>✓ Flexibility for performance based opportunities</li> <li>✓ Hold schools accountable for academic</li> </ul>	<ul style="list-style-type: none"> <li>✓ Implements plans, policies, processes that streamline and systematize the work to be accomplished.</li> <li>✓ Evaluates work against national and state standards</li> <li>✓ Recognizes the SEA as the authorizer</li> <li>✓ Strive for higher critical thinking, cognitive and problem solving skills</li> <li>✓ Prepare for career ready 21<sup>st</sup> century skills</li> </ul>			<p>Does not adhere to the authorizing elements, organizational structures and financial resources as defined by the application process led by the SEA.</p>

performance ✓ Determine objective and verifiable measures for performance ✓ Build parent and				
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<b>STANDARD: LEADERSHIP</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
student communication ✓ Decisions centered around student needs.				
Use rigorous, transparent, and equitable evaluation systems for teachers and school leaders, designed and developed with teacher and principal involvement, that take into account: ✓ Data on student growth, ✓ Multiple observations, ✓ -based assessments of performance; ✓ Ongoing collections of professional practice, ✓ Increased high school graduation rates.	The school has adopted and implemented evaluation systems for teachers and school leaders that are rigorous, transparent, equitable, and developed with teacher and school leader involvement.	The school has adopted and is in the process of implementing evaluation systems for teachers and school leaders that are rigorous, transparent, and equitable and developed with teacher and school leader involvement.	The school is investigating rigorous, transparent, and equitable evaluation systems for teachers and school leaders.	The school has not adopted and implemented rigorous, transparent, and equitable evaluation systems for teachers and school leaders.

<b>STANDARD: LEADERSHIP</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school has adopted and implemented reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school has adopted and is in the process of implementing reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school is investigating reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school has not adopted and implemented reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.
Identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school has adopted and implemented strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school has adopted and is implementing strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school is investigating strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school has not adopted and implemented strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

<b>STANDARD: LEADERSHIP</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external partner/ organization such as an EMO.	The school has adopted and implemented strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school has adopted and is in the process of implementing strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school is investigating strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school has not adopted and implemented strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.

<b>STANDARD: CULTURE AND HUMAN CAPITAL</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Grant the school sufficient operational flexibility in areas such as: <ul style="list-style-type: none"> <li>✓ Staffing,</li> <li>✓ Calendars/time,</li> <li>✓ Budgeting,</li> </ul> to implement fully a comprehensive approach to substantially improve student achievement and increase graduation rates.	The school has addressed areas such as staffing, calendars/time, and budget. The school adopted and implemented a comprehensive approach to substantially improve student achievement and increase graduation rates.	The school has addressed areas such as staffing, calendars/time, and budget. The school is in the process of implementing a comprehensive approach to substantially improve student achievement and increase graduation rates.	The school is investigating a comprehensive approach to substantially improve student achievement and increase graduation rates.	The school has not adopted or implemented a comprehensive approach to substantially improve student achievement and/or increase graduation rates.
Implement strategies that will recruit, place and retain staff with the skills necessary to meet the needs of the students in the Charter school, which may include, but are not limited to: <ul style="list-style-type: none"> <li>✓ Incentives,</li> <li>✓ Increased career opportunities,</li> <li>✓ Instructional</li> </ul>	The school has adopted and implemented multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school has adopted and is in the process of implementing multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school is investigating multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school has made no changes in their strategies to help recruit, place, and retain staff.

flexibility				
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<b>STANDARD: CULTURE AND HUMAN CAPITAL</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Provide ongoing mechanisms for family and community engagement.	The school has adopted and implemented community-oriented services and supports to students.	The school has adopted, and is in the process of implementing, community-oriented services and supports to students.	The school is investigating community-oriented services and supports to students.	The school offers no community-oriented services and supports to students.

**STANDARD: CURRICULUM AND ASSESSMENT**

Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
<p>Use data to identify and implement an instructional program that is*</p> <ul style="list-style-type: none"> <li>✓ Aligned with State academic standards ,</li> <li>✓ Vertically and horizontally aligned,</li> <li>✓ Research-based.</li> </ul>	<p>The school used data to identify and implement a research-based instructional program that aligned to State academic standards, horizontally and vertically aligned program and included 21<sup>st</sup> Century Skills.</p>	<p>The school is in the process of implementation, used data to identify a research-based instructional program, aligned to State standards, horizontally and vertically aligned program and included 21<sup>st</sup> Century Skills.</p>	<p>The school is investigating a research-based instructional program, that ensures horizontally, vertically, and State alignment to academic standards.</p>	<p>The school’s instructional program is not research-based, horizontally and vertically aligned, and/or aligned with State academic standards.</p>
<p>Promote the continuous use of student data to inform and differentiate instruction, such as:</p> <ul style="list-style-type: none"> <li>✓ Project based formats</li> <li>✓ Formative assessments,</li> <li>✓ Progress monitoring, and</li> <li>✓ Summative assessments.</li> </ul>	<p>Across the building, the school continuously utilizes student data in such forms as project based formats, formative assessments, progress monitoring assessments, and summative assessments to inform and differentiate instruction.</p>	<p>The school has adopted formative assessments to include project based, progress monitoring assessments, summative assessments and is in the process of differentiating instruction.</p>	<p>The school is investigating different forms of assessment to inform and differentiate instruction.</p>	<p>The school does not use student data to inform and differentiate instruction.</p>

**STANDARD: INSTRUCTION AND PROFESSIONAL DEVELOPMENT**

Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Provide staff ongoing, high-quality, job-embedded professional development that is aligned with a comprehensive instructional program designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	The school has adopted and implemented ongoing, high quality, job-embedded professional development aligned with a comprehensive instructional program designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the Restart model.	The school has adopted and is in the process of implementing ongoing, high quality, job-embedded professional development aligned with a school’s comprehensive instructional program designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the Restart model.	The school is investigating high quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the Restart model.	Professional development is not high-quality, job-embedded and/or aligned with a comprehensive instructional program.
Establish schedules and strategies that provide increased learning time.	The school has adopted and implemented strategies that provide increased learning time.	The school has adopted and is in the process of implementing strategies that provide increased learning time.	The school is investigating schedules and strategies that provide increased learning time.	The school has not adopted or implemented strategies that provide increased learning time.



**1003(g) SCHOOL CLOSURE MODEL for Tier I and Tier II**

<b>STANDARDS: LEADERSHIP, CULTURE AND HUMAN CAPITAL, CURRICULUM AND ASSESSMENT, PROFESSIONAL DEVELOPMENT</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
<p>Leadership will devise a plan to address all standards (Leadership, Culture and Human Capital, Curriculum and Assessment, and Professional Development) that could include:</p> <ul style="list-style-type: none"> <li>✓ Personnel placement</li> <li>✓ Policy</li> <li>✓ Board decisions</li> <li>✓ Student Assignment</li> <li>✓ Transfer of Records</li> <li>✓ Transportation</li> <li>✓ Resource Reassignment</li> <li>✓ Transfer of equipment</li> <li>✓ Building numbers</li> <li>✓ Facility issues</li> <li>✓ Community PR</li> <li>✓ Parent</li> </ul>	The district has a written plan on how all these issues will be dealt for closing the school.	The district has dealt with most of these issues in a written plan for closing the school.	The district has a written plan for some of these issues for closing the school.	The district has no written plan and has not addressed these issues for closing the school.

Communication ✓ Special Education Issues ✓ Title I Issues ✓ Records ✓ Fiscal Services ✓ Accreditation Issues ✓ Communication with state				
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## Appendix D

### Process Timeline Based on the Six Steps of Implementation

Implementation Steps	Timeline
<p><b><u>Exploration and Adoption</u></b></p> <ol style="list-style-type: none"> <li>1. Needs Assessment using the Innovation Configuration Matrix (ICM) for Schools               <ul style="list-style-type: none"> <li>○ Achievement Data                   <ul style="list-style-type: none"> <li>▪ School Leading Indicator Report</li> <li>▪ School AYP Data</li> <li>▪ School Report Card Data</li> </ul> </li> <li>○ Perception Data</li> <li>○ Contextual (school processes/ programs)</li> <li>○ Demographic Data</li> </ul> </li> <li>2. Selection of Model               <ul style="list-style-type: none"> <li>○ School Improvement Model Selection Rubrics</li> </ul> </li> <li>3. Capacity of District               <ul style="list-style-type: none"> <li>○ Capacity Appraisal using Innovation Configuration Matrix (ICM) for Districts</li> <li>○ Systemic Coherence and Capacity Addendum to the District Effectiveness Appraisal</li> <li>○ Sustainability Plan</li> </ul> </li> <li>4. Goal Setting</li> <li>5. Completion of Stages 1 through 4 in School Improvement Process</li> <li>6. LEA Application</li> <li>7. LEA Presentation on Needs Assessment Results, Model Selection, Capacity Appraisal Results, and Goal Identification</li> <li>8. Budget Negotiation</li> <li>9. Approval of LEA Application by KSDE</li> </ol>	<p>SEA grant application is submitted in December 2010.</p> <p>LEAs receive notification of identified Tier I, Tier II and Tier III schools in December 2010.</p> <p>SEA grant application and LEA grant application is approved in January 2011.</p> <p>LEA grant application is distributed in January 2011.</p> <p>KSDE offers technical assistance to LEAs on grant competition January through webinar.</p> <p>LEA grants due March 1, 2011.</p> <p>LEA grants evaluated and site visits April 2011.</p> <p>LEA grants awarded at KSBE meeting May 2011.</p>
<p><b><u>*Program Installation and Initial Implementation –PRE-IMPLEMENTATION</u></b></p> <ol style="list-style-type: none"> <li>1. Family and Community Engagement</li> </ol>	<p><b>Money distributed to LEA’s June, 2011</b></p> <p><b>Pre-Implementation activities start at school in June</b></p>

<p>Meetings</p> <ol style="list-style-type: none"> <li>2. Rigorous Review of External Providers</li> <li>3. Staffing</li> <li>4. Instructional Programs (remediation and enrichment programs begin)</li> <li>5. Professional Development</li> <li>6. Aligning Accountability Measures for Reporting</li> </ol> <p>(*See guidance page 75 through 80 in SIG Guidance on Fiscal Year 2010 School Improvement Grants)</p>	
<p><b><u>Full Operation</u></b></p> <ol style="list-style-type: none"> <li>1. Beginning of School Year – Back to school kick-off</li> <li>2. Continuation of School Staff Training</li> <li>3. IC's Bi-Weekly Meetings on Fidelity of Implementation of School Improvement Plan</li> <li>4. Bi-Monthly and technical assistance monitoring by KSDE Staff</li> <li>5. Student Orientation Sessions on School Changes</li> <li>6. Family and Community Orientation Sessions on School Changes Continue</li> </ol>	<p><b>August 20, 2011</b></p>
<p><b><u>Innovation</u></b></p> <ol style="list-style-type: none"> <li>1. Analysis of Year One Data</li> <li>2. Revisions to School Improvement Plan</li> <li>3. Continuation of School Staff Training</li> </ol>	<p><b>June 2012</b></p>
<p><b><u>Sustainability</u></b></p> <ol style="list-style-type: none"> <li>1. Evaluation</li> <li>2. Resource Alignment</li> <li>3. Abandonment and Redesign</li> </ol>	<p><b>August 2012</b></p>



## Appendix E

### **Systemic Coherence and Capacity Addendum**

#### **Leadership**

- Coherence from district to school
- Establishment of a leadership team
- Management of the district plan and the school improvement plan
- External coaching for superintendent and principal
- Use of resources in a way that is aligned with district's theory of change and strategy
- Board policy to support school improvement and implementation of the model
- Analysis of district and school resources for successful implementation of the model
- Past history of successful reform initiatives
- Ability to collaborate
- Vision for change
- Vision for abandoning what is not working
- Alignment of programs and services to support change

#### **Culture and Human Capital**

- Grant operating funds
- District operating funds
- Grant management
- Organizational learning
- Assignment of resources
- Teacher evaluation system to match grant requirements
- Credentials of staff
- Staff capacity
- Successful recruitment of principal
- Successful recruitment of capable staff
- Support of parents
- Support of community
- Support of union
- Recruitment, screening, and selection of external providers
- Alignment of all programs

#### **Instruction and Professional Development Culture**

- Providing training and development sessions for all staff
- Defined instructional expectations for all teachers
- Supporting collaboration with families, community, and business
- Helping staff understand principles of the organizational change process
- Use data from classroom observations to inform instructional improvement and professional development

- Use of professional learning communities to analyze data and plan for improvement.

### **Curriculum and Assessment**

- Aligned district curriculum
- Defined curriculum expectations for all teachers
- Defined assessment expectations for all teachers
- Aligned assessments, including diagnostic, formative, summative, etc.
- Fidelity of model implementation



**Appendix F  
School Leading Indicator Report**

USD Number & Name \_\_\_\_\_ Name of School \_\_\_\_\_ Grade Span \_\_\_\_\_ Building Number \_\_\_\_\_

<b>Indicator</b>	<b>Year 1 (Baseline)</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>12. Number of minutes within the school year.</b>				
<b>13. Student participation rate on State Assessments in reading/language arts in mathematics by student subgroup</b>				
<b>14. Students proficient or above in reading</b>				
<b>15. Students proficient or above in math</b>				
<b>16. Dropout rate</b>				
<b>17. Student attendance rate</b>				
<b>18. Number and percentage of students completing advanced course work</b>				
AP	/	/	/	/
IB	/	/	/	/
Early College High Schools	/	/	/	/
Dual enrollment classes	/	/	/	/
<b>19. Discipline Incidents</b>				

✓ Weapon Incidents-OSS				
✓ Weapon Incidents-Exp				
✓ Illicit Drug Incidents-OSS				
✓ Illicit Drug Incidents-Exp				
✓ Alcohol Incidents-OSS				
✓ Alcohol Incidents-Exp				
✓ Violent Incidents with injury OSS				
✓ Violent Incidents with injury Exp				
✓ Violent Incidents without injury OSS				
✓ Violent Incidents without injury Exp				
<b>20. Truants</b>				
<b>21. Distribution of teachers by performance level on the LEA's teacher evaluation system</b>				
<b>22. Teacher Attendance Rate</b>				

## APPENDIX G

### SEA ALLOCATIONS TO LEAS AND LEA BUDGETS

#### Continuing Impact of ARRA School Improvement Grant Funding in FY 2010

Congress appropriated \$546 million for School Improvement Grants in FY 2010. In addition, most States will be carrying over a portion of their FY 2009 SIG allocations, primarily due to the requirement in section II.B.9(a) of the SIG final requirements that if not every Tier I school in a State was served with FY 2009 SIG funds, the State was required to carry over 25 percent of its FY 2009 SIG allocation, combine those funds with the State's FY 2010 SIG allocation, and award the combined funding to eligible LEAs consistent with the SIG final requirements. In FY 2009, the combination of \$3 billion in School Improvement Grant funding from the American Recovery and Reinvestment Act and \$546 million from the regular FY 2009 appropriation created a unique opportunity for the program to provide the substantial funding over a multi-year period to support the implementation of school intervention models. In response to this opportunity, the Department encouraged States to apply for a waiver extending the period of availability of FY 2009 SIG funds until September 30, 2013 so that States could use these funds to make three-year grant awards to LEAs to support the full and effective implementation of school intervention models in their Tier I and Tier II schools. All States with approved FY 2009 SIG applications applied for and received this waiver to extend the period of availability of FY 2009 SIG funds and, consistent with the final SIG requirements, are using FY 2009 funds to provide a full three years of funding (aka, —frontloading) to support the implementation of school intervention models in Tier I and Tier II schools.

The Department encouraged frontloading in FY 2009 because the extraordinary amount of SIG funding available in FY 2009 meant that, if those funds had been used to fund only the first year of implementation of a school intervention model, *i.e.*, to make first-year only awards, there would not have been sufficient funding for continuation awards in years two and three of the SIG award period (*i.e.*, SIG funding in FY 2009 was seven times the amount provided through the regular appropriation). Similarly, the estimated nearly \$1.4 billion in total SIG funding available in FY 2010 (an estimated \$825 million in FY 2009 SIG carryover funds plus the \$546 million FY 2010 SIG appropriation) is larger than the expected annual SIG appropriation over the next two fiscal years; if all funds available in FY 2010 were used to make the first year of three-year awards to LEAs for services to eligible Tier I and Tier II schools, there would not be sufficient funds to make continuation awards in subsequent fiscal years.

#### Maximizing the Impact of Regular FY 2010 SIG Allocations

Continuing the practice of frontloading SIG funds in FY 2010 with respect to all SIG funds that are available for the FY 2010 competition (FY 2009 carryover funds plus the FY 2010 appropriation) would, in many States, limit the number of Tier I and Tier II schools that can be served as a result of the FY 2010 SIG competition. For this reason, the Department believes that, for most States, the most effective method of awarding FY 2010 SIG funds to serve the maximum number of Tier I and Tier II schools that have the capacity to fully and effectively implement a school intervention model is to frontload FY 2009 carryover funds while using FY 2010 SIG funds to make first-year only awards.

For example, if a State has \$36 million in FY 2009 carryover SIG funds and \$21 million in FY 2010 funds, and awards each school implementing a school intervention model an average of \$1 million per year over three years, the SEA would be able to fund 12 schools with FY 2009 carryover funds (*i.e.*, the \$36 million would cover all three years of funding for those 12 schools), plus an additional 21 schools with FY 2010 funds (*i.e.*, the \$21 million would cover the first year of funding for each of those schools, and the second and third years

would be funded through continuation grants from subsequent SIG appropriations). Thus, the State would be able to support interventions in a total of 33 schools. However, if the same State elected to frontload all funds available for its FY 2010 SIG competition (FY 2009 carryover funds and its FY 2010 allocation), it would be able to fund interventions in only 19 schools (\$57 million divided by \$3 million per school over three years). LEAs that receive first-year only awards would continue to implement intervention models in Tier I and Tier II schools over a three-year award period; however, second- and third-year continuation grants would be awarded from SIG appropriations in subsequent fiscal years. This practice of making first-year awards from one year's appropriation and continuation awards from funds appropriated in subsequent fiscal years is similar to the practice used for many U.S. Department of Education discretionary grant programs. States with FY 2009 SIG carryover funds are invited to apply, as in their FY 2009 applications, for the waiver to extend the period of availability of these funds for one additional year to September 30, 2014. States that did not carry over FY 2009 SIG funds, or that carried over only a small amount of such funds, need not apply for this waiver; such States will use all available FY 2010 SIG funds to make first-year awards to LEAs in their FY 2010 SIG competitions.

### **Continuation of \$2 Million Annual Per School Cap**

For FY 2010, States continue to have flexibility to award up to \$2 million annually for each participating school. This flexibility applies both to funds that are frontloaded and those that are used for first-year only awards. As in FY 2009, this higher limit will permit an SEA to award the amount that the Department believes typically would be required for the successful implementation of the turnaround, restart, or transformation model in a Tier I or Tier II school (*e.g.*, a school of 500 students might require \$1 million annually, whereas a large, comprehensive high school might require the full \$2 million annually).

In addition, the annual \$2 million per school cap, which permits total per-school funding of up to \$6 million over three years, reflects the continuing priority on serving Tier I or Tier II schools. An SEA must ensure that all Tier I and Tier II schools across the State that its LEAs commit to serve, and that the SEA determines its LEAs have capacity to serve, are awarded sufficient school improvement funding to fully and effectively implement the selected school intervention models over the period of availability of the funds before the SEA awards any funds for Tier III schools.

The following describes the requirements and priorities that apply to LEA budgets and SEA allocations.

#### **LEA Budgets**

An LEA's proposed budget should cover a three-year period and should take into account the following:

1. The number of Tier I and Tier II schools that the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school.
2. The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. First-year budgets may be higher than in subsequent years due to one-time start-up costs.
2. The portion of school closure costs covered with school improvement funds may be significantly lower than the amount required for the other models and would typically cover only one year.
3. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I and Tier II schools.
4. The number of Tier III schools that the LEA commits to serve, if any, and the services or benefits the LEA plans to provide to these schools over the three-year grant period.
5. The maximum funding available to the LEA each year is determined by multiplying the total number of Tier I, Tier II, and Tier III schools that the LEA is approved to serve by \$2 million (the maximum amount that an SEA may award to an LEA for each participating school).





## **SEA Allocations to LEAs**

An SEA must allocate the LEA share of school improvement funds (*i.e.*, 95 percent of the SEA's allocation from the Department) in accordance with the following requirements:

1. The SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.
2. An SEA may not award funds to any LEA for Tier III schools unless and until the SEA has awarded funds to serve all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
3. An LEA with one or more Tier I schools may not receive funds to serve only its Tier III schools.
4. In making awards consistent with these requirements, an SEA must take into account LEA capacity to implement the selected school interventions, and also may take into account other factors, such as the number of schools served in each tier and the overall quality of LEA applications.
5. An SEA that does not have sufficient school improvement funds to allow each LEA with a Tier I or Tier II school to implement fully the selected intervention models may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.
6. Consistent with the final requirements, an SEA may award an LEA less funding than it requests. For example, an SEA that does not have sufficient funds to serve fully all of its Tier I and Tier II schools may approve an LEA's application with respect to only a portion of the LEA's Tier I or Tier II schools to enable the SEA to award school improvement funds to Tier I and Tier II schools across the State. Similarly, an SEA may award an LEA funds sufficient to serve only a portion of the Tier III schools the LEA requests to serve.
7. Note that the requirement in section II.B.9(a) of the SIG requirements, under which an SEA that does not serve all of its Tier I schools must carry over 25 percent of its FY 2009 SIG allocation to the following year, does not apply to FY 2010 SIG funds.

An SEA's School Improvement Grant award to an LEA must:

1. Include not less than \$50,000 or more than \$2 million per year for each participating school (*i.e.*, the Tier I, Tier II, and Tier III schools that the LEA commits to serve and that the SEA approves the LEA to serve).
2. Provide sufficient school improvement funds to implement fully and effectively one of the four intervention models in each Tier I and Tier II school the SEA approves the LEA to serve or close, as well as sufficient funds for serving participating Tier III schools. An SEA may reduce an LEA's requested budget by any amounts proposed for interventions in one or more schools that the SEA does not approve the LEA to serve (*i.e.*, because the LEA does not have the capacity to serve the school or because the SEA is approving only a portion of Tier I and Tier II schools in certain LEAs in order to serve Tier I and Tier II schools across the State). An SEA also may reduce award amounts if it determines that an LEA can implement its planned interventions with less than the amount of funding requested in its budget.
3. Consistent with the priority in the final requirements, provide funds for Tier III schools only if the SEA has already awarded funds for all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
4. Include any requested funds for LEA-level activities that support implementation of the school intervention models.
5. Apportion any FY 2009 carryover school improvement funds so as to provide funding to LEAs over three years (assuming the SEA has requested and received a waiver to extend the period of availability to September 30, 2014).

6. Use FY 2010 school improvement funds to make the first year of three-year grant awards to LEAs (unless the SEA has received a waiver of the period of availability for its FY 2010 funds). Continuation awards for years 2 and 3 would come from SIG appropriations in subsequent fiscal years.

**KANSAS STATE DEPARTMENT OF EDUCATION  
Title I School Improvement Grant  
ESEA 1003(g)  
Explanation of Budget Line Items**

<b>1000 Instruction</b>	
<b>100</b>	<b>Personnel Services—Salaries</b> Instructional salaries for full & part-time certified and non-certified employees, substitute pay, & stipends.
<b>200</b>	<b>Employee Benefits</b> FICA, Group Insurance, Workman’s Compensation, etc., for personnel in line 100 above.
<b>300</b>	<b>Purchased Professional &amp; Technical Services</b> Into District: Consultants, subcontracts, mini-grants, counseling, guidance, medical and accounting services.
<b>400</b>	<b>Purchased Property Services</b> Lease, repair, maintain, & rent property & equipment, owned or used by the district.
<b>500</b>	<b>Other Purchased Services</b> Out of District: Staff travel, workshops/conference registrations, per diem, mileage, lodging, staff development.
<b>600</b>	<b>Supplies &amp; Materials</b> Items that can be consumed, worn out, or deteriorated through use. This includes software that was purchased independently of a hardware package. For Title I, this may be no more than 10% of the total allocation.
<b>700</b>	<b>Property</b> Initial, additional or replacement equipment. This includes software that was purchased as part of a hardware package. For Title I, this amount may be no more than 10% of the total allocation, or \$2,000, whichever is greater.
<b>2000 Support Services</b>	
<b>2100</b>	<b>Support Services --Students</b> Activities designed to assess and improve the well-being of students and to supplement the teaching process. Include only staff in attendance, social work services, substance abuse, guidance and health services, and parent involvement.
<b>2200</b>	<b>Support Services – Instructional Staff</b> Activities associated with assisting the instructional staff in planning, developing and evaluating the process of providing learning experiences for students. These activities include curriculum development, techniques of instruction, child development and understanding, staff training, etc.

<b>2300</b>	<p><b>Support Services (General Administration)</b>  Activities concerned with the overall general administration of the program. These include all personnel and materials required to support the program. If a federal program is audited by a state auditor, the CPA audit costs may not be charged to the federal program.</p>
<b>2329</b>	<p><b>Other Executive Administration Services</b>  Amount of funds generated by the indirect cost rate. (i.e., general operating costs such as duplicating, postage, room rental, telephone, etc.)</p>
<b>2400</b>	<p><b>Support Services</b>  Activities that have been assigned in addition to the normal contract concerned with directing and managing the operation of a particular school. Examples would include extended days, Title I summer school or alternative high school.</p>
<b>2600</b>	<p><b>Operation Building Services</b>  Activities concerned with keeping the physical plant open, comfortable and safe for use and keeping the grounds, buildings and equipment in effective working condition and state of repair. May be used only if space would not be maintained in absence of federal funds.</p>
<b>2700</b>	<p><b>Student Transportation Services</b>  Providing transportation for students. Activities concerned with conveying students to and from school, as provided by State and Federal law. This includes trips between home and school, and trips to and from school activities. Federal funds may not be used to supplant regular transportation costs.</p>
<b>3000 Non-Instructional Services</b>	
<b>3300</b>	<p><b>Community Services Operations</b>  <i>Providing community services to staff or students.</i></p>
<b>3400</b>	<p><b>Student Activities</b>  Providing activities associated with the students in these programs.</p>

**Appendix H  
LEA Application Scoring Form  
SUMMARY PAGE**

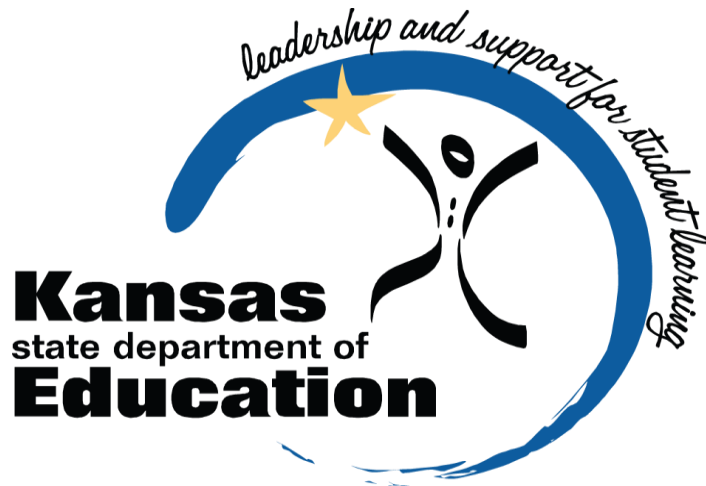
<b>Reviewer Name:</b>
<b>USD Name and USD #:</b>
<b>Grant Application Name:</b>

Section	Points Awarded
<b>Section A: District Information - 5 Points</b> ✓ Cover Page ✓ Schools Identified by Tier & Model	<b>/5</b>
<b>Section B: District Information - 20 Points</b> ✓ Explanation of Exploration & Adoption Process (6 Steps)	<b>/20</b>
<b>Part One: Section C - 30 Points</b> ✓ 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>	<b>/30</b>
<b>Part Two: Section D - 25 Points</b> ✓ 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>	<b>/25</b>
<b>Section E: Budget - 20 Points</b> ✓ District Budget Provided ✓ Individual School Budgets Provided ✓ Detailed Explanation for each line item in the budget	<b>/20</b>
<b>TOTAL SCORE FOR APPLICATION-100</b>	<b>/100</b>

**APPENDIX J:**  
**LEA Application**

Fiscal Year 2010

January, 2011



# District Level School Improvement Grant Application (LEA)

**DRAFT**

**Title I School**

**TITLE PROGRAM & SERVICES  
TEAM**

DRAFT



**APPLICATION  
KANSAS STATE DEPARTMENT OF EDUCATION  
SCHOOL IMPROVEMENT FUND 1003(g)  
2010-2011**

**PART II: DISTRICT INFORMATION**

<b>USD Name and Number</b>	
<b>Name and Title of District Contact for Grant Application</b>	
<b>Address</b>	<b>Telephone Number</b>
<b>City</b>	<b>Zip Code</b>
<b>E-mail Address</b>	<b>Fax</b>
<p><b>Qualifications: The school(s) in the district identified as <i>in improvement, corrective action</i> or <i>restructuring</i> and which demonstrate the greatest need and commitment.</b></p> <p>Schools listed on the following page(s).</p>	
<b>Amount Requested</b>	
<b>Authorized District Signature</b>	<b>Date</b>

SEA Approval/Date	Amount Awarded
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**Employment/Educational Opportunity Agency**

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:

KSDE General Counsel  
 120 SE 10th Ave.  
 Topeka, KS 66612

<p>785-296-3204</p> <p>The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application</p>
--

**A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.**

An LEA must identify each Tier 1, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

					Intervention (Tier I and II Only)			
School Name:	NCES ID #	Tier I	Tier II	Tier III	Turnaround	Restart	Closure	Transformation

**Note:** An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools

**Refer to Appendix A and Appendix B for more information on the grant requirements and general information.**

**B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a school improvement grant.**

**Step 1a: Needs Assessment -- The LEA has analyzed the needs of each school and selected an intervention for each school.**

**Needs Assessment Process:** Describe the **needs assessment process** that the school went through before selecting the Intervention Model. Needs Assessment Resources are provided in the Kansas Improvement Notebook located at: <http://www.ksde.org/Default.aspx?tabid=4398>

**Data Analysis:** Write a brief summary of the school's data analysis results/findings. Include:

**Achievement Data**

- School Leading Indicator Report (in Appendix E of LEA Application)
- School AYP Data
- School Report Card Data

**Perception Data**

**Contextual (school processes/ programs)**

**Demographic Data**

**Root Cause Analysis:** Based on the school's data analysis results, describe the root cause(s) that support the selection of an appropriate intervention model.

**Step 1b: The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively the required activities of the school intervention model it has selected.**

**Using the needs assessment results, select the Appropriate Intervention Model**, elaborate on how the school utilized the School Intervention Model Selection Rubrics to choose a model. Refer to Appendix D, p. 48-79.

**Model that Supports School:** Describe why the model will be an appropriate fit for the school.

**Using the Needs Assessment and the Selected School Intervention Model, Assess the District and School Capacity**, elaborate on how the school used the Innovation Configuration Matrix (ICM) for Schools. It is located at <http://www.kansasmtss.org/resources.htm>

**Strengths and Weaknesses:** Discuss the **strengths and weaknesses** identified in the capacity appraisal that was done for the school using the Innovation Configuration Matrix (ICM) for Schools.

**Use of Improvement Funds:** Provide 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.

**2. If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school. (Answer only if applicable.)**

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**3. The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements.**

**Interventions Consistent with Final Requirements:** Describe the actions the school will take to design and implement interventions consistent with the final requirements of the grant. (*Using the appropriate table for model selected – complete only one chart.*)

**Turnaround Model Requirements: Refer to Appendix B, p. 32-35.**

**(Fill out this box ONLY if you are choosing the Turnaround Model.)**

*Write a brief narrative explaining how this school will address each of the Required Activities listed below. (Required Activities)*

<p>A. Replace the principal and grant the principal sufficient operational flexibility (including staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;</p>	
<p>B. Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,</p> <ol style="list-style-type: none"> <li>1) Screen all existing staff and rehire no more than 50 percent; and</li> <li>2) Select new staff;</li> </ol>	
<p>C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;</p>	
<p>D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the</p>	



capacity to successfully implement school reform strategies;	
E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;	
F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;	
G. Promote the continuous use of student data (such as from formative, interim, summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;	
H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and	
I. Provide appropriate social-emotional and community-oriented services and supports for students.	

**Restart Model Requirements: Refer to Appendix B, p. 36-38.  
(Fill out this box ONLY if you are choosing the Restart Model.)**

<b><i>Write a brief narrative explaining how this school will address <u>each</u> of the Required Activities listed below. (Required Activities)</i></b>	
A. The LEA creates a “rigorous review process” and examines prospective restart operator’s reform plans and strategies. The prospective operator demonstrates that its strategies are	

research-based and that it has the capacity to implement the strategies it is proposing.	
B. The LEA allows former students, within the grades it serves, to attend the schools.	
C. The LEA requires all former students who wish to attend the restart school to sign student or parent/student agreements covering student behavior, attendance, and other commitments related to academic performance.	
D. The LEA provides the operator with considerable flexibility, not only with respect to the school improvement activities it will undertake, but with respect to the type of program it will offer.	
E. The LEA includes accountability agreements for meeting final requirements with the operator and can terminate the contract if performance measures are not met.	
F. The LEA reviews and meets fee and service requirements as defined by guidance in grant.	

**Closure Model Requirements: Refer to Appendix B, p. 38-39.  
(Fill out this box ONLY if you are choosing the Closure Model.)**

<b><i>Write a brief narrative explaining how this school will address each of the Required Activities listed below. (E</i></b>	
A. Families and Communities are engaged by the LEA in the process of selecting the appropriate school improvement model. The data and reasons to support the decisions to close the school are shared with families and the school community and they have a voice in exploring quality options.	

<p>B. The families and communities are allowed to help plan for a smooth transition for students and their families at the receiving schools.</p>	
<p>C. The LEA determines whether higher-achieving schools are within reasonable proximity to the closed school and whether any students are unduly inconvenienced by having to travel to the new location.</p>	
<p>D. Leadership will devise a school closure plan to address all Kansas Learning Network Correlates (Leadership, Culture and Human Capital, Curriculum and Assessment, and Professional Development). The plan would include:</p> <ul style="list-style-type: none"> <li>✓ Personnel placement</li> <li>✓ Policy</li> <li>✓ Board decisions</li> <li>✓ Student Assignment</li> <li>✓ Transfer of Records</li> <li>✓ Transportation</li> <li>✓ Resource Reassignment</li> <li>✓ Transfer of equipment</li> <li>✓ Building numbers</li> <li>✓ Facility issues</li> <li>✓ Community PR</li> <li>✓ Parent Communication</li> <li>✓ Special Education Issues</li> <li>✓ Title I Issues</li> <li>✓ Records</li> <li>✓ Fiscal Services</li> <li>✓ Accreditation Issues</li> <li>✓ Safety and Security Considerations.</li> <li>✓ Communication with state</li> </ul>	

**Transformation Model Requirements: Refer to Appendix B, p. 39-44.  
 (Fill out this box ONLY if you are choosing the Transformation Model.)**

*Write a brief narrative explaining how this school will address each of the Required Activities listed under the numbered strategies.*

<b>(1) Developing and increasing teacher and school leader effectiveness. (Required Activities)</b>	
A. Replace the principal who led the school prior to commencement of the transformation model; (Note: USDE will accept 2 years of previous experience if the transformation has begun.)	
B. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- 3) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 4) Are designed and developed with teacher and principal involvement;	
C. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and HS graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;	

<p>D. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p>	
<p>E. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>	
<p><b>(2) Comprehensive instructional reform strategies. (Required Activities)</b></p>	
<p>A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p>	
<p>B. Promote the continuous use of student data (formative, interim, summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	
<p><b>(3) Increasing learning time and creating community-oriented schools. (Required Activities)</b></p>	
<p>A. Establish schedules and strategies that provide increased learning time (as defined in this notice); and</p>	
<p>B. Provide ongoing mechanisms for family and community engagement.</p>	

**(4) Providing operational flexibility and sustained support. (Required Activities)**

<p>A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p>	
<p>B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>	

**External Providers:** Describe the actions the school will take to recruit, screen and select external providers, if applicable to ensure their quality.

**Resources Aligned to Interventions:** Describe how the school will align other resources with the interventions.

**Practices and Policies:** Explain what practices or policies, if necessary, will need to be modified to enable the school to implement the interventions fully and effectively.

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**Sustainability:** Explain how the school will sustain the reforms after the funding period ends.

**4. The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA’s application. Refer to Appendix D, p. 76-77.**

Implementation Steps	SEA Timeline	LEA Timeline and Explanation
<p><b><u>Exploration and Adoption</u></b></p> <ol style="list-style-type: none"> <li>1. Needs Assessment using the Innovation Configuration Matrix (ICM) for Schools               <ul style="list-style-type: none"> <li>• Achievement Data                   <ul style="list-style-type: none"> <li>○ School Leading Indicator Report</li> <li>○ School AYP Data</li> <li>○ School Report Card Data</li> </ul> </li> </ul> </li> <li>2. Perception Data</li> <li>3. Contextual (school processes/ programs)</li> <li>4. Demographic Data</li> <li>5. Selection of Model               <ul style="list-style-type: none"> <li>• School Improvement Model Selection Rubrics</li> </ul> </li> <li>6. Capacity of District               <ul style="list-style-type: none"> <li>• Capacity Appraisal</li> </ul> </li> </ol>	<p>SEA grant application is submitted in December 2010.</p> <p>LEAs receive notification of identified Tier I, Tier II and Tier III schools in December 2010.</p> <p>SEA grant application and LEA grant application is approved in January 2011.</p> <p>LEA grant application is distributed in January 2011.</p> <p>KSDE offers technical assistance to LEAs on grant competition January through webinar.</p> <p>LEA grants due March 1, 2011.</p> <p>LEA grants evaluated and site visits April 2011.</p> <p>LEA grants awarded at</p>	



<p>using Innovation Configuration Matrix (ICM) for Districts</p> <ul style="list-style-type: none"> <li>• Systemic Coherence and Capacity Addendum to the District Effectiveness Appraisal</li> <li>• Sustainability Plan</li> </ul> <ol style="list-style-type: none"> <li>7. Goal Setting</li> <li>8. Completion of Stages 1 through 4 in School Improvement Process</li> <li>9. LEA Application</li> <li>10. LEA Presentation on Needs Assessment Results, Model Selection, Capacity Appraisal Results, and Goal Identification</li> <li>11. Budget Negotiation</li> <li>12. Approval of LEA Application by KSDE</li> </ol>	<p>KSBE meeting May 2011.</p>	
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<p><b><u>*Program Installation and Initial Implementation – PRE-IMPLEMENTATION</u></b></p> <ol style="list-style-type: none"> <li>1. Family and Community Engagement Meetings</li> <li>2. Rigorous Review of External Providers</li> <li>3. Staffing</li> <li>4. Instructional Programs (remediation and enrichment programs begin)</li> <li>5. Professional Development</li> <li>6. Aligning Accountability Measures for Reporting</li> </ol> <p>(*See Pre-Implementation information in SIG Guidance on School Improvement Grants, November 1, 2010, p. 75-80.)</p>	<p>Funds available to LEAs in June 2011.</p> <p>Pre-Implementation activities begin at school site in June.</p>	
<p><b><u>Full Operation</u></b></p> <ol style="list-style-type: none"> <li>1. Beginning of School Year – Back to school kick-off</li> <li>2. Continuation of School Staff Training</li> <li>3. IC’s Bi-Weekly Meetings on Fidelity of Implementation of School Improvement Plan</li> <li>4. Bi-Monthly and technical assistance monitoring by KSDE Staff</li> <li>5. Student Orientation Sessions on School Changes</li> <li>6. Family and Community Orientation Sessions on School Changes Continue</li> </ol>	<p>August 20, 2011</p>	
<p><b><u>Innovation</u></b></p> <ol style="list-style-type: none"> <li>1. Analysis of Year One Data</li> </ol>	<p>June 2012</p>	

<p>2. Revisions to School Improvement Plan</p> <p>3. Continuation of School Staff Training</p>		
<p><b><u>Sustainability</u></b></p> <p>6. Evaluation</p> <p>7. Resource Alignment</p> <p>8. Abandonment and Redesign</p>	<p>August 2012</p>	

**5. The LEA must describe the annual goals for student achievement on the State’s assessment in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds. Additional goals may be provided based on the root cause analysis findings.**

**6. For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.**

**7. The LEA must describe the goals it has established (subject to approval by SEA) in order to hold accountable its Tier III schools that receive school improvement fund , if applicable.**

**8. As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.**

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**C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve. Refer to Appendix G, p. 82-85 & Appendix H, p. 86-87.**

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.
- The LEA must include a budget and budget narrative to support each line item.

Note: An LEA’s budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA’s three-year budget plan.

An LEA’s budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000 or no more than \$6,000,000 over three years.

**Example:**

<b>LEA XX BUDGET</b>					
	<b>Year 1 Budget</b>		<b>Year 2 Budget</b>	<b>Year 3 Budget</b>	<b>Three-Year Total</b>
	<b>Pre-implementation</b>	<b>Year 1 – Full implementation</b>			
<b>Tier I ES #1</b>	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
<b>Tier I ES #2</b>	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
<b>Tier I MS #1</b>	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000
<b>Tier II HS #1</b>	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$5,735,000
<b>LEA-level Activities</b>	\$250,000		\$250,000	\$250,000	\$750,000
<b>Total Budget</b>	<b>\$6,279,000</b>		<b>\$5,981,500</b>	<b>\$5,620,000</b>	<b>\$17,880,500</b>

**KANSAS STATE DEPARTMENT OF EDUCATION  
Title I School Improvement Grant  
ESEA 1003(g)  
PRE-IMPLEMENTATION DISTRICT BUDGET  
FOR MAY 15, 2011 TO AUGUST 30, 2011**

<b>Budget Categories</b>	<b>Amount Requested</b>
<b>1000 Instruction</b>	
100 Personnel Services—Salaries	
200 Employee Benefits	
300 Purchased Professional and Technical Services	
400 Purchased Property Services	
500 Other Purchased Services	
600 Supplies and Materials	
700 Property	
<b>2000 Support Services</b>	
2100 Support Services—Students	
2200 Support Services—Instructional Staff	
2300 Support Services (General Administration)	
2329 Other Executive Administration Services	
2400 Support Services	
2700 Student Transportation Services	
<b>3000 Non-Instructional Services</b>	
3300 Community Services Operations	
3400 Student Activities	
<b>TOTAL</b>	<b>\$</b>

Provide a written explanation of each proposed expenditure on a separate page.

**KANSAS STATE DEPARTMENT OF EDUCATION  
Title I School Improvement Grant  
ESEA 1003(g)**

**PROJECTED DISTRICT BUDGET FOR SEPTEMBER 1, 2011 TO JUNE 30, 2012**

**Year 1**

<b>Budget Categories</b>	<b>Amount Requested</b>
<b>1000 Instruction</b>	
100 Personnel Services—Salaries	
200 Employee Benefits	
300 Purchased Professional and Technical Services	
400 Purchased Property Services	
500 Other Purchased Services	
600 Supplies and Materials	
700 Property	
<b>2000 Support Services</b>	
2100 Support Services—Students	
2200 Support Services—Instructional Staff	
2300 Support Services (General Administration)	
2329 Other Executive Administration Services	
2400 Support Services	
2700 Student Transportation Services	
<b>3000 Non-Instructional Services</b>	
3300 Community Services Operations	
3400 Student Activities	
<b>TOTAL</b>	<b>\$</b>

Provide a written explanation of each proposed expenditure on a separate page.

**KANSAS STATE DEPARTMENT OF EDUCATION  
Title I School Improvement Grant  
ESEA 1003(g)  
PROJECTED DISTRICT BUDGET FOR JULY 1, 2012 TO JUNE 30, 2013  
Year 2**

<b>Budget Categories</b>	<b>Amount Requested</b>
<b>1000 Instruction</b>	
100 Personnel Services—Salaries	
200 Employee Benefits	
300 Purchased Professional and Technical Services	
400 Purchased Property Services	
500 Other Purchased Services	
600 Supplies and Materials	
700 Property	
<b>2000 Support Services</b>	
2100 Support Services—Students	
2200 Support Services—Instructional Staff	
2300 Support Services (General Administration)	
2329 Other Executive Administration Services	
2400 Support Services	
2700 Student Transportation Services	
<b>3000 Non-Instructional Services</b>	
3300 Community Services Operations	
3400 Student Activities	
<b>TOTAL</b>	<b>\$</b>

Provide a written explanation of each proposed expenditure on a separate page.



**KANSAS STATE DEPARTMENT OF EDUCATION**  
**Title I School Improvement Grant**  
**ESEA 1003(g)**  
**PROJECTED DISTRICT BUDGET FOR JULY 1, 2013 TO JUNE 30, 2014**  
**Year 3**

<b>Budget Categories</b>	<b>Amount Requested</b>
<b>1000 Instruction</b>	
100 Personnel Services—Salaries	
200 Employee Benefits	
300 Purchased Professional and Technical Services	
400 Purchased Property Services	
500 Other Purchased Services	
600 Supplies and Materials	
700 Property	
<b>2000 Support Services</b>	
2100 Support Services—Students	
2200 Support Services—Instructional Staff	
2300 Support Services (General Administration)	
2329 Other Executive Administration Services	
2400 Support Services	
2700 Student Transportation Services	
<b>3000 Non-Instructional Services</b>	
3300 Community Services Operations	
3400 Student Activities	
<b>TOTAL</b>	<b>\$</b>

Provide a written explanation of each proposed expenditure on a separate page.

**D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.**

The LEA must assure that it will --

- Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;
- If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- Report to the SEA the school-level data required under section III of the final requirements.

**E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.**

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- "Starting over" in the school improvement timeline for Tier I schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

## APPENDICES

- APPENDIX A:** General Grant Information
- APPENDIX B:** Requirements for Four Intervention Models –  
Guidance on Fiscal Year 2010 School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965 – November 1, 2010, p. 26-42. To access the entire guidance document use the following link: <http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>
- APPENDIX C:** Intervention Models Rubrics
- APPENDIX D:** Process Timeline Based on the Six Steps of Implementation
- APPENDIX E:** Systemic Coherence and Capacity Addendum
- APPENDIX F:** School Leading Indicator Report
- APPENDIX G:** SEA Allocations to LEAS and LEA Budgets
- APPENDIX H:** Explanation of Budget Line Items
- APPENDIX I:** LEA Application Scoring Form

## APPENDIX A

### GENERAL INFORMATION ABOUT THE GRANT:

**Please read this before beginning the application on p. 3.**

#### **Purpose:**

The School Improvement Grants under the Elementary and Secondary Educational Act (ESEA) are grants awarded to State Educational Agencies (SEAs), to Local Educational Agencies (LEAs) for assisting their Title I schools identified in Tier I, Tier II and Tier III under the new guidance from the Department of Education (DOE). The Kansas State Department of Education (KSDE) will ensure the funds will be granted to those schools that demonstrate the greatest need, have the strongest commitment toward providing the resources necessary to raise substantially the achievement of their students to make adequate yearly progress, and exit improvement status.

#### **Eligible Schools and Districts:**

Districts that have schools identified in Tier I and Tier II and are requesting funds should utilize this application. All Tier I and Tier III schools have a school improvement plan on file that has been reviewed and approved by the KSDE. Tier I and Tier II schools will be expected to update their plan when applying for new school improvement funds. A separate grant application for Tier III schools will be made available, if resources are available.

#### **Eligibility Criteria**

The School Improvement Grant (SIG) Section 1003 (g) Amended Final Requirements and Guidance published in the Federal Register in January 2010, states that school improvement funds are to be focused on persistently lowest-achieving schools. Further guidance was provided on November 1, 2010. As identified by the Local Education Agency (LEA) as a school(s) served in Tier I or Tier II, the LEA must implement one of the four school intervention models: Turnaround Model, Restart Model, School Closure, or Transformation Model.

	<b>Schools an SEA MUST identify in each tier</b>	<b>Newly eligible schools an SEA MAY identify in each tier</b>
<b>Tier I</b>	Schools that meet the criteria in paragraph (a)(1) in the definition of “persistently lowest-achieving schools.” <sup>1</sup>	Title I eligible <sup>2</sup> elementary schools that are no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(1)(i) in the definition of “persistently lowest-achieving schools” <u>and</u> that are: <ul style="list-style-type: none"><li>• in the bottom 20% of all schools in the State based on proficiency rates;</li><li style="text-align: center;"><u>or</u></li><li>• have not made AYP for two consecutive years.</li></ul>

<b>Tier II</b>	Schools that meet the criteria in paragraph (a)(2) in the definition of “persistently lowest-achieving schools.”	Title I eligible secondary schools that are (1) no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(2)(i) in the definition of “persistently lowest-achieving schools” or (2) high schools that have had a graduation rate of less than 60 percent over a number of years <u>and</u> that are: <ul style="list-style-type: none"> <li>• in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u></li> <li>• have not made AYP for two consecutive years.</li> </ul>
<b>Tier III</b>	Title I schools in improvement, corrective action, or restructuring that are not in Tier I. <sup>3</sup>	Title I eligible schools that do not meet the requirements to be in Tier I or Tier II <u>and</u> that are: <ul style="list-style-type: none"> <li>• in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u></li> <li>• have not made AYP for two years.</li> </ul>

“Persistently lowest-achieving schools” means, as determined by the State —

(a)(1) Any Title I school in improvement, corrective action, or restructuring that –

- (i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) An secondary school that is eligible for, but does not receive, Title I funds that –

- (i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

For the purposes of schools that may be added to Tier I, Tier II, or Tier III, “Title I eligible” schools may be schools that are eligible for, but do not receive, Title I, Part A funds or schools that are Title I participating (i.e., schools that are eligible for and do receive Title I, Part A funds.)

\*\*Certain Title I schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II rather than Tier III. In particular, certain Title I secondary schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II if an SEA

receives a waiver to include them in the pool of schools from which Tier II schools are selected or if they meet the criteria in section I.A.1(b)(ii)(A)(2) and (B) and an SEA chooses to include them in Tier II.

### **Selection of a Model**

For each Tier I and Tier II School that the LEA commits to serve, the LEA must demonstrate that –

- The LEA has analyzed the needs of each school and selected an intervention for each school; and
- The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II schools identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.

The Intervention Model Selection Rubrics, which is in Appendix C, should be used by the district when selecting a model. In the LEA application the district will be asked to provide answers to specific questions about the model they have selected.

### **A. TURNAROUND MODEL**

The following information comes from Guidance from School Improvement Grants on Turnaround Models, Appendix B, p. 26-31.

A turnaround model is one in which an LEA must do the following:

- (1) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
- (2) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
  - (A) Screen all existing staff and rehire no more than 50 percent; and
  - (B) Select new staff;
- (3) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;

- (4) Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- (5) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
- (6) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
- (7) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- (8) Establish schedules and implement strategies that provide increased learning time; and
- (9) Provide appropriate social-emotional and community-oriented services and supports for students.

## **B. RESTART MODEL**

The following information comes from Guidance from School Improvement Grants on Restart Model, pg. 31-34.

A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

- A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools.
- An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.

## **C. SCHOOL CLOSURE MODEL**

The following information comes from Guidance from School Improvement Grants on School Closure Model, pg. 34-35.

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

#### **D. TRANSFORMATION MODEL**

The following information comes from Guidance from School Improvement Grants on Transformational Model, pg. 36-42.

An LEA implementing a transformation model must:

- (1) Replace the principal who led the school prior to commencement of the transformation model;
- (2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that —
  - (a) Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
  - (b) Are designed and developed with teacher and principal involvement;
- (3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
- (4) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
- (5) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.

If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.



## **ADDITIONAL REQUIREMENTS WHEN ADOPTING A MODEL**

### **Capacity:**

The LEA must demonstrate the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II School identified in the application.

- An LEA is only required to serve the Tier I schools that it has the capacity to serve.
- If an LEA does not serve any Tier I school(s) they may not apply for funding to only serve their Tier III schools.

### **Goal Setting and Reporting:**

An LEA must set annual goals for student achievement related to their results on the Kansas assessments (i.e., reading/language arts and mathematics).

The annual goals for the LEA need to be approved by the State Educational Agency.

For each identified school in Tier I and Tier II the state will report the following:

- identity of the school;
- the interventions adopted, and
- the amount of funding awarded.

In addition,

- Achievement measures must be reported annually (i.e., improvements in student performance) and leading indicators (e.g., student and teacher attendance rates) for each identified school in Tier I and Tier II.
- Funding awards for years two and three will be determined from data received from the LEA receiving funding in year one. This renewal, if extended, will be through a waiver based on availability within a set period of time.

### **Evaluation Criteria:**

The actions listed are required by the LEA and must be completed prior to submitting the application for a School Improvement Grant.

Based on the analysis of the Tier I and Tier II schools the LEA will:

- a) Describe the need for each school identified and what interventions have been selected for each school.
- b) Describe how capacity was determined.
- c) Describe how the LEA plans to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school(s) identified in the

application in order to implement, fully and effectively, the selected intervention in each of those schools.

- d) Include a budget to sufficiently implement the funds for the selected interventions named in each Tier I and Tier II school(s) as identified in the application.
- e) Describe how and what support will be given to the school improvement activities in Tier III schools throughout the period of availability of funds (including the possibility of any waiver extending the period of time if applicable).

### **The Role of the SEA:**

- 1) Identify Tier I, Tier II, and Tier III schools;
- 2) Establish criteria to evaluate the quality of applications;
- 3) Analyze the needs and selected intervention(s) for each Tier I and Tier II schools identified in the LEA application;
  - a. demonstrated their capacity to use the funds to provide adequate resources and
  - b. to support each Tier I and Tier II school identified in the application in order to implement fully and effectively the selected intervention in each school; and
  - c. developed a budget with sufficient funds to implement the selected interventions fully and effectively in each Tier I and Tier II school identified in their applications as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).
- 4) Establish criteria to assess LEA commitment to:
  - a. design and implement the interventions; recruit, screen, and select external providers, if applicable, to ensure their quality;
  - b. align other resources with the interventions;
  - c. modify their practices or policies, if necessary, to be able to implement the interventions fully and effectively; and
  - d. sustain the reforms after the funding period ends.
- 5) Prioritize, first, LEA applications that commit to serve Tier I and Tier II schools and, then, LEA applications that commit to serve Tier I schools.
- 6) Award SIG funds to eligible LEAs in amounts of sufficient size and scope to implement the selected interventions;
- 7) Monitor LEA implementation of the selected interventions.
- 8) Hold each LEA accountable annually for meeting, or making progress toward meeting, student achievement goals and leading indicators in each Tier I and Tier II School.
- 9) Post on its Web site, within 30 days of awarding SIG grants, all final LEA applications and a summary of the grants.
- 10) Report school-level data on student achievement outcomes and leading indicators in Tier I and Tier II schools.

### **Waivers**

To support effective implementation, the State may award an LEA a waiver to:

- 1) “Start over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- 2) Implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

DRAFT

## APPENDIX B

### **Intervention Model Requirements November 1, 2010 Guidance**

#### **B. TURNAROUND MODEL**

##### **B-1. What are the required elements of a turnaround model?**

A turnaround model is one in which an LEA must do the following:

- (1) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in FY 2010 Guidance 27 order to substantially improve student achievement outcomes and increase high school graduation rates;
- (2) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
  - (A) Screen all existing staff and rehire no more than 50 percent; and
  - (B) Select new staff;
- (3) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
- (4) Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- (5) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new —turnaround office in the LEA or SEA, hire a —turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
- (6) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
- (7) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- (8) Establish schedules and implement strategies that provide increased learning time; and

(9) Provide appropriate social-emotional and community-oriented services and supports for students.

**B-2. In addition to the required elements, what optional elements may also be a part of a turnaround model?**

In addition to the required elements, an LEA implementing a turnaround model may also implement other strategies, such as a new school model or any of the required and permissible activities under the transformation intervention model described in the final requirements. It could also, for example, implement a high-quality preschool program that is designed to improve the health, social-emotional outcomes, and school readiness for high-need young children or replace a comprehensive high school with one that focuses on science, technology, engineering, and mathematics (STEM). The key is that these actions would be taken within the framework of the FY 2010 Guidance 28 turnaround model and would be in addition to, not instead of, the actions that are required as part of a turnaround model. (Modified for FY 2010 Guidance)

**B-3. What is the definition of —staff as that term is used in the discussion of a turnaround model?**

As used in the discussion of a turnaround model, —staff includes all instructional staff, but an LEA has discretion to determine whether or not —staff also includes non-instructional staff. An LEA may decide that it is appropriate to include non-instructional staff in the definition of —staff as all members of a school’s staff contribute to the school environment and are important to the success of a turnaround model. In determining the number of staff members that may be rehired, an LEA should count the total number of staff positions (however staff is defined) within the school in which the model is being implemented, including any positions that may be vacant at the time of the implementation. For example, if a school has a total of 100 staff positions, only 90 of which are filled at the time the model is implemented, the LEA may rehire 50 staff members; the LEA is not limited to rehiring only 45 individuals (50 percent of the filled staff positions). (See G-1c for additional information on how an LEA should determine the number of staff members that must be replaced when taking advantage of the flexibility to continue or complete interventions that have been implemented within the last two years.) (Modified for FY 2010 Guidance)

**B-3a. The response to B-3 states that —staff includes —all instructional staff. Does —all instructional staff mean only teachers of core academic subjects or does it also include physical education teachers and teachers of other non-core academic subjects?**

—All instructional staff includes teachers of core academic subjects as well as teachers of non-core academic subjects. Section I.A.2(a)(1)(ii) of the final requirements requires an LEA to measure the effectiveness of —staff who work within the turnaround environment. As is stated in B-3, an LEA has discretion to determine whether or not to include non-instructional staff, in addition to instructional staff, in meeting this requirement. An LEA may decide it is appropriate to include non-instructional staff in the definition of —staff as all members of a school’s staff contribute to the school environment and are important to the success of a turnaround model.

**B-4. What are —locally adopted competencies?**

A —competency, which is a skill or consistent pattern of thinking, feeling, acting, or speaking that causes a person to be effective in a particular job or role, is a key predictor of how someone will perform at work. Given that every teacher brings a unique skill set to the classroom, thoughtfully developed assessments of such competencies can be used as part of a rigorous recruitment, screening, and selection process to identify educators with the unique qualities that equip them to succeed in the turnaround environment and can help ensure a strong match between teachers and particular turnaround schools. As part of a rigorous recruitment, screening and selection process, assessments of turnaround teachers' competencies can be used by the principal or district leader to distinguish between very high performers and more typical or lower-performing teachers in a turnaround setting. Although an LEA may already have and use a set of tools to screen for appropriate competencies as part of its normal hiring practices, it is important to develop a set of FY 2010 Guidance 29 competencies specifically designed to identify staff that can be effective in a turnaround situation because, in a turnaround school, failure has become an entrenched way of life for students and staff, and staff members need stronger and more consistent habits in critical areas to transform the school's wide-scale failure into learning success. While each LEA should identify the skills and expertise needed for its local context, in addition to reviewing evidence of effectiveness in previous teaching positions (or other pre-service experience) in the form of recommendations, portfolios, or student outcomes, examples of locally adopted competencies might include acting with initiative and persistence, planning ahead, flexibility, respect for and sensitivity to norms of interaction in different situations, self-confidence, team leadership, developing others, analytical thinking, and conceptual thinking. The value and utility of turnaround competencies for selection are dependent on the process by which an LEA or school leader or team uses them. In addition to assessing a candidate's subject knowledge and mastery of specific instructional practices that the turnaround school uses, using a robust and multi-tiered selection process that includes interviews that ask about past practice in the classroom or situational scenarios, reviewing writing samples, observing teachers in their classrooms, and asking teachers to perform job-related tasks such as presenting information to a group of parents, are all common techniques used to screen candidates against turnaround competencies. Note that these are merely examples of a process and set of competencies an LEA might measure and use in screening and selecting staff to meet the unique needs of the schools in which it will implement a turnaround model.

**B-5. Is an LEA implementing the turnaround model required to use financial incentives, increased opportunities for promotion and career growth, and more flexible conditions as strategies to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround model?**

No. The specific strategies mentioned in this requirement (see B-1(3)) are merely examples of the types of strategies an LEA might use to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a school implementing the turnaround model. An LEA is not obligated to use these particular strategies, so long as it implements some strategies that are designed to recruit, place, and retain the appropriate staff.

**B-6. What is job-embedded professional development?**

Job-embedded professional development is professional learning that occurs at a school as educators engage in their daily work activities. It is closely connected to what teachers are asked to do in the classroom so that the skills and knowledge gained from such learning can be

immediately transferred to classroom instructional practices. Job-embedded professional development is usually characterized by the following:

- It occurs on a regular basis (*e.g.*, daily or weekly);
- It is aligned with academic standards, school curricula, and school improvement goals; FY 2010 Guidance 30
- It involves educators working together collaboratively and is often facilitated by school instructional leaders or school-based professional development coaches or mentors;
- It requires active engagement rather than passive learning by participants; and
- It focuses on understanding what and how students are learning and on how to address students' learning needs, including reviewing student work and achievement data and collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on such data.

Job-embedded professional development can take many forms, including, but not limited to, classroom coaching, structured common planning time, meetings with mentors, consultation with outside experts, and observations of classroom practice. When implemented as part of a turnaround model, job-embedded professional development must be designed with school staff.

**B-7. Does the requirement to implement an instructional program that is research-based and aligned (vertically and with State standards) require adoption of a new or revised instructional program?**

Not necessarily. In implementing a turnaround model, an LEA must use data to identify an instructional program that is research-based and vertically aligned as well as aligned with State academic standards. If an LEA determines, based on a careful review of appropriate data, that the instructional program currently being implemented in a particular school is research-based and properly aligned, it may continue to implement that instructional program. However, the Department expects that most LEAs with Tier I or Tier II schools will need to make at least minor adjustments to the instructional programs in those schools to ensure that those programs are, in fact, research-based and properly aligned.

**B-8. What are examples of social-emotional and community-oriented services that may be supported with SIG funds in a school implementing a turnaround model?**

Social-emotional and community-oriented services that may be offered to students in a school implementing a turnaround model may include, but are not limited to: (a) safety programs; (b) community stability programs that reduce the mobility rate of students in the school; or (c) family and community engagement programs that support a range of activities designed to build the capacity of parents and school staff to work together to improve student academic achievement, such as a family literacy program for parents who need to improve their literacy skills in order to support their children's learning. If funds are not reasonably available from other public or private sources to support the planning and implementation of the services and the LEA has engaged in a comprehensive needs assessment, SIG funds might be used to hire a coordinator or to contract with an organization to facilitate the delivery of health, nutrition, and social services to the school's students in partnership with local service providers. SIG funds also might be used for (1) professional development necessary to assist teachers, pupil services personnel, other staff, and parents in identifying and meeting the comprehensive needs of students, and (2) as a last resort when funds are not reasonably available FY 2010 Guidance 31 from other public or private sources, the provision of basic medical equipment, such as

eyeglasses and hearing aids. An LEA should examine the needs of students in the turnaround school to determine which social emotional and community-oriented services will be appropriate and useful under the circumstances. Further, like all other activities supported with SIG funds, any services provided must address the needs identified by the needs assessment the LEA conducted prior to selecting the turnaround model for the school and must be reasonable and necessary. (See I-30.) (Modified for FY 2010 Guidance)

**B-9. May an LEA omit any of the actions outlined in the final requirements and implement its own version of a turnaround model?**

No. An LEA implementing a turnaround model in one or more of its schools must take all of the actions required by the final requirements. As discussed in B-2, an LEA may take additional actions to supplement those that are required as part of a turnaround model, but it may not implement its own version of a turnaround model that does not include all of the elements required by the final requirements. Thus, an LEA could not, for example, convert a turnaround school to a magnet school without also taking the other actions specifically required as part of a turnaround model.

**C. RESTART MODEL**

**C-1. What is the definition of a restart model?**

A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school (see C-6).

**C-2. What is a CMO?**

A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools.

**C-3. What is an EMO?**

An EMO is a for-profit or non-profit organization that provides —whole-school operational services to an LEA.

**C-4. Prior to submitting its application for SIG funds, must an LEA know the particular EMO or CMO with which it would contract to restart a school?**

No. Prior to submitting its application, an LEA need not know the particular EMO or CMO with which it would contract to restart a school, but it should at least have a pool of potential partners that have expressed an interest in and have exhibited an ability to restart the school in which the LEA proposes to implement the restart model. An LEA does not need to enter into a contract prior to receiving its SIG funds, but it must be able to provide enough information in its application for the SEA to be confident that, if awarded SIG funds, the LEA would in fact enter into a contract with a CMO or EMO to implement the restart model. (FY 2010 Guidance 32)



**C-5. What is the purpose of the —rigorous review process used for selecting a charter school operator, a CMO, or an EMO?**

The —rigorous review process permits an LEA to examine a prospective restart operator’s reform plans and strategies. It helps prevent an operator from assuming control of a school without having a meaningful plan for turning it around. The purpose of the rigorous review process is to provide an LEA with an opportunity to ensure that the operator will use this model to make meaningful changes in a school. Through the rigorous review process, an LEA might, for example, require a prospective operator to demonstrate that its strategies are research-based and that it has the capacity to implement the strategies it is proposing.

**C-6. Which students must be permitted to enroll in a school implementing a restart model?**

A restart school must enroll, within the grades it serves, all former students who wish to attend the school. The purpose of this requirement is to ensure that restarting the school benefits the population of students who would be served by the school in the absence of —restarting the school. Accordingly, the obligation to enroll any former student who wishes to attend the school includes the obligation to enroll a student who did not actually previously attend the school — for example, because the student was previously enrolled in grade 3 but the school serves only grades 4 through 6 — but who would now be able to enroll in the school were it not implementing the restart model. If the restart school no longer serves a particular grade or grades that previously had been served by the school, the restart school is not obligated to enroll a student in the grade or grades that are no longer served.

**C-6a. May an EMO or CMO with which an LEA contracts to implement a restart model require students or parents to agree to certain conditions in order to attend the school?**

Yes, under the restart model, a provider may require all former students who wish to attend the restart school to sign student or parent/student agreements covering student behavior, attendance, or other commitments related to academic performance. In other words, a decision by a student or parent not to sign such an agreement amounts to an indication that the student does not wish to attend the school implementing the restart model. A provider may not, however, require students to meet, for example, certain academic standards prior to enrolling in the school.

**C-7. May a restart school serve fewer grades than were previously served by the school in which the model is being implemented?**

Yes. An LEA has flexibility to work with providers to develop the appropriate sequence and timetable for a restart partnership. Thus, for example, an LEA could allow a restart operator to take over one grade in the school at a time. If an LEA allows a restart operator to serve only some of the grades that were previously served by the school in which the model is being implemented, the LEA must ensure that the SIG funds it receives for the school are used only for the grades being served by the restart operator, unless the LEA is implementing one of the other SIG models with respect to the other grades served by the school. For example, if the school in question previously served grades K-6 and the LEA allows a FY 2010 Guidance 33 restart operator to take over the school only with respect to grades K-3, the LEA could use SIG funds to serve the students in grades 4-6 if it implements a turnaround model or school closure, consistent with the final requirements, with respect to those grades.

**C-8. May a school implementing a restart model implement any of the required or permissible activities of a turnaround model or a transformation model?**

Yes. A school implementing a restart model may implement activities described in the final requirements with respect to other models. Indeed, a restart operator has considerable flexibility not only with respect to the school improvement activities it will undertake, but also with respect to the type of school program it will offer. The restart model is specifically intended to give operators flexibility and freedom to implement their own reform plans and strategies.

**C-9. If an LEA implements a restart model, must its contract with the charter school operator, CMO, or EMO hold the charter school operator, CMO, or EMO accountable for meeting the final requirements?**

Yes. If an LEA implements a restart model in a Tier I or Tier II school, the LEA must include in its contract or agreement terms and provisions to hold the charter school operator, CMO, or EMO accountable for complying with the final requirements. An LEA should bear this accountability requirement in mind at the time of contracting with the charter school operator, CMO, or EMO, and should consider how best to reflect it in the contract or agreement.

**C-10. May an LEA use SIG funds to pay a fee to a CMO or EMO to operate a restart model?**

Yes, but only to the extent the fee is reasonable and necessary to implement the restart model. An LEA, thus, has the responsibility, in entering into a contract with a CMO or EMO, to ensure that any fee that is part of the contract is reasonable and necessary. *See* Office of Management and Budget Circular A-87, Attachment A, C.1.a (to be allowable under a Federal grant, costs must be —necessary and reasonable for proper and efficient performance and administration of [the Federal grant]). In making this determination, the LEA must ensure that there is a direct relationship between the fee and the services that the CMO or EMO will provide using SIG funds and that those services are necessary to implement the SIG model in the school being restarted. It may not be reasonable, for example, for a CMO or EMO to charge a flat percentage of the SIG funds available, irrespective of the services to be provided, particularly in light of the significant amount of SIG funds that would be available to a school for three years. For example, if a CMO or EMO normally charges a fee of five percent of gross receipts to operate a school, it may not be reasonable to calculate that percentage on the additional \$6 million in SIG funds that could be available, absent a very strong demonstration that its costs for providing services increase commensurately with the large amount of SIG funds available. Moreover, the LEA must be able to demonstrate, as part of its commitment to obtain SIG funds, that it can sustain the services of the CMO or EMO and any attendant fee after the SIG funds are no longer available (Sections I.A.4(a)(vi) and II.A.2(a)(iv)) and include a budget for each school it intends to serve that identifies any fee (Section II.A.2(a)(vi)). In addition, an SEA has the responsibility, in reviewing and approving an LEA's application to implement the restart model in one or more of its Tier I or Tier II schools, to consider the LEA's capacity to implement the model, including the reasonableness of its SIG budget and its ability to FY 2010 Guidance 34 sustain the model after SIG funds are no longer available, and may approve the LEA's application only if the SEA determines that the LEA can implement fully and effectively the model. *See* Sections I.A.4(b) and II.B.2(b)(ii) and (iv). (New for FY 2010 Guidance)

**D. SCHOOL CLOSURE**

**D-1. What is the definition of —school closure?**

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

**D-1a. How important is it for an LEA to engage families and the community in the LEA’s decision to close a persistently lowest-achieving school?**

It is extremely important to engage families and the school community early in the process of selecting the appropriate school improvement model to implement in a school (see H-4a), but doing so is particularly important when considering school closure. It is critical that LEA officials engage in an open dialogue with families and the school community early in the closure process to ensure that they understand the data and reasons supporting the decision to close, have a voice in exploring quality options, and help plan a smooth transition for students and their families at the receiving schools. (New for FY 2010 Guidance)

**D-2. What costs associated with closing a school can be paid for with SIG funds?**

An LEA may use SIG funds to pay certain reasonable and necessary costs associated with closing a Tier I or Tier II school, such as costs related to parent and community outreach, including, but not limited to, press releases, newsletters, newspaper announcements, hotlines, direct mail notices, or meetings regarding the school closure; services to help parents and students transition to a new school; or orientation activities, including open houses, that are specifically designed for students attending a new school after their prior school closes. Other costs, such as revising transportation routes, transporting students to their new school, or making class assignments in a new school, are regular responsibilities an LEA carries out for all students and generally may not be paid for with SIG funds. However, an LEA may use SIG funds to cover these types of costs associated with its general responsibilities if the costs are directly attributable to the school closure and exceed the costs the LEA would have incurred in the absence of the closure.

**D-3. May SIG funds be used in the school that is receiving students who previously attended a school that is subject to closure in order to cover the costs associated with accommodating those students?**

No. In general, the costs a receiving school will incur to accommodate students who are moved from a closed school are costs that an LEA is expected to cover, and may not be paid for with SIG funds. However, to the extent a receiving school is a Title I school that increases its population of children from low-income families, the school should receive additional Title I, Part A funds through the Title I, Part A funding formula, and those Title I, Part A funds could be used to cover FY 2010 Guidance 35 the educational costs for these new students. If the school is not currently a Title I school, the addition of children from low-income families from a closed school might make it an eligible school.

**D-4. Is the portion of an LEA’s SIG sub grant that is to be used to implement a school closure renewable?**

Generally, no. The portion of an LEA’s SIG sub grant for a school that is subject to closure is limited to the time necessary to close the school — usually one year or less. As such, the funds allocated for a school closure would not be subject to renewal.

**D-5. How can an LEA determine whether a higher-achieving school is within reasonable proximity to a closed school?**

The school to which students who previously attended a closed school are sent should be located —within reasonable proximity to the closed school. An LEA has discretion to determine which schools are located within a reasonable proximity to a closed school. A distance that is considered to be within a —reasonable proximity in one LEA may not be within a —reasonable proximity in another LEA, depending on the nature of the community. In making this determination, an LEA should consider whether students who would be required to attend a new school because of a closure would be unduly inconvenienced by having to travel to the new location. An LEA should also consider whether the burden on students could be eased by designating multiple schools as receiving schools. An LEA should not eliminate school closure as an option simply because the higher-achieving schools that could be receiving schools are located at some distance from the closed school, so long as the distance is not unreasonable. Indeed, it is preferable for an LEA to send students who previously attended a closed school to a higher-achieving school that is located at some distance from, but still within reasonable proximity to, the closed school than to send those students to a lower-performing school that is geographically closer to the closed school. Moreover, an LEA should consider allowing parents to choose from among multiple higher-achieving schools, at least one of which is located within reasonable proximity to the closed school. By providing multiple school options, a parent could decide, for example, that it is worth having his or her child travel a longer distance in order to attend a higher-achieving school. Ultimately, the LEA’s goal should be to ensure that students who previously attended a closed school are able to enroll in the highest performing school that can reasonably be offered as an alternative to the closed school.

**D-6. In what kinds of schools may students who previously attended a closed school enroll?**

The higher-achieving schools in which students from a closed school may enroll may include any public school with the appropriate grade ranges, including public charter schools and new schools for which achievement data are not yet available. Note that a new school for which achievement data are not yet available may be a receiving school even though, as a new school, it lacks a history of being a —higher-achieving school. FY 2010 Guidance 36

**E. TRANSFORMATION MODEL**

**E-1. With respect to elements of the transformation model that are the same as elements of the turnaround model, do the definitions and other guidance that apply to those elements as they relate to the turnaround model also apply to those elements as they relate to the transformation model?**

Yes. Thus, for example, the strategies that are used to recruit, place, and retain staff with the skills necessary to meet the needs of students in a turnaround model may be the same strategies that are used to recruit, place, and retain staff with the skills necessary to meet the needs of students in a transformation model. For questions about any terms or strategies that appear in both the transformation model and the turnaround model, refer to the turnaround model section of this guidance.

**E-2. Which activities related to developing and increasing teacher and school leader effectiveness are required for an LEA implementing a transformation model?**

An LEA implementing a transformation model must:

- (1) Replace the principal who led the school prior to commencement of the transformation model;
- (2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that —
  - (a) Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
  - (b) Are designed and developed with teacher and principal involvement;
- (3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
- (4) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
- (5) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model. FY 2010 Guidance 37

**E-3. Must the principal and teachers involved in the development and design of the evaluation system be the principal and teachers in the school in which the transformation model is being implemented?**

No. The requirement for teacher and principal evaluation systems that —are designed and developed with teacher and principal involvement refers more generally to involvement by teachers and principals within the LEA using such systems, and may or may not include teachers and principals in a school implementing the transformation model.

**E-4. Under the final requirements, an LEA implementing the transformation model must remove staff —who, after ample opportunities have been provided for them to improve their professional practice, have not done so. Does an LEA have discretion to determine the appropriate number of such opportunities that must be provided and what are some examples of such —opportunities to improve?**

In general, LEAs have flexibility to determine both the type and number of opportunities for staff to improve their professional practice before they are removed from a school implementing the transformation model. Examples of such opportunities include professional development in such areas as differentiated instruction and using data to improve instruction, mentoring or partnering with a master teacher, or increased time for collaboration designed to improve instruction.

**E-5. In addition to the required activities, what other activities related to developing and increasing teacher and school leader effectiveness may an LEA undertake as part of its implementation of a transformation model?**

In addition to the required activities for a transformation model, an LEA may also implement other strategies to develop teachers’ and school leaders’ effectiveness, such as:

- (1) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of students in a transformation school;
- (2) Instituting a system for measuring changes in instructional practices resulting from professional development; or
- (3) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

LEAs also have flexibility to develop and implement their own strategies, as part of their efforts to successfully implement the transformation model, to increase the effectiveness of teachers and school leaders. Any such strategies must be in addition to those that are required as part of this model.

**E-6. How does the optional activity of —providing additional compensation to attract and retain certain staff differ from the requirement to implement strategies designed to recruit, place, and retain certain staff?**

There are a wide range of compensation-based incentives that an LEA might use as part of a transformation model. Such incentives are just one example of strategies that might be adopted to recruit, place, and retain staff with the skills needed to implement the transformation model. The FY 2010 Guidance 38 more specific emphasis on additional compensation in the permissible strategies was intended to encourage LEAs to think more broadly about how additional compensation can contribute to teacher effectiveness.

**E-7. Which activities related to comprehensive instructional reform strategies are required as part of the implementation of a transformation model?**

An LEA implementing a transformation model must:

- (1) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
- (2) Promote the continuous use of student data (such as from formative, interim, and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students.

**E-8. In addition to the required activities, what other activities related to comprehensive instructional reform strategies may an LEA undertake as part of its implementation of a transformation model?**

In addition to the required activities for a transformation model, an LEA may also implement other comprehensive instructional reform strategies, such as:

- (1) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
- (2) Implementing a schoolwide —response-to-intervention model;
- (3) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
- (4) Using and integrating technology-based supports and interventions as part of the instructional program; and

(5) In secondary schools—

- (a) Increasing rigor by offering opportunities for students to enroll in advanced coursework, early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
- (b) Improving student transition from middle to high school through summer transition programs or freshman academies; FY 2010 Guidance 39
- (c) Increasing graduation rates through, for example, credit recovery programs, reengagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
- (d) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or to graduate.

**E-9. What activities related to increasing learning time and creating community-oriented schools are required for implementation of a transformation model?**

An LEA implementing a transformation model must:

- (1) Establish schedules and strategies that provide increased learning time; and
- (2) Provide ongoing mechanisms for family and community engagement.

**E-10. What is meant by the phrase —family and community engagement and what are some examples of ongoing mechanisms for family and community engagement?**

In general, family and community engagement means strategies to increase the involvement and contributions, in both school-based and home-based settings, of parents and community partners that are designed to support classroom instruction and increase student achievement. Examples of mechanisms that can encourage family and community engagement include the establishment of organized parent groups, holding public meetings involving parents and community members to review school performance and help develop school improvement plans, using surveys to gauge parent and community satisfaction and support for local public schools, implementing complaint procedures for families, coordinating with local social and health service providers to help meet family needs, and parent education classes (including GED, adult literacy, and ESL programs).

**E-10a. How should an LEA design mechanisms to support family and community engagement?**

To develop mechanisms to support family and community engagement, an LEA may conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community and the school that could be aligned, integrated, and coordinated to address these challenges. An LEA should try to ensure that it aligns the family and community engagement programs it implements in the elementary and secondary schools in which it is implementing the transformation model to support common goals for students over time and for the community as a whole. (New for FY 2010 Guidance)

**E-11. In addition to the required activities, what other activities related to increasing learning time and creating community-oriented schools may an LEA undertake as part of its implementation of a transformation model?**

In addition to the required activities for a transformation model, an LEA may also implement other strategies to extend learning time and create community-oriented schools, such as:

FY 2010 Guidance 40

- (1) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
- (2) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
- (3) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
- (4) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

**E-11a. What are examples of services an LEA might provide to create safe school environments that meet students' social, emotional, and health needs?**

Services that help provide a safe school environment that meets students' social, emotional, and health needs may include, but are not limited to: (a) safety programs; (b) community stability programs that reduce the mobility rate of students in the school; or (c) family and community engagement programs that support a range of activities designed to build the capacity of parents and school staff to work together to improve student academic achievement, such as a family literacy program for parents who need to improve their literacy skills in order to support their children's learning. (New for FY 2010 Guidance)

**E-12. How does the optional activity of extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff differ from the requirement to provide increased learning time?**

Extra time or opportunities for teachers and other school staff to create and build relationships with students can provide the encouragement and incentive that many students need to work hard and stay in school. Such opportunities may be created through a wide variety of extra-curricular activities as well as structural changes, such as dividing large incoming classes into smaller theme based teams with individual advisers. However, such activities do not directly lead to increased learning time, which is more closely focused on increasing the number of instructional minutes in the school day or days in the school year.

**E-13. What activities related to providing operational flexibility and sustained support are required for implementation of a transformation model?**

An LEA implementing a transformation model must:

- (1) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
- (2) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO). FY 2010 Guidance 41

**E-14. Must an LEA implementing the transformation model in a school give the school operational flexibility in the specific areas of staffing, calendars/time, and budgeting?**



No. The areas of operational flexibility mentioned in this requirement are merely examples of the types of operational flexibility an LEA might give to a school implementing the transformation model. An LEA is not obligated to give a school implementing the transformation model operational flexibility in these particular areas, so long as it provides the school sufficient operational flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.

**E-15. In addition to the required activities, what other activities related to providing operational flexibility and sustained support may an LEA undertake as part of its implementation of a transformation model?**

In addition to the required activities for a transformation model, an LEA may also implement other strategies to provide operational flexibility and sustained support, such as:

- (1) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
- (2) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

**E-16. In implementing the transformation model in an eligible school, may an LEA gather data during the first year of SIG funding on student growth, multiple observation based assessments of performance, and ongoing collections of professional practice reflective of student achievement, and then remove staff members who have not improved their professional practice at the end of that first year?**

Yes. Although we expect an LEA that receives FY 2010 SIG funds and/or FY 2009 carryover SIG funds and decides to implement the transformation model in a Tier I or Tier II school to implement that model fully at the start of the 2011–2012 school year, we recognize that certain components of the model may need to be implemented later in that process. For example, because an LEA must design and develop a rigorous, transparent, and equitable staff evaluation system with the involvement of teachers and principals, implement that system, and then provide staff with ample opportunities to improve their practices, the LEA may not be able to remove staff members who have not improved their professional practices until later in the implementation process. (See E-3, E-4, and F-2.) (Modified for FY 2010 Guidance)

**E-17. May an LEA implement the transformation model in a high school that has grades 9-12 by assigning the current principal to grades 10-12 and hiring a new principal to lead a 9th-grade academy?**

No. The final requirements for the SIG program are intended to support interventions designed to turn around an entire school (or, in the case of the school closure model, provide better educational options to all students in a Tier I or Tier II school). Removing a single grade from a Tier II high FY 2010 Guidance 42 school to create a new school for that grade as part of a strategy to improve the performance of feeder schools would not meet this requirement for whole-school intervention. Similarly, to meet the requirement that a principal be replaced, the new principal must serve all grades in a school, not just one particular grade.

**Appendix C**

**Intervention Models Rubrics**

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# TITLE PROGRAM & SERVICES TEAM



## **Intervention Model Rubrics for Four Intervention Models**

Turnaround Model

Transformation Model

Restart Model

**1003(g) TRANSFORMATION MODEL for Tier I and Tier II**

<b>STANDARD: LEADERSHIP</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Replace the principal who led the school prior to commencement of the transformation model.	The district has replaced the principal.			The district has not replaced the principal.
Use rigorous, transparent, and equitable evaluation systems* for teachers and principals, designed and developed with teacher and principal involvement, that take into account <ul style="list-style-type: none"> <li>✓ Data on student growth;</li> <li>✓ Multiple observation-based assessments of performance;</li> <li>✓ Ongoing collections of professional practice;</li> <li>✓ Increased high school graduation rates.</li> </ul>	The school has adopted and implemented evaluation systems for teachers and principals that are rigorous, transparent, and equitable and that were designed and developed with teacher and principal involvement.	The school has adopted and is in the process of implementing evaluation systems for teachers and principals that are rigorous, transparent, and equitable and that were designed and developed with teacher and principal involvement.	The school is investigating rigorous, transparent, and equitable evaluation systems for teachers and principals.	The school has not adopted and implemented rigorous, transparent, and equitable evaluation systems for teachers and principals.

<b>STANDARD: LEADERSHIP</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	<b>4</b> Exemplary level of development and implementation	<b>3</b> Full function and operational level of development and implementation	<b>2</b> Limited development and partial implementation	<b>1</b> Little or no development and implementation
Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.**	The school has adopted and implemented reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school has adopted and is in the process of implementing reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school is investigating reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school has not adopted and implemented reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.
Identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.***	The school has adopted and implemented strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school has adopted and is implementing strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school is investigating strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school has not adopted and implemented strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

<b>STANDARD: LEADERSHIP</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	<b>4</b> Exemplary level of development and implementation	<b>3</b> Full function and operational level of development and implementation	<b>2</b> Limited development and partial implementation	<b>1</b> Little or no development and implementation
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	The school has adopted and implemented strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school has adopted and is in the process of implementing strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school is investigating strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school has not adopted and implemented strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.
*The requirement for teacher and principal evaluation systems that “are designed and developed with teacher and principal involvement” refers more generally to involvement by teachers and principals within the LEA using such systems, and may or may not include teachers and principals in a school implementing the transformation model.				
**In addition to the required activities for implementing the transformation model, an LEA may also implement other strategies to develop teachers’ and school leaders’ effectiveness, such as: (1) provide additional compensation to attract and retain staff with the skills necessary to meet the needs of students in the transformation school; (2) institute a system for measuring changes in instructional practices resulting from professional development; or (3) ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority.				

<b>STANDARD: CULTURE AND HUMAN CAPITAL</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	<b>4</b> Exemplary level of development and implementation	<b>3</b> Full function and operational level of development and implementation	<b>2</b> Limited development and partial implementation	<b>1</b> Little or no development and implementation
Grant the school sufficient operational flexibility in areas such as: <ul style="list-style-type: none"> <li>✓ Staffing,</li> <li>✓ Calendars/time,</li> <li>✓ Budgeting,</li> </ul> To implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.*	The school has addressed areas such as staffing, calendars/time, and budget and has adopted and implemented a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	The school has addressed areas such as staffing, calendars/time, and budget and has adopted and is in the process of implementing a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	The school is investigating a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	The school has not adopted or implemented a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.

\*The areas of operational flexibility mentioned in this requirement (staffing, calendars/time, and budget) are merely examples of the types of operational flexibility an LEA might give to a school implementing the transformation model. An LEA is not obligated to give a school implementing the transformation model operational flexibility in these particular areas, so long as it provides the school sufficient operational achievement outcomes and increase high school graduation rates.

In addition to the required activities for a transformation model, an LEA may also implement other strategies to provide operational flexibility and sustained support, such as:

- (3) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
- (4) Implementing a per-pupil school-based budget formula that is weighted based on student needs.



**STANDARD: CULTURE AND HUMAN CAPITAL**

Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Implement strategies that will recruit, place and retain staff* with the skills necessary to meet the needs of the students in the transformational school, which may include, but are not limited to:* <ul style="list-style-type: none"> <li>✓ Financial incentives,</li> <li>✓ Increased opportunities for promotion and career growth,</li> <li>✓ Flexible work conditions.</li> </ul>	The school has adopted and implemented multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school has adopted and is in the process of implementing multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school is investigating multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school has made no changes in their strategies to help recruit, place, and retain staff.
Provide ongoing mechanisms for family and community engagement.**	The school has adopted and implemented community-oriented services and supports to students.	The school has adopted, and is in the process of implementing, community-oriented services and supports to students.	The school is investigating community-oriented services and supports to students.	The school offers no community-oriented services and supports to students.

\*There are a wide range of compensation-based incentives that an LEA might use as part of a transformation model. Such incentives are just one example of strategies that might be adopted to recruit, place, and retain staff with the skills needed to implement the transformation model. The more specific emphasis on additional compensation in the permissible strategies was intended to encourage LEAs to think more broadly about how additional compensation can contribute to teacher effectiveness.

\*\*In general, family and community engagement means strategies to increase the involvement and contributions, in both school-based and home-based settings, of parents and community partners that are designed to support classroom instruction and increase student achievement. Examples of mechanisms that can encourage family and community engagement include the establishment of organized parent groups, holding public meetings involving parents and community members to review school performance and help develop school improvement plans, using surveys to gauge parent and community satisfaction and support for local public schools, implementing complaint procedures for families, coordinating with local social and health service providers to help meet family needs, and parent education classes (including GED, adult literacy, and ESL programs).

\*\*\*In addition to the required activities for a transformation model, an LEA may also implement other strategies to extend learning time and create community-oriented schools, such as:

- (5) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
- (6) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
- (7) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
- (8) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

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<b>STANDARD: CURRICULUM AND ASSESSMENT</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	<b>4</b> Exemplary level of development and implementation	<b>3</b> Full function and operational level of development and implementation	<b>2</b> Limited development and partial implementation	<b>1</b> Little or no development and implementation
Use data to identify and implement an instructional program that is* <ul style="list-style-type: none"> <li>✓ Aligned with State academic standards ,</li> <li>✓ Vertically and horizontally aligned,</li> <li>✓ Research-based.</li> </ul>	The school used its data to identify and implement a research-based instructional program that is horizontally and vertically aligned as well as aligned with State academic standards.	The school used its data to identify a research-based instructional program that is horizontally and vertically aligned and aligned with State academic standards, and is in the process of implementation.	The school is investigating research-based instructional programs that are horizontally and vertically aligned and aligned with State academic standards.	The school’s instructional program is not research-based, horizontally and vertically aligned, and/or aligned with State academic standards.
Promote the continuous use of student data to inform and differentiate instruction, such as: <ul style="list-style-type: none"> <li>✓ Formative assessments,</li> <li>✓ Interim (progress monitoring) assessments,</li> <li>✓ Summative assessments.</li> </ul>	Across the building, the school continuously utilizes student data in such forms as formative assessments, progress monitoring assessments, and summative assessments to inform and differentiate instruction.	The school has adopted formative assessments, progress monitoring assessments, and summative assessments and is in the process of implementing their use to inform and differentiate instruction.	The school is investigating different forms of assessment to inform and differentiate instruction.	The school does not use student data to inform and differentiate instruction.

In addition to the required activities for a transformation model, an LEA may also implement other comprehensive instructional reform strategies, such as:

- (4) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
- (5) Implementing a schoolwide “response-to-intervention” model;
- (6) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with

- (6) Using and integrating technology-based supports and interventions as part of the instructional program; and
- (7) In secondary schools –
  - a. Increasing rigor by offering opportunities for students to enroll in advanced coursework, early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including but providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
  - b. Improving student transition from middle to high school through summer transition programs or freshman academies;
  - c. Increasing graduation rates through, for example, credit recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
  - d. Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or to graduate.

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<b>STANDARD: INSTRUCTION AND PROFESSIONAL DEVELOPMENT</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	<b>4</b> Exemplary level of development and implementation	<b>3</b> Full function and operational level of development and implementation	<b>2</b> Limited development and partial implementation	<b>1</b> Little or no development and implementation
Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	The school has adopted and implemented ongoing, high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	The school has adopted and is in the process of implementing ongoing, high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	The school is investigating high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	Professional development is not high-quality, job-embedded and/or aligned with the school's comprehensive instructional program and/or not designed with school staff.
Establish schedules and strategies that provide increased learning time.***	The school has adopted and implemented strategies that provide increased learning time.	The school has adopted and is in the process of implementing strategies that provide increased learning time.	The school is investigating schedules and strategies that provide increased learning time.	The school has not adopted or implemented strategies that provide increased learning time.

**1003(g) - TURNAROUND MODEL for Tier I and Tier II**

<b>STANDARD: LEADERSHIP</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Replace the principal with a visionary, instructional leader.	The district has hired a new principal.			The district has not hired a new principal.
Adopt a new governance structure which may include, but is not limited to: <ul style="list-style-type: none"> <li>✓ The school reports to a new “turnaround office” in the LEA.</li> <li>✓ Hire a “turnaround leader” who reports directly to the superintendent.</li> <li>✓ Enter into a multi - year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.</li> </ul>	The school has adopted a new governance structure; the new governance structure has been implemented and is fully functioning	The school has adopted a new governance structure and is in the process of implementation.	The school is in the process of investigating a new governance structure.	The school has not started the process of adoption and implementation of a new governance structure.

<b>STANDARD: CULTURE AND HUMAN CAPITAL</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Grant the new principal sufficient operational flexibility in staffing*. <ul style="list-style-type: none"> <li>✓ Screen all existing staff and rehire no more than 50 percent.</li> <li>✓ Select new staff.</li> </ul>	The new principal was hired before the staffing process began and was involved in making decisions at every level of the staffing process.	The new principal was actively involved in making decisions during the hiring process but was not hired before the actual process began.	The new principal had limited involvement and/or decision making authority in the hiring process or was involved in only parts of the process.	The new principal was not involved in the hiring process.
Implement strategies that will recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school, which may include, but are not limited to**: <ul style="list-style-type: none"> <li>✓ Financial incentives,</li> <li>✓ Increased opportunities for promotion and career growth,</li> <li>✓ Flexible work conditions,</li> </ul>	The school has adopted and implemented multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school has adopted and is in the process of implementing multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school is investigating multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school has made no changes in their strategies to help recruit, place, and retain staff.

\*As used in the discussion of a turnaround model, “staff” includes all instructional staff, but an LEA has discretion to determine whether or not “staff” also includes non-instructional staff. An LEA may decide that it is appropriate to include non-instructional staff in the definition of “staff,” as all members of a school’s staff contribute to the school environment and are important to the success of a turnaround model.

In determining the number of staff members that may be rehired, an LEA should count the total number of staff positions (however staff is defined) within the school in which the model is being implemented, including any positions that may be vacant at the time of the implementation. For example, if a school has a total of 100 staff positions, only 90 of which are filled at the time the model is implemented, the LEA may rehire 50 staff members; the LEA is not limited to rehiring only 45 individuals (50 percent of the filled staff positions).

<b>Standard: Culture and Human Capital</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Grant the principal sufficient operational flexibility in calendars/time.	The new principal was hired before the process began and was involved in making decisions at every level of the calendar/time process.	The new principal was actively involved in making decisions during the calendar/time process but was not hired before the actual process began.	The new principal had limited involvement and/or decision making authority in the calendar/time process or was involved in only parts of the process.	The new principal was not involved in the calendar/time process.
Grant the principal sufficient operational flexibility in budgeting.	The new principal was hired before the process began and was involved in making decisions at every level of the budget process.	The new principal was actively involved in making decisions during the budget process but was not hired before the actual process began.	The new principal had limited involvement and/or decision making authority in the budget process or was involved in only parts of the process.	The new principal was not involved in the budget process.
Grant the principal sufficient operational flexibility in implementing fully the Turnaround Model.	The new principal was hired before the process began and was involved in making decisions at every level the reform process.	The new principal was actively involved in making decisions during the reform process but was not hired before the actual process began.	The new principal had limited involvement and/or decision making authority in the reform process or was involved in only parts of the process.	The new principal was not involved in the reform process.
Provide appropriate social-emotional services* and supports to students.	The school has adopted and implemented appropriate social-emotional services and supports to students.	The school has adopted and is in the process of implementing appropriate social-emotional services and supports to students.	The school is investigating appropriate social-emotional services and supports to students.	The school offers no social-emotional services and supports to students.



<b>STANDARD: CULTURE AND HUMAN CAPITAL</b>				
<b>STANDARD: CULTURE AND HUMAN CAPITAL</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Provide community-oriented services* and supports to students.	The school has adopted and implemented community-oriented services and supports to students.	The school has adopted, and is in the process of implementing, community-oriented services and supports to students.	The school is investigating community-oriented services and supports to students.	The school offers no community-oriented services and supports to students.

\*\*A “competency,” which is a skill or consistent pattern of thinking, feeling, acting, or speaking that causes a person to be effective in a particular job or role, is a key predictor of how someone will perform at work. Given that every teacher brings a unique skill set of the classroom, thoughtfully developed assessments of such competencies can be used as part of a rigorous recruitment, screening, and selection process to identify educators with the unique qualities that equip them to succeed in the turnaround environment and can help ensure a strong match between teachers and particular turnaround schools. As part of a rigorous recruitment, screening and selection process, assessments of turnaround teachers’ competencies can be used by the principal or district leader to distinguish between very high performers and more typical or lower-performing teachers in a turnaround setting. Although an LEA may already have and use a set of tools to screen for appropriate competencies as part of its normal hiring practices, it is important to develop a set of competencies specifically designed to identify staff that can be effective in a turnaround situation because, in a turnaround school, failure has become an entrenched way of life for students and staff, and staff members need stronger and more consistent habits in crucial areas to transform the school’s wide-scale failure into learning success. (See pg. 17 of the guidance document for further information.)

\*Social-emotional and community-oriented services that may be offered to students in a school implementing a turnaround model may include health, nutrition, or social services that may be provided in partnership with local service providers, or services such as a family literacy program for parents who need to improve their literacy skills in order to support their children’s learning. An LEA should examine the needs of students in the turnaround school to determine which social-emotional and community-oriented services will be appropriate and useful under the circumstances.

**STANDARD: CURRICULUM AND ASSESSMENT**

Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
<p>Use data to identify and implement an instructional program that is*:</p> <ul style="list-style-type: none"> <li>✓ Aligned with State academic standards;</li> <li>✓ Vertically and horizontally aligned;</li> <li>✓ Research-based.</li> </ul>	<p>The school used its data to identify and implement a research-based instructional program that is horizontally and vertically aligned as well as aligned with State academic standards.</p>	<p>The school used its data to identify a research-based instructional program that is horizontally and vertically aligned and aligned with State academic standards, and is in the process of implementation.</p>	<p>The school is investigating research-based instructional programs that are horizontally and vertically aligned and aligned with State academic standards.</p>	<p>The school's instructional program is not research-based, horizontally and vertically aligned, and/or aligned with State academic standards.</p>
<p>Promote the continuous use of student data to inform and differentiate instruction, such as:</p> <ul style="list-style-type: none"> <li>✓ Formative assessments,</li> <li>✓ Interim (progress monitoring) assessments,</li> <li>✓ Summative assessments.</li> </ul>	<p>Across the building, the school continuously utilizes student data in such forms as formative assessments, progress monitoring assessments, and summative assessments to inform and differentiate instruction.</p>	<p>The school has adopted formative assessments, progress monitoring assessments, and summative assessments and is in the process of implementing their use to inform and differentiate instruction.</p>	<p>The school is investigating different forms of assessment to inform and differentiate instruction.</p>	<p>The school does not use student data to inform and differentiate instruction.</p>

\*In implementing a turnaround model, an LEA must use data to identify an instructional program that is research-based and vertically aligned as well as aligned with State academic standards. If an LEA determines, based on a careful review of appropriate data, that the instructional program currently being implemented in a particular school is research-based and properly aligned, it may continue to implement that instructional program. However, the Department of Education expects that most LEAs with Tier I and Tier II schools will need to make at least minor adjustments to the instructional programs in those schools to ensure that those programs are, in fact, research-based and properly aligned.

**STANDARD: INSTRUCTION AND PROFESSIONAL DEVELOPMENT**

Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Provide staff ongoing, high quality, job-embedded professional development* that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	The school has adopted and implemented ongoing, high quality, job-embedded professional development* that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	The school has adopted and is in the process of implementing ongoing, high quality, job-embedded professional development* that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	The school is investigating high quality, job-embedded professional development* that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	Professional development is not high-quality, job-embedded and/or aligned with the school’s comprehensive instructional program and/or not designed with school staff.
Establish schedules and implement strategies that provide increased learning time.	The school has adopted and implemented strategies that provide increased learning time.	The school has adopted and is in the process of implementing strategies that provide increased learning time.	The school is investigating schedules and strategies that provide increased learning time.	The school has not adopted or implemented strategies that provide increased learning time.

\*Job-embedded professional development can take many forms, including, but not limited to, classroom coaching, structured common planning time, meetings with mentors, consultation with outside experts, and observations of classroom practice.

*An LEA implementing a turnaround model in one or more of its schools must take all of the actions required by the amended final guidance requirements. As discussed in B-2 of the final requirements, an LEA may take additional actions to supplement those that are required as part of a turnaround model, but it may not implement its own version of a turnaround model that does not include all of the elements required by the final requirements. Thus, an LEA could not, for example, convert a turnaround school to a magnet school without also taking the other actions specifically required as part of a turnaround model.*

**1003(g) RESTART MODEL for Tier I and Tier II**

<b>STANDARD: LEADERSHIP</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	4	3	2	1
	Exemplary level of development and implementation	Full function and operational level of development and implementation	Limited development and partial implementation	Little or no development and implementation
LEA converts or closes and reopens a school under a charter school operator, charter organization or education management organization	The district has converted or reopened the school as a charter school.			The district has not made a decision to convert or reopen as a charter school.
Flow of leadership organization is determined:	Leadership flow determined by selecting Option 1, 2 or 3			Leadership flow is not determined
<b>Option 1 –</b> District –Local Board- School Leader	<ul style="list-style-type: none"> <li>✓ District is governed by a Local board</li> <li>✓ District hires leader(s) to run or operate school</li> <li>✓ School Leader is held accountable for performance</li> </ul>	Two of the three components are implemented and operational	One component is implemented and operational	Option 1 is not operational or being implemented as agreed.
<b>Option 2 –</b> District- Local Board – Management Organization – School Leader	<ul style="list-style-type: none"> <li>✓ District is governed by the Local Board</li> <li>✓ Local Board hires a Management Organization</li> <li>✓ Management Organization hires a School Leader</li> </ul>	Two of the three components are implemented and operational . A Management Organization may be involved with more than one school	One components is implemented and operational	Option 2 is not operational or being implemented as agreed.

<b>STANDARD: LEADERSHIP</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
<b>Option 3 – District – Management Organization – School Leader</b>	<ul style="list-style-type: none"> <li>✓ District charters or contracts directly with a Management Organization</li> <li>✓ Management Organization hires a School Leader to manage the school.</li> <li>✓ There is no decision made by the local board</li> <li>✓ The management organization uses their board.</li> </ul>	Three of the four components are implemented and operational	Two of the four components are implemented and operational	Option 3 is not operational or being implemented as agreed.

<b>STANDARD: LEADERSHIP</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
<b>Application Process</b> - Quality Indicators are evident in the LEA's application/petition as indicated: Educational Need, Mission, Purpose, Enrollment and Recruitment, Educational Philosophy, Support for Learning, Staffing Plan, Measurable Goals/ Assessment, Governance, LEA Responsibilities, Financial Management including budget with implementation detail .	All Quality Indicators are addressed and clearly described to meet SEA requirements.			Quality Indicators are missing or not evident. Description lacking in detail.

<b>STANDARD: LEADERSHIP</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
<p><b>Quality Authorizing -</b> Organizational structures, human resources, and financial resources including the following:</p> <ul style="list-style-type: none"> <li>✓ Intent to improve quality,</li> <li>✓ Support the State Charter School law,</li> <li>✓ A catalyst for Charter school development,</li> <li>✓ Clarity, consistency, and transparency in developing and implementing policies and procedures</li> <li>✓ Flexibility for performance based opportunities</li> <li>✓ Hold schools accountable for academic performance</li> <li>✓ Determine objective and verifiable measures for performance</li> <li>✓ Build parent and</li> </ul>	<ul style="list-style-type: none"> <li>✓ Implements plans, policies, processes that streamline and systematize the work to be accomplished.</li> <li>✓ Evaluates work against national and state standards</li> <li>✓ Recognizes the SEA as the authorizer</li> <li>✓ Strive for higher critical thinking, cognitive and problem solving skills</li> <li>✓ Prepare for career ready 21<sup>st</sup> century skills</li> </ul>			Does not adhere to the authorizing elements, organizational structures and financial resources as defined by the application process led by the SEA.

<b>STANDARD: LEADERSHIP</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
student communication ✓ Decisions centered around student needs.				
Use rigorous, transparent, and equitable evaluation systems for teachers and school leaders, designed and developed with teacher and principal involvement, that take into account: ✓ Data on student growth, ✓ Multiple observations, ✓ -based assessments of performance; ✓ Ongoing collections of professional practice, ✓ Increased high school graduation rates.	The school has adopted and implemented evaluation systems for teachers and school leaders that are rigorous, transparent, equitable, and developed with teacher and school leader involvement.	The school has adopted and is in the process of implementing evaluation systems for teachers and school leaders that are rigorous, transparent, and equitable and developed with teacher and school leader involvement.	The school is investigating rigorous, transparent, and equitable evaluation systems for teachers and school leaders.	The school has not adopted and implemented rigorous, transparent, and equitable evaluation systems for teachers and school leaders.



<b>STANDARD: LEADERSHIP</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school has adopted and implemented reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school has adopted and is in the process of implementing reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school is investigating reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school has not adopted and implemented reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.
Identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school has adopted and implemented strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school has adopted and is implementing strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school is investigating strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school has not adopted and implemented strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

<b>STANDARD: LEADERSHIP</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external partner/ organization such as an EMO.	The school has adopted and implemented strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school has adopted and is in the process of implementing strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school is investigating strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school has not adopted and implemented strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.

<b>STANDARD: CULTURE AND HUMAN CAPITAL</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	<b>4</b> Exemplary level of development and implementation	<b>3</b> Full function and operational level of development and implementation	<b>2</b> Limited development and partial implementation	<b>1</b> Little or no development and implementation
Grant the school sufficient operational flexibility in areas such as: <ul style="list-style-type: none"> <li>✓ Staffing,</li> <li>✓ Calendars/time,</li> <li>✓ Budgeting,</li> </ul> to implement fully a comprehensive approach to substantially improve student achievement and increase graduation rates.	The school has addressed areas such as staffing, calendars/time, and budget. The school adopted and implemented a comprehensive approach to substantially improve student achievement and increase graduation rates.	The school has addressed areas such as staffing, calendars/time, and budget. The school is in the process of implementing a comprehensive approach to substantially improve student achievement and increase graduation rates.	The school is investigating a comprehensive approach to substantially improve student achievement and increase graduation rates.	The school has not adopted or implemented a comprehensive approach to substantially improve student achievement and/or increase graduation rates.
Implement strategies that will recruit, place and retain staff with the skills necessary to meet the needs of the students in the Charter school, which may include, but are not limited to: <ul style="list-style-type: none"> <li>✓ Incentives,</li> <li>✓ Increased career opportunities,</li> <li>✓ Instructional flexibility</li> </ul>	The school has adopted and implemented multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school has adopted and is in the process of implementing multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school is investigating multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school has made no changes in their strategies to help recruit, place, and retain staff.

<b>STANDARD: CULTURE AND HUMAN CAPITAL</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Provide ongoing mechanisms for family and community engagement.	The school has adopted and implemented community-oriented services and supports to students.	The school has adopted, and is in the process of implementing, community-oriented services and supports to students.	The school is investigating community-oriented services and supports to students.	The school offers no community-oriented services and supports to students.

<b>STANDARD: CURRICULUM AND ASSESSMENT</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
<p>Use data to identify and implement an instructional program that is*</p> <ul style="list-style-type: none"> <li>✓ Aligned with State academic standards,</li> <li>✓ Vertically and horizontally aligned,</li> <li>✓ Research-based.</li> </ul>	<p>The school used data to identify and implement a research-based instructional program that aligned to State academic standards, horizontally and vertically aligned program and included 21<sup>st</sup> Century Skills.</p>	<p>The school is in the process of implementation, used data to identify a research-based instructional program, aligned to State standards, horizontally and vertically aligned program and included 21<sup>st</sup> Century Skills.</p>	<p>The school is investigating a research-based instructional program, that ensures horizontally, vertically, and State alignment to academic standards.</p>	<p>The school's instructional program is not research-based, horizontally and vertically aligned, and/or aligned with State academic standards.</p>
<p>Promote the continuous use of student data to inform and differentiate instruction, such as:</p> <ul style="list-style-type: none"> <li>✓ Project based formats</li> <li>✓ Formative assessments,</li> <li>✓ Progress monitoring, and</li> <li>✓ Summative assessments.</li> </ul>	<p>Across the building, the school continuously utilizes student data in such forms as project based formats, formative assessments, progress monitoring assessments, and summative assessments to inform and differentiate instruction.</p>	<p>The school has adopted formative assessments to include project based, progress monitoring assessments, summative assessments and is in the process of differentiating instruction.</p>	<p>The school is investigating different forms of assessment to inform and differentiate instruction.</p>	<p>The school does not use student data to inform and differentiate instruction.</p>

<b>STANDARD: INSTRUCTION AND PROFESSIONAL DEVELOPMENT</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	<b>4</b> Exemplary level of development and implementation	<b>3</b> Full function and operational level of development and implementation	<b>2</b> Limited development and partial implementation	<b>1</b> Little or no development and implementation
Provide staff ongoing, high-quality, job-embedded professional development that is aligned with a comprehensive instructional program designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	The school has adopted and implemented ongoing, high quality, job-embedded professional development aligned with a comprehensive instructional program designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the Restart model.	The school has adopted and is in the process of implementing ongoing, high quality, job-embedded professional development aligned with a school's comprehensive instructional program designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the Restart model.	The school is investigating high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the Restart model.	Professional development is not high-quality, job-embedded and/or aligned with a comprehensive instructional program.
Establish schedules and strategies that provide increased learning time.	The school has adopted and implemented strategies that provide increased learning time.	The school has adopted and is in the process of implementing strategies that provide increased learning time.	The school is investigating schedules and strategies that provide increased learning time.	The school has not adopted or implemented strategies that provide increased learning time.

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**1003(g) SCHOOL CLOSURE MODEL for Tier I and Tier II**

<b>STANDARDS: LEADERSHIP, CULTURE AND HUMAN CAPITAL, CURRICULUM AND ASSESSMENT, PROFESSIONAL DEVELOPMENT</b>				
<b>Indicator</b>	<b>Rating of Performance</b>			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
<p>Leadership will devise a plan to address all standards (Leadership, Culture and Human Capital, Curriculum and Assessment, and Professional Development) that could include:</p> <ul style="list-style-type: none"> <li>✓ Personnel placement</li> <li>✓ Policy</li> <li>✓ Board decisions</li> <li>✓ Student Assignment</li> <li>✓ Transfer of Records</li> <li>✓ Transportation</li> <li>✓ Resource Reassignment</li> <li>✓ Transfer of equipment</li> <li>✓ Building numbers</li> <li>✓ Facility issues</li> <li>✓ Community PR</li> <li>✓ Parent</li> </ul>	The district has a written plan on how all these issues will be dealt for closing the school.	The district has dealt with most of these issues in a written plan for closing the school.	The district has a written plan for some of these issues for closing the school.	The district has no written plan and has not addressed these issues for closing the school.



<ul style="list-style-type: none"> <li>Communication</li> <li>✓ Special Education Issues</li> <li>✓ Title I Issues</li> <li>✓ Records</li> <li>✓ Fiscal Services</li> <li>✓ Accreditation Issues</li> <li>✓ Communication with state</li> </ul>				
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## Appendix D

### Process Timeline Based on the Six Steps of Implementation

Implementation Steps	Timeline
<p><b><u>Exploration and Adoption</u></b></p> <p><b>10.</b> Needs Assessment using the Innovation Configuration Matrix (ICM) for Schools</p> <ul style="list-style-type: none"> <li>○ Achievement Data <ul style="list-style-type: none"> <li>▪ School Leading Indicator Report</li> <li>▪ School AYP Data</li> <li>▪ School Report Card Data</li> </ul> </li> <li>○ Perception Data</li> <li>○ Contextual (school processes/ programs)</li> <li>○ Demographic Data</li> </ul> <p><b>11.</b> Selection of Model</p> <ul style="list-style-type: none"> <li>○ School Improvement Model Selection Rubrics</li> </ul> <p><b>12.</b> Capacity of District</p> <ul style="list-style-type: none"> <li>○ Capacity Appraisal using Innovation Configuration Matrix (ICM) for Districts</li> <li>○ Systemic Coherence and Capacity Addendum to the District Effectiveness Appraisal</li> <li>○ Sustainability Plan</li> </ul> <p><b>13.</b> Goal Setting</p> <p><b>14.</b> Completion of Stages 1 through 4 in School Improvement Process</p> <p><b>15.</b> LEA Application</p> <p><b>16.</b> LEA Presentation on Needs Assessment Results, Model Selection, Capacity Appraisal Results, and Goal Identification</p> <p><b>17.</b> Budget Negotiation</p> <p><b>18.</b> Approval of LEA Application by KSDE</p>	<p>SEA grant application is submitted in December 2010.</p> <p>LEAs receive notification of identified Tier I, Tier II and Tier III schools in December 2010.</p> <p>SEA grant application and LEA grant application is approved in January 2011.</p> <p>LEA grant application is distributed in January 2011.</p> <p>KSDE offers technical assistance to LEAs on grant competition January through webinar.</p> <p>LEA grants due March 1, 2011.</p> <p>LEA grants evaluated and site visits April 2011.</p> <p>LEA grants awarded at KSBE meeting May 2011.</p>
<p><b><u>*Program Installation and Initial Implementation –PRE-IMPLEMENTATION</u></b></p> <p><b>1.</b> Family and Community Engagement</p>	<p><b>Money distributed to LEA’s June, 2011</b></p> <p><b>Pre-Implementation activities start at school in June</b></p>

<p>Meetings</p> <ol style="list-style-type: none"> <li>2. Rigorous Review of External Providers</li> <li>3. Staffing</li> <li>4. Instructional Programs (remediation and enrichment programs begin)</li> <li>5. Professional Development</li> <li>6. Aligning Accountability Measures for Reporting</li> </ol> <p>(**See guidance page 75 through 80 in SIG Guidance on Fiscal Year 2010 School Improvement Grants)</p>	
<p><b><u>Full Operation</u></b></p> <ol style="list-style-type: none"> <li>7. Beginning of School Year – Back to school kick-off</li> <li>8. Continuation of School Staff Training</li> <li>9. IC's Bi-Weekly Meetings on Fidelity of Implementation of School Improvement Plan</li> <li>10. Bi-Monthly and technical assistance monitoring by KSDE Staff</li> <li>11. Student Orientation Sessions on School Changes</li> <li>12. Family and Community Orientation Sessions on School Changes Continue</li> </ol>	<p><b>August 20, 2011</b></p>
<p><b><u>Innovation</u></b></p> <ol style="list-style-type: none"> <li>4. Analysis of Year One Data</li> <li>5. Revisions to School Improvement Plan</li> <li>6. Continuation of School Staff Training</li> </ol>	<p><b>June 2012</b></p>
<p><b><u>Sustainability</u></b></p> <ol style="list-style-type: none"> <li>4. Evaluation</li> <li>5. Resource Alignment</li> <li>6. Abandonment and Redesign</li> </ol>	<p><b>August 2012</b></p>

## Appendix E

### **Systemic Coherence and Capacity Addendum**

#### **Leadership**

- Coherence from district to school
- Establishment of a leadership team
- Management of the district plan and the school improvement plan
- External coaching for superintendent and principal
- Use of resources in a way that is aligned with district's theory of change and strategy
- Board policy to support school improvement and implementation of the model
- Analysis of district and school resources for successful implementation of the model
- Past history of successful reform initiatives
- Ability to collaborate
- Vision for change
- Vision for abandoning what is not working
- Alignment of programs and services to support change

#### **Culture and Human Capital**

- Grant operating funds
- District operating funds
- Grant management
- Organizational learning
- Assignment of resources
- Teacher evaluation system to match grant requirements
- Credentials of staff
- Staff capacity
- Successful recruitment of principal
- Successful recruitment of capable staff
- Support of parents
- Support of community
- Support of union
- Recruitment, screening, and selection of external providers
- Alignment of all programs

#### **Instruction and Professional Development Culture**

- Providing training and development sessions for all staff
- Defined instructional expectations for all teachers
- Supporting collaboration with families, community, and business
- Helping staff understand principles of the organizational change process
- Use data from classroom observations to inform instructional improvement and professional development

- Use of professional learning communities to analyze data and plan for improvement.

### **Curriculum and Assessment**

- Aligned district curriculum
- Defined curriculum expectations for all teachers
- Defined assessment expectations for all teachers
- Aligned assessments, including diagnostic, formative, summative, etc.
- Fidelity of model implementation

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**Appendix F  
School Leading Indicator Report**

USD Number & Name \_\_\_\_\_ Name of School \_\_\_\_\_ Grade Span \_\_\_\_\_ Building Number \_\_\_\_\_

Indicator	Year 1 (Baseline)	Year 2	Year 3	Year 4
<b>23. Number of minutes within the school year.</b>				
<b>24. Student participation rate on State Assessments in reading/language arts in mathematics by student subgroup</b>				
<b>25. Students proficient or above in reading</b>				
<b>26. Students proficient or above in math</b>				
<b>27. Dropout rate</b>				
<b>28. Student attendance rate</b>				
<b>29. Number and percentage of students completing advanced course work</b>				
AP	/	/	/	/
IB	/	/	/	/
Early College High Schools	/	/	/	/
Dual enrollment classes	/	/	/	/
<b>30. Discipline Incidents</b>				

✓ Weapon Incidents-OSS				
✓ Weapon Incidents-Exp				
✓ Illicit Drug Incidents-OSS				
✓ Illicit Drug Incidents-Exp				
✓ Alcohol Incidents-OSS				
✓ Alcohol Incidents-Exp				
✓ Violent Incidents with injury OSS				
✓ Violent Incidents with injury Exp				
✓ Violent Incidents without injury OSS				
✓ Violent Incidents without injury Exp				
<b>31. Truants</b>				
<b>32. Distribution of teachers by performance level on the LEA's teacher evaluation system</b>				
<b>33. Teacher Attendance Rate</b>				



## APPENDIX G

### SEA ALLOCATIONS TO LEAS AND LEA BUDGETS

#### Continuing Impact of ARRA School Improvement Grant Funding in FY 2010

Congress appropriated \$546 million for School Improvement Grants in FY 2010. In addition, most States will be carrying over a portion of their FY 2009 SIG allocations, primarily due to the requirement in section II.B.9(a) of the SIG final requirements that if not every Tier I school in a State was served with FY 2009 SIG funds, the State was required to carry over 25 percent of its FY 2009 SIG allocation, combine those funds with the State's FY 2010 SIG allocation, and award the combined funding to eligible LEAs consistent with the SIG final requirements. In FY 2009, the combination of \$3 billion in School Improvement Grant funding from the American Recovery and Reinvestment Act and \$546 million from the regular FY 2009 appropriation created a unique opportunity for the program to provide the substantial funding over a multi-year period to support the implementation of school intervention models. In response to this opportunity, the Department encouraged States to apply for a waiver extending the period of availability of FY 2009 SIG funds until September 30, 2013 so that States could use these funds to make three-year grant awards to LEAs to support the full and effective implementation of school intervention models in their Tier I and Tier II schools. All States with approved FY 2009 SIG applications applied for and received this waiver to extend the period of availability of FY 2009 SIG funds and, consistent with the final SIG requirements, are using FY 2009 funds to provide a full three years of funding (aka, —frontloading) to support the implementation of school intervention models in Tier I and Tier II schools.

The Department encouraged frontloading in FY 2009 because the extraordinary amount of SIG funding available in FY 2009 meant that, if those funds had been used to fund only the first year of implementation of a school intervention model, *i.e.*, to make first-year only awards, there would not have been sufficient funding for continuation awards in years two and three of the SIG award period (*i.e.*, SIG funding in FY 2009 was seven times the amount provided through the regular appropriation). Similarly, the estimated nearly \$1.4 billion in total SIG funding available in FY 2010 (an estimated \$825 million in FY 2009 SIG carryover funds plus the \$546 million FY 2010 SIG appropriation) is larger than the expected annual SIG appropriation over the next two fiscal years; if all funds available in FY 2010 were used to make the first year of three-year awards to LEAs for services to eligible Tier I and Tier II schools, there would not be sufficient funds to make continuation awards in subsequent fiscal years.

#### Maximizing the Impact of Regular FY 2010 SIG Allocations

Continuing the practice of frontloading SIG funds in FY 2010 with respect to all SIG funds that are available for the FY 2010 competition (FY 2009 carryover funds plus the FY 2010 appropriation) would, in many States, limit the number of Tier I and Tier II schools that can be served as a result of the FY 2010 SIG competition. For this reason, the Department believes that, for most States, the most effective method of awarding FY 2010 SIG funds to serve the maximum number of Tier I and Tier II schools that have the capacity to fully and effectively implement a school intervention model is to frontload FY 2009 carryover funds while using FY 2010 SIG funds to make first-year only awards.

For example, if a State has \$36 million in FY 2009 carryover SIG funds and \$21 million in FY 2010 funds, and awards each school implementing a school intervention model an average of \$1 million per year over three years, the SEA would be able to fund 12 schools with FY 2009 carryover funds (*i.e.*, the \$36 million would cover all three years of funding for those 12 schools), plus an additional 21 schools with FY 2010 funds (*i.e.*, the \$21 million would cover the first year of funding for each of those schools, and the second and third years

would be funded through continuation grants from subsequent SIG appropriations). Thus, the State would be able to support interventions in a total of 33 schools. However, if the same State elected to frontload all funds available for its FY 2010 SIG competition (FY 2009 carryover funds and its FY 2010 allocation), it would be able to fund interventions in only 19 schools (\$57 million divided by \$3 million per school over three years). LEAs that receive first-year only awards would continue to implement intervention models in Tier I and Tier II schools over a three-year award period; however, second- and third-year continuation grants would be awarded from SIG appropriations in subsequent fiscal years. This practice of making first-year awards from one year's appropriation and continuation awards from funds appropriated in subsequent fiscal years is similar to the practice used for many U.S. Department of Education discretionary grant programs. States with FY 2009 SIG carryover funds are invited to apply, as in their FY 2009 applications, for the waiver to extend the period of availability of these funds for one additional year to September 30, 2014. States that did not carry over FY 2009 SIG funds, or that carried over only a small amount of such funds, need not apply for this waiver; such States will use all available FY 2010 SIG funds to make first-year awards to LEAs in their FY 2010 SIG competitions.

### **Continuation of \$2 Million Annual Per School Cap**

For FY 2010, States continue to have flexibility to award up to \$2 million annually for each participating school. This flexibility applies both to funds that are frontloaded and those that are used for first-year only awards. As in FY 2009, this higher limit will permit an SEA to award the amount that the Department believes typically would be required for the successful implementation of the turnaround, restart, or transformation model in a Tier I or Tier II school (*e.g.*, a school of 500 students might require \$1 million annually, whereas a large, comprehensive high school might require the full \$2 million annually).

In addition, the annual \$2 million per school cap, which permits total per-school funding of up to \$6 million over three years, reflects the continuing priority on serving Tier I or Tier II schools. An SEA must ensure that all Tier I and Tier II schools across the State that its LEAs commit to serve, and that the SEA determines its LEAs have capacity to serve, are awarded sufficient school improvement funding to fully and effectively implement the selected school intervention models over the period of availability of the funds before the SEA awards any funds for Tier III schools.

The following describes the requirements and priorities that apply to LEA budgets and SEA allocations.

#### **LEA Budgets**

An LEA's proposed budget should cover a three-year period and should take into account the following:

1. The number of Tier I and Tier II schools that the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school.
2. The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. First-year budgets may be higher than in subsequent years due to one-time start-up costs.
9. The portion of school closure costs covered with school improvement funds may be significantly lower than the amount required for the other models and would typically cover only one year.
10. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I and Tier II schools.
11. The number of Tier III schools that the LEA commits to serve, if any, and the services or benefits the LEA plans to provide to these schools over the three-year grant period.
12. The maximum funding available to the LEA each year is determined by multiplying the total number of Tier I, Tier II, and Tier III schools that the LEA is approved to serve by \$2 million (the maximum amount that an SEA may award to an LEA for each participating school).

## SEA Allocations to LEAs

An SEA must allocate the LEA share of school improvement funds (*i.e.*, 95 percent of the SEA's allocation from the Department) in accordance with the following requirements:

1. The SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.
8. An SEA may not award funds to any LEA for Tier III schools unless and until the SEA has awarded funds to serve all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
9. An LEA with one or more Tier I schools may not receive funds to serve only its Tier III schools.
10. In making awards consistent with these requirements, an SEA must take into account LEA capacity to implement the selected school interventions, and also may take into account other factors, such as the number of schools served in each tier and the overall quality of LEA applications.
11. An SEA that does not have sufficient school improvement funds to allow each LEA with a Tier I or Tier II school to implement fully the selected intervention models may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.
12. Consistent with the final requirements, an SEA may award an LEA less funding than it requests. For example, an SEA that does not have sufficient funds to serve fully all of its Tier I and Tier II schools may approve an LEA's application with respect to only a portion of the LEA's Tier I or Tier II schools to enable the SEA to award school improvement funds to Tier I and Tier II schools across the State. Similarly, an SEA may award an LEA funds sufficient to serve only a portion of the Tier III schools the LEA requests to serve.
13. Note that the requirement in section II.B.9(a) of the SIG requirements, under which an SEA that does not serve all of its Tier I schools must carry over 25 percent of its FY 2009 SIG allocation to the following year, does not apply to FY 2010 SIG funds.

An SEA's School Improvement Grant award to an LEA must:

1. Include not less than \$50,000 or more than \$2 million per year for each participating school (*i.e.*, the Tier I, Tier II, and Tier III schools that the LEA commits to serve and that the SEA approves the LEA to serve).
2. Provide sufficient school improvement funds to implement fully and effectively one of the four intervention models in each Tier I and Tier II school the SEA approves the LEA to serve or close, as well as sufficient funds for serving participating Tier III schools. An SEA may reduce an LEA's requested budget by any amounts proposed for interventions in one or more schools that the SEA does not approve the LEA to serve (*i.e.*, because the LEA does not have the capacity to serve the school or because the SEA is approving only a portion of Tier I and Tier II schools in certain LEAs in order to serve Tier I and Tier II schools across the State). An SEA also may reduce award amounts if it determines that an LEA can implement its planned interventions with less than the amount of funding requested in its budget.
3. Consistent with the priority in the final requirements, provide funds for Tier III schools only if the SEA has already awarded funds for all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
4. Include any requested funds for LEA-level activities that support implementation of the school intervention models.
5. Apportion any FY 2009 carryover school improvement funds so as to provide funding to LEAs over three years (assuming the SEA has requested and received a waiver to extend the period of availability to September 30, 2014).

6. Use FY 2010 school improvement funds to make the first year of three-year grant awards to LEAs (unless the SEA has received a waiver of the period of availability for its FY 2010 funds). Continuation awards for years 2 and 3 would come from SIG appropriations in subsequent fiscal years.

**Appendix H**  
**KANSAS STATE DEPARTMENT OF EDUCATION**  
**Title I School Improvement Grant**  
**ESEA 1003(g)**  
**Explanation of Budget Line Items**

<b>1000 Instruction</b>	
<b>100</b>	<b>Personnel Services—Salaries</b> Instructional salaries for full & part-time certified and non-certified employees, substitute pay, & stipends.
<b>200</b>	<b>Employee Benefits</b> FICA, Group Insurance, Workman’s Compensation, etc., for personnel in line 100 above.
<b>300</b>	<b>Purchased Professional &amp; Technical Services</b> Into District: Consultants, subcontracts, mini-grants, counseling, guidance, medical and accounting services.
<b>400</b>	<b>Purchased Property Services</b> Lease, repair, maintain, & rent property & equipment, owned or used by the district.
<b>500</b>	<b>Other Purchased Services</b> Out of District: Staff travel, workshops/conference registrations, per diem, mileage, lodging, staff development.
<b>600</b>	<b>Supplies &amp; Materials</b> Items that can be consumed, worn out, or deteriorated through use. This includes software that was purchased independently of a hardware package. For Title I, this may be no more than 10% of the total allocation.
<b>700</b>	<b>Property</b> Initial, additional or replacement equipment. This includes software that was purchased as part of a hardware package. For Title I, this amount may be no more than 10% of the total allocation, or \$2,000, whichever is greater.
<b>2000 Support Services</b>	
<b>2100</b>	<b>Support Services --Students</b> Activities designed to assess and improve the well-being of students and to supplement the teaching process. Include only staff in attendance, social work services, substance abuse, guidance and health services, and parent involvement.
<b>2200</b>	<b>Support Services – Instructional Staff</b> Activities associated with assisting the instructional staff in planning, developing and evaluating the process of providing learning experiences for students. These activities include curriculum development, techniques of instruction, child development and understanding, staff

	training, etc.
<b>2300</b>	<b>Support Services (General Administration)</b> Activities concerned with the overall general administration of the program. These include all personnel and materials required to support the program. If a federal program is audited by a state auditor, the CPA audit costs may not be charged to the federal program.
<b>2329</b>	<b>Other Executive Administration Services</b> Amount of funds generated by the indirect cost rate. (i.e., general operating costs such as duplicating, postage, room rental, telephone, etc.)
<b>2400</b>	<b>Support Services</b> Activities that have been assigned in addition to the normal contract concerned with directing and managing the operation of a particular school. Examples would include extended days, Title I summer school or alternative high school.
<b>2700</b>	<b>Student Transportation Services</b> Providing transportation for students. Activities concerned with conveying students to and from school, as provided by State and Federal law. This includes trips between home and school, and trips to and from school activities. Federal funds may not be used to supplant regular transportation costs.
<b>3000 Non-Instructional Services</b>	
<b>3300</b>	<b>Community Services Operations</b> <i>Providing community services to staff or students.</i>
<b>3400</b>	<b>Student Activities</b> Providing activities associated with the students in these programs.

**Appendix I  
LEA Application Scoring Form  
SUMMARY PAGE**

**Reviewer Name:**  
**USD Name and USD #:**  
**Grant Application Name:**

Section	Points Awarded
<b>Section A: Schools to be Served</b>	/5
<b>Section B: Descriptive Information</b>	/210
<b>Section C: Budget</b>	/35
<b>Section D: Assurances</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Section E: Waivers</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>TOTAL APPLICATION SCORE</b>	/250

# LEA Grant Scoring Form

**A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.**

- 5 pts.** The LEA must identify each Tier I, Tier II and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.
- (a) the name and NCES ID # of each school along with the identification of the tier level for each school
  - (b) the intervention model that will be implemented in each school

**Scoring Rubric**

Marginal (0-1 pts.)	Somewhat Rigorous (2-3 pts.)	Most Rigorous (4-5 pts.)
<p>Identification:</p> <ul style="list-style-type: none"> <li>• List of schools is missing.</li>   <li>• Models have not been identified for each school.</li> </ul>	<p>Identification:</p> <ul style="list-style-type: none"> <li>• List of schools is provided but tiers are not designated.</li>   <li>• Some models have been identified for individual schools but the list is incomplete.</li> </ul>	<p>Identification:</p> <ul style="list-style-type: none"> <li>• List of schools are provided and correctly identified into tiers.</li>   <li>• Models of intervention have clearly been identified that will be implemented for each school.</li> </ul>

Points Awarded \_\_\_\_\_

Comments

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**B 1a: For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that – The LEA has analyzed the needs of each school and selected an intervention for each school.**

**B: DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.**

**10 pts.** Describe the needs assessment process that the school went through before selecting the Intervention Model.

**Scoring Rubric**

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
Process: <ul style="list-style-type: none"> <li>No evidence of a needs assessment process was provided.</li> <li>Process does not include all required stakeholders.</li> </ul>	Process: <ul style="list-style-type: none"> <li>Limited evidence of a needs assessment process was provided.</li> <li>Limited evidence of consultation with stakeholders regarding the needs assessment process.</li> </ul>	Process: <ul style="list-style-type: none"> <li>Substantial evidence of a needs assessment process was provided.</li> <li>Relevant stakeholders were involved in the needs assessment process.</li> </ul>

Points Awarded \_\_\_\_\_

Comments

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**15 pts.** Write a brief summary of the school's data analysis results/findings. Include:

- Achievement Data
  - School Leading Indicator Report
  - School AYP Data
  - School Report Card Data
- Perception Data
- School AYP Data
- School Report Card Data

**Scoring Rubric**

Marginal (0-5 pts.)	Somewhat Rigorous (6-10 pts.)	Most Rigorous (11-15 pts.)
Summary: <ul style="list-style-type: none"><li>• few sources of data are included.</li><li>• no summarization of the data is evident.</li></ul>	Summary: <ul style="list-style-type: none"><li>• three of the listed sources of data are included.</li><li>• summarization of data is not clear.</li></ul>	Summary: <ul style="list-style-type: none"><li>• four of the listed sources of data are included.</li><li>• a concise summarization of the data is evident.</li></ul>

Points Awarded \_\_\_\_\_

Comments

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**15 pts.** Based on the school's data analysis results, describe the root cause(s) that support the selection of an appropriate intervention model (Root Cause Analysis).

**Scoring Rubric**

Marginal (0-5 pts.)	Somewhat Rigorous (6-10 pts.)	Most Rigorous (11-15 pts.)
<ul style="list-style-type: none"> <li>No evidence of causes and contributing factors with few connections to low student achievement and/or need for schoolwide intervention.</li> </ul>	<ul style="list-style-type: none"> <li>Limited evidence of causes and contributing factors with few connections to low student achievement and/or need for schoolwide intervention.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly analysis of causes and contributing factors to low student achievement and/or need for schoolwide intervention is provided.</li> </ul>

Points Awarded \_\_\_\_\_

Comments

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**B 1b: For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that – The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively the required activities of the school intervention model it has selected.**

**15 pts.** Using the Needs Assessment results and the selected School Intervention Model, assess the district and school capacity: Elaborate on how the school used the Innovation Configuration Matrix (ICM) for Schools.

**Scoring Rubric**

Marginal (0-5 pts.)	Somewhat Rigorous (6-10 pts.)	Most Rigorous (11-15 pts.)
<ul style="list-style-type: none"> <li>Needs assessment does not address all academic areas or subpopulations in which the school is underperforming or showing regression</li> <li>Non-academic needs and associated data are not linked to conditions that impact student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Needs assessment addresses all academic areas or subpopulations in which the school is underperforming or showing regression</li> <li>Non-academic needs and associated data are generally linked to conditions that impact student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Needs assessment is comprehensive, addresses all academic areas or subpopulations in which the school is underperforming or showing regression, and addresses underlying conditions and causes for academic performance issues</li> <li>Non-academic needs and associated data are clearly and logically linked to conditions that impact student achievement</li> </ul>

Points Awarded \_\_\_\_\_

Comments

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**5 pts.** Discuss the strengths and weaknesses identified in the capacity appraisal that was done for the school using the Innovation Configuration Matrix (ICM for Schools).

**Scoring Rubric**

Marginal (0-1 pts.)	Somewhat Rigorous (2-3 pts.)	Most Rigorous (4-5 pts.)
<ul style="list-style-type: none"><li>Unclear evidence of strengths and weaknesses was provided.</li></ul>	<ul style="list-style-type: none"><li>Limited evidence of strengths and weaknesses was provided.</li></ul>	<ul style="list-style-type: none"><li>Substantial evidence of strengths and weaknesses was provided.</li></ul>

Points Awarded \_\_\_\_\_

Comments

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**10 pts.** Provide 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.

**Scoring Rubric**

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"><li>School's capacity to use school improvement funds has not been addresses or has been minimally addressed.</li></ul>	<ul style="list-style-type: none"><li>School's capacity to use school improvement funds has been addressed.</li></ul>	<ul style="list-style-type: none"><li>School's capacity to use school improvement funds has been clearly demonstrated.</li></ul>

Points Awarded \_\_\_\_\_

Comments

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**B 2: If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.**

**5 pts.**

**Scoring Rubric**

Marginal (0-1 pts.)	Somewhat Rigorous (2-3 pts.)	Most Rigorous (4-5 pts.)
<ul style="list-style-type: none"><li>LEA's attempt to explain why it lacks capacity to serve each Tier I school is unclear or does not provide sufficient reason to omit from serving school.</li></ul>	<ul style="list-style-type: none"><li>Explains why it lacks capacity to serve each Tier I school.</li></ul>	<ul style="list-style-type: none"><li>Clearly explains with supporting detail why the LEA lacks capacity to serve each Tier I school.</li></ul>

Points Awarded \_\_\_\_\_

Comments

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**B 3: The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements.**

**15 pts.** Using the needs assessment results, select the Appropriate Intervention Model. Elaborate on how the school utilized the School Intervention Model Selection Rubrics to choose a model.

**Scoring Rubric**

Marginal (0-5 pts.)	Somewhat Rigorous (6-10 pts.)	Most Rigorous (11-15 pts.)
<ul style="list-style-type: none"> <li>Selected intervention model(s) does not address the needs identified in the school(s)'s needs assessment</li> </ul>	<ul style="list-style-type: none"> <li>Selected intervention model(s) adequately addresses the needs identified in the school(s)'s needs assessment</li> </ul>	<ul style="list-style-type: none"> <li>Selected model(s) fully addresses the needs identified in the school(s)'s needs assessment</li> </ul>

Points Awarded \_\_\_\_\_

Comments

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**5 pts.** Describe why the model will be an appropriate fit for the school.

**Scoring Rubric**

Marginal (0-1 pts.)	Somewhat Rigorous (2-3 pts.)	Most Rigorous (4-5 pts.)
<ul style="list-style-type: none"><li>Rationale for model selection is unclear or is not logical</li></ul>	<ul style="list-style-type: none"><li>Rationale for model selection is logical and clear.</li></ul>	<ul style="list-style-type: none"><li>Rationale for model selection is detailed, strong, and directly links the model to the needs assessment.</li></ul>

Points Awarded \_\_\_\_\_

Comments

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**15 pts.** Describe the actions the school will take to design and implement interventions consistent with the final requirements of the grant..

**Scoring Rubric**

Marginal (0-5 pts.)	Somewhat Rigorous (6-10 pts.)	Most Rigorous (11-15 pts.)
<ul style="list-style-type: none"> <li>• Interventions are not consistently designed and implemented to meet final requirements.</li> <li>• Selected intervention model(s) does not address the needs identified in the school(s)'s needs assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Interventions are designed and implemented to be consistent with final requirements.</li> <li>• Selected intervention model(s) adequately addresses the needs identified in the school(s)'s needs assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Interventions are carefully designed and implemented with integrity to be consistent with final requirements.</li> <li>• Selected model(s) fully addresses the needs identified in the school(s)'s needs assessment</li> </ul>

Points Awarded \_\_\_\_\_

Comments

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**10 pts.** Describe the actions the school will take to recruit, screen and select external providers, if applicable to ensure their quality.

**Scoring Rubric**

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"><li>The application lacks documentation that thorough recruiting, screening and selecting of external providers was done to ensure their quality.</li></ul>	<ul style="list-style-type: none"><li>Where applicable, the application describes the recruiting, screening and selecting of external providers to ensure their quality.</li></ul>	<ul style="list-style-type: none"><li>Where applicable, the application clearly describes the recruiting, screening and selecting of external providers to ensure their quality.</li></ul>

Points Awarded \_\_\_\_\_

Comments

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**5 pts.** Describe how the school will align other resources with the interventions.

**Scoring Rubric**

Marginal (0-1 pts.)	Somewhat Rigorous (2-3 pts.)	Most Rigorous (4-5 pts.)
<ul style="list-style-type: none"><li>• Other resources are not aligned with the interventions.</li></ul>	<ul style="list-style-type: none"><li>• Other resources are aligned with the interventions to aid implementation.</li></ul>	<ul style="list-style-type: none"><li>• Other resources are carefully aligned with the interventions to aid implementation.</li></ul>

Points Awarded \_\_\_\_\_

Comments

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**5 pts.** Explain what practices or policies, if necessary, will need to be modified to enable the school to implement the interventions fully and effectively.

**Scoring Rubric**

Marginal (0-1 pts.)	Somewhat Rigorous (2-3 pts.)	Most Rigorous (4-5 pts.)
<ul style="list-style-type: none"><li>• Where necessary, changes in practices and policies have not fully taken place where these changes would enable the school(s) to implement interventions.</li></ul>	<ul style="list-style-type: none"><li>• Where necessary, practices and policies have been modified to enable the school(s) to implement interventions.</li></ul>	<ul style="list-style-type: none"><li>• Where necessary, practices and policies have been modified to enable the school(s) to implement interventions fully and effectively.</li></ul>

Points Awarded \_\_\_\_\_

Comments

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**5 pts.** Explain how the school will sustain the reforms after the funding period ends.

**Scoring Rubric**

Marginal (0-1 pts.)	Somewhat Rigorous (2-3 pts.)	Most Rigorous (4-5 pts.)
<ul style="list-style-type: none"><li>The application does not clearly describe how the reforms will be sustained after the funding period ends.</li></ul>	<ul style="list-style-type: none"><li>The application does not clearly describe how the reforms will be sustained after the funding period ends.</li></ul>	<ul style="list-style-type: none"><li>The application clearly describes how the reforms will be sustained after the funding period ends.</li></ul>

Points Awarded \_\_\_\_\_

Comments

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**B 4: The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application.**

**10 pts.**

**Scoring Rubric**

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"><li>Provides a vague timeline without delineation of the steps that will be taken to implement the selected intervention.</li></ul>	<ul style="list-style-type: none"><li>Provides a timeline for each step the LEA will take to implement the selected intervention.</li></ul>	<ul style="list-style-type: none"><li>Provides a detailed timeline delineating each step the LEA will take to implement the selected intervention.</li></ul>

Points Awarded \_\_\_\_\_

Comments

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**B 5: The LEA must describe the annual goals for student achievement on the State's assessment in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds..**

15 pts.

**Scoring Rubric**

Marginal (0-5 pts.)	Somewhat Rigorous (6-10 pts.)	Most Rigorous (11-15 pts.)
<ul style="list-style-type: none"> <li>• Goals for student achievement on the state reading/language arts and mathematics assessments are vague, insignificant, or unrealistic.</li> <li>• Goals are generic and do not address intervention models chosen</li> <li>• Objectives are not directly related to the goal, the selected intervention, or the school(s)'s needs</li> </ul>	<ul style="list-style-type: none"> <li>• Describes annual goals for student achievement on the reading/language arts and mathematics state assessments</li> <li>• There is a goal for each intervention model chosen</li> <li>• Objectives are related to the goal, selected intervention and the school(s)'s needs</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly describes significant annual goals for student achievement on the reading/language arts and mathematics state assessments</li> <li>• Goals specifically address which intervention model will be implemented at which school(s) and there is a separate goal for each intervention model chosen</li> <li>• Objectives are directly related to the goal and selected intervention and clearly address each school(s)'s needs</li> </ul>

Points Awarded \_\_\_\_\_

Comments

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**B 6: For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement, if applicable.**

- 10 pts.**
- (a) Each Tier III school that the LEA plans on serving has been identified.
  - (b) A description of the services that the LEA will provide to the school is provided.
  - (c) A description of the activities that the school will implement was provided.

**Scoring Rubric**

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<p>The grant is not clear in:</p> <ul style="list-style-type: none"> <li>• identifying the Tier III schools to be served.</li> <li>• describing the services that the LEA will provide to the Tier III schools.</li> </ul>	<p>The grant provides:</p> <ul style="list-style-type: none"> <li>• some but not all Tier III schools to be served.</li> <li>• a general description of the services that the LEA will provide to the Tier III schools.</li> </ul>	<p>The grant:</p> <ul style="list-style-type: none"> <li>• clearly identifies all Tier III schools to be served.</li> <li>• clearly and concisely describes the services that the LEA will provide to the Tier III schools.</li> </ul>

Points Awarded \_\_\_\_\_

Comments

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**B 7: The LEA must describe the goals it has established (subject to approval by SEA) in order to hold accountable its Tier III schools that receive school improvement funds.**

- 30 pts.**
- (a) Identify goals/objectives consistent with the desired outcomes and required activities. These must be specific, measurable, attainable and time-bound.
  - (b) Describe how the evaluation plan will document the effectiveness of the activities within identified schools.
  - (c) Describe how the district will use school evaluation data to determine the effectiveness of the school improvement funded activities.

**Scoring Rubric**

Marginal (0-9 pts.)	Somewhat Rigorous (10-20 pts.)	Most Rigorous (21-30 pts.)
<ul style="list-style-type: none"> <li>• The proposal fails to identify the goals/objectives to document the effectiveness of activities for individual schools.</li> <li>• The proposal fails to provide an evaluation plan, which would document the effectiveness of the activities in the schools.</li> <li>• The proposal lacks a clear description of how the LEA will determine the effectiveness of the school improvement funded activities.</li> </ul>	<ul style="list-style-type: none"> <li>• The proposal establishes overall minimum achievement expectations.</li> <li>• The proposal provides a vague evaluation plan, which would document the effectiveness of the activities in the schools.</li> <li>• The proposal provides a vague plan on how evaluation data will be used to determine the effectiveness of the school improvement funded activities.</li> </ul>	<ul style="list-style-type: none"> <li>• The proposal identifies goals/objectives, which are consistent with the desired outcomes and required activities of the grant (specific, measurable, attainable, and time-phased).</li> <li>• The proposal describes how evaluation plan will document effectiveness of the activities within the identified schools.</li> <li>• The proposal describes how the district will use school evaluation data to determine the effectiveness of the school improvement funded activities.</li> </ul>

Points Awarded \_\_\_\_\_

Comments

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**B 8: As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools. It should include:**

- 10 pts.**
- (a) A list of stakeholders who provided input.
  - (b) The process of how the stakeholders were consulted with regarding the application.

**Scoring Rubric**

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"> <li>• The grant fails to identify any stakeholders whom the LEA consulted with concerning the application and the implementation of the school improvement models in its Tier I and Tier II schools.</li> <li>• The grant fails to describe how the stakeholders were consulted with concerning the application and the implementation of the school improvement models in its Tier I and Tier II schools.</li> </ul>	<ul style="list-style-type: none"> <li>• The grant identified stakeholders whom the LEA consulted with concerning the application and the implementation of the school improvement models in its Tier I and Tier II schools, however it was not clear if these were relevant stakeholders.</li> <li>• The grant provided a vague description of the how the stakeholders were consulted with concerning the application and the implementation of the school improvement models in its Tier I and Tier II schools.</li> </ul>	<ul style="list-style-type: none"> <li>• The grant identified key stakeholders whom the LEA consulted with concerning the application and the implementation of the school improvement models in its Tier I and Tier II schools. Resumes were included to determine their relevance.</li> <li>• The grant provided a detailed description of the how the stakeholders were consulted with concerning the application and the implementation of the school improvement models in its Tier I and Tier II schools and what role they would play in the implementation of the funded activities.</li> </ul>

Points Awarded \_\_\_\_\_

Comments

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**C: BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.**

- 35 pts.** The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to –
- (a) Implement the selected model in each Tier I and Tier II school it commits to serve;
  - (b) Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools; and
  - (c) Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

**Scoring Rubric**

Marginal (0-11 pts.)	Somewhat Rigorous (12-23 pts.)	Most Rigorous (24-35 pts.)
<ul style="list-style-type: none"> <li>• Grant funds are not aligned or clearly tied to the goals, objectives, and strategies.</li> <li>• The budget does not fully support all required components of the intervention model selected.</li> <li>• Other state, local and federal funds supporting grant activities are not specified.</li> <li>• Budgeted items do not comply with supplement, not supplant, provisions of ESEA.</li> </ul>	<ul style="list-style-type: none"> <li>• Grant funds are tied to the goals, objectives, and strategies.</li> <li>• Budgeted items support all required components of the intervention model selected.</li> <li>• Other state, local and federal funds supporting grant activities are specified.</li> </ul>	<ul style="list-style-type: none"> <li>• Grant funds are clear and well defined and directly support the goals, objectives, and strategies.</li> <li>• Budgeted items are of sufficient scope and amount to ensure strategy success and full intervention model implementation.</li> <li>• Other state, local and federal funds clearly and logically support the plan.</li> <li>• All budgeted items comply with supplement, not supplant, provisions of ESEA, including Title I, Part A, §1114(a)(2)(B) and §1120A(b)</li> </ul>

Points Awarded \_\_\_\_\_

Comments

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**D: ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.**

Assurances have been checked.                      Yes    No    (Circle one.)

**E: WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.**

Waivers the LEA will implement have  
been checked.                      Yes    No    (Circle one.)

**APPENDIX K:**  
**LEA Application Scoring Form**

# LEA Grant Scoring Form

**B. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.**

**10 pts.** The LEA must identify each Tier I, Tier II and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

- (c) the name and NCES ID # of each school along with the identification of the tier level for each school
- (d) the intervention model that will be implemented in each school

**Scoring Rubric**

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<p>Identification:</p> <ul style="list-style-type: none"> <li>• List of schools is missing.</li>   <li>• Models have not been identified for each school.</li> </ul>	<p>Identification:</p> <ul style="list-style-type: none"> <li>• List of schools is provided but tiers are not designated.</li>   <li>• Some models have been identified for individual schools but the list is incomplete.</li> </ul>	<p>Identification:</p> <ul style="list-style-type: none"> <li>• List of schools are provided and correctly identified into tiers.</li>   <li>• Models of intervention have clearly been identified that will be implemented for each school.</li> </ul>

Points Awarded \_\_\_\_\_

Comments

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**B: DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.**

**B 1a: For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that – The LEA has analyzed the needs of each school and selected an intervention for each school.**

**10 pts.** Describe the needs assessment process that the school went through before selecting the Intervention Model.

**Scoring Rubric**

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
Process: <ul style="list-style-type: none"> <li>• No evidence of a needs assessment process was provided.</li> <li>• Process does not include all required stakeholders.</li> </ul>	Process: <ul style="list-style-type: none"> <li>• Limited evidence of a needs assessment process was provided.</li> <li>• Limited evidence of consultation with stakeholders regarding the needs assessment process.</li> </ul>	Process: <ul style="list-style-type: none"> <li>• Substantial evidence of a needs assessment process was provided.</li> <li>• Relevant stakeholders were involved in the needs assessment process.</li> </ul>

Points Awarded \_\_\_\_\_

Comments

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**10 pts.** Write a brief summary of the school's data analysis results/findings. Include:

- Achievement Data
  - School Leading Indicator Report
  - School AYP Data
  - School Report Card Data
- Perception Data
- School AYP Data
- School Report Card Data

**Scoring Rubric**

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
Summary: <ul style="list-style-type: none"> <li>• few sources of data are included.</li> <li>• no summarization of the data is evident.</li> </ul>	Summary: <ul style="list-style-type: none"> <li>• three of the listed sources of data are included.</li> <li>• summarization of data is not clear.</li> </ul>	Summary: <ul style="list-style-type: none"> <li>• four of the listed sources of data are included.</li> <li>• a concise summarization of the data is evident.</li> </ul>

Points Awarded \_\_\_\_\_

Comments

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**10 pts.** Based on the school's data analysis results, describe the root cause(s) that support the selection of an appropriate intervention model (Root Cause Analysis).

**Scoring Rubric**

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"> <li>No evidence of causes and contributing factors with few connections to low student achievement and/or need for schoolwide intervention.</li> </ul>	<ul style="list-style-type: none"> <li>Limited evidence of causes and contributing factors with few connections to low student achievement and/or need for schoolwide intervention.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly analysis of causes and contributing factors to low student achievement and/or need for schoolwide intervention is provided.</li> </ul>

Points Awarded \_\_\_\_\_

Comments

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**B 1b: For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that – The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively the required activities of the school intervention model it has selected.**

**10 pts.** Using the Needs Assessment results and the selected School Intervention Model, assess the district and school capacity: Elaborate on how the school used the Innovation Configuration Matrix (ICM) for Schools.

**Scoring Rubric**

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"> <li>• Needs assessment does not address all academic areas or subpopulations in which the school is underperforming or showing regression</li> <li>• Non-academic needs and associated data are not linked to conditions that impact student achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Needs assessment addresses all academic areas or subpopulations in which the school is underperforming or showing regression</li> <li>• Non-academic needs and associated data are generally linked to conditions that impact student achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Needs assessment is comprehensive, addresses all academic areas or subpopulations in which the school is underperforming or showing regression, and addresses underlying conditions and causes for academic performance issues</li> <li>• Non-academic needs and associated data are clearly and logically linked to conditions that impact student achievement</li> </ul>

Points Awarded \_\_\_\_\_

Comments

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**10 pts.** Discuss the strengths and weaknesses identified in the capacity appraisal that was done for the school using the Innovation Configuration Matrix (ICM for Schools.

**Scoring Rubric**

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"><li>Unclear evidence of strengths and weaknesses was provided.</li></ul>	<ul style="list-style-type: none"><li>Limited evidence of strengths and weaknesses was provided.</li></ul>	<ul style="list-style-type: none"><li>Substantial evidence of strengths and weaknesses was provided.</li></ul>

Points Awarded \_\_\_\_\_

Comments

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**10 pts.** Provide 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.

**Scoring Rubric**

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"><li>School's capacity to use school improvement funds has not been addresses or has been minimally addressed.</li></ul>	<ul style="list-style-type: none"><li>School's capacity to use school improvement funds has been addressed.</li></ul>	<ul style="list-style-type: none"><li>School's capacity to use school improvement funds has been clearly demonstrated.</li></ul>

Points Awarded \_\_\_\_\_

Comments

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**B 2: If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.**

**10 pts.**

**Scoring Rubric**

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"><li>• LEA's attempt to explain why it lacks capacity to serve each Tier I school is unclear or does not provide sufficient reason to omit from serving school.</li></ul>	<ul style="list-style-type: none"><li>• Explains why it lacks capacity to serve each Tier I school.</li></ul>	<ul style="list-style-type: none"><li>• Clearly explains with supporting detail why the LEA lacks capacity to serve each Tier I school.</li></ul>

Points Awarded \_\_\_\_\_

Comments

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**B 3: The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements.**

**10 pts.** Using the needs assessment results, select the Appropriate Intervention Model. Elaborate on how the school utilized the School Intervention Model Selection Rubrics to choose a model.

**Scoring Rubric**

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"> <li>Selected intervention model(s) does not address the needs identified in the school(s)'s needs assessment</li> </ul>	<ul style="list-style-type: none"> <li>Selected intervention model(s) adequately addresses the needs identified in the school(s)'s needs assessment</li> </ul>	<ul style="list-style-type: none"> <li>Selected model(s) fully addresses the needs identified in the school(s)'s needs assessment</li> </ul>

Points Awarded \_\_\_\_\_

Comments

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**10 pts.** Describe why the model will be an appropriate fit for the school.

**Scoring Rubric**

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"><li>Rationale for model selection is unclear or is not logical</li></ul>	<ul style="list-style-type: none"><li>Rationale for model selection is logical and clear.</li></ul>	<ul style="list-style-type: none"><li>Rationale for model selection is detailed, strong, and directly links the model to the needs assessment.</li></ul>

Points Awarded \_\_\_\_\_

Comments

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**10 pts.** Describe the actions the school will take to design and implement interventions consistent with the final requirements of the grant..

**Scoring Rubric**

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"> <li>• Interventions are not consistently designed and implemented to meet final requirements.</li> <li>• Selected intervention model(s) does not address the needs identified in the school(s)'s needs assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Interventions are designed and implemented to be consistent with final requirements.</li> <li>• Selected intervention model(s) adequately addresses the needs identified in the school(s)'s needs assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Interventions are carefully designed and implemented with integrity to be consistent with final requirements.</li> <li>• Selected model(s) fully addresses the needs identified in the school(s)'s needs assessment</li> </ul>

Points Awarded \_\_\_\_\_

Comments

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**10 pts.** Describe the actions the school will take to recruit, screen and select external providers, if applicable to ensure their quality.

**Scoring Rubric**

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"><li>The application lacks documentation that thorough recruiting, screening and selecting of external providers was done to ensure their quality.</li></ul>	<ul style="list-style-type: none"><li>Where applicable, the application describes the recruiting, screening and selecting of external providers to ensure their quality.</li></ul>	<ul style="list-style-type: none"><li>Where applicable, the application clearly describes the recruiting, screening and selecting of external providers to ensure their quality.</li></ul>

Points Awarded \_\_\_\_\_

Comments

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**10 pts.** Describe how the school will align other resources with the interventions.

**Scoring Rubric**

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"><li>Other resources are not aligned with the interventions.</li></ul>	<ul style="list-style-type: none"><li>Other resources are aligned with the interventions to aid implementation.</li></ul>	<ul style="list-style-type: none"><li>Other resources are carefully aligned with the interventions to aid implementation.</li></ul>

Points Awarded \_\_\_\_\_

Comments

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**10 pts.** Explain what practices or policies, if necessary, will need to be modified to enable the school to implement the interventions fully and effectively.

**Scoring Rubric**

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"><li>Where necessary, changes in practices and policies have not fully taken place where these changes would enable the school(s) to implement interventions.</li></ul>	<ul style="list-style-type: none"><li>Where necessary, practices and policies have been modified to enable the school(s) to implement interventions.</li></ul>	<ul style="list-style-type: none"><li>Where necessary, practices and policies have been modified to enable the school(s) to implement interventions fully and effectively.</li></ul>

Points Awarded \_\_\_\_\_

Comments

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**10 pts.** Explain how the school will sustain the reforms after the funding period ends.

**Scoring Rubric**

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"><li>The application does not clearly describe how the reforms will be sustained after the funding period ends.</li></ul>	<ul style="list-style-type: none"><li>The application does not clearly describe how the reforms will be sustained after the funding period ends.</li></ul>	<ul style="list-style-type: none"><li>The application clearly describes how the reforms will be sustained after the funding period ends.</li></ul>

Points Awarded \_\_\_\_\_

Comments

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**B 4: The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application.**

10 pts.

**Scoring Rubric**

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"><li>Provides a vague timeline without delineation of the steps that will be taken to implement the selected intervention.</li></ul>	<ul style="list-style-type: none"><li>Provides a timeline for each step the LEA will take to implement the selected intervention.</li></ul>	<ul style="list-style-type: none"><li>Provides a detailed timeline delineating each step the LEA will take to implement the selected intervention.</li></ul>

Points Awarded \_\_\_\_\_

Comments

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**B 5: The LEA must describe the annual goals for student achievement on the State’s assessment in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds..**

10 pts.

**Scoring Rubric**

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"> <li>Goals for student achievement on the state reading/language arts and mathematics assessments are vague, insignificant, or unrealistic.</li> <li>Goals are generic and do not address intervention models chosen</li> <li>Objectives are not directly related to the goal, the selected intervention, or the school(s)’s needs</li> </ul>	<ul style="list-style-type: none"> <li>Describes annual goals for student achievement on the reading/language arts and mathematics state assessments</li> <li>There is a goal for each intervention model chosen</li> <li>Objectives are related to the goal, selected intervention and the school(s)’s needs</li> </ul>	<ul style="list-style-type: none"> <li>Clearly describes significant annual goals for student achievement on the reading/language arts and mathematics state assessments</li> <li>Goals specifically address which intervention model will be implemented at which school(s) and there is a separate goal for each intervention model chosen</li> <li>Objectives are directly related to the goal and selected intervention and clearly address each school(s)’s needs</li> </ul>

Points Awarded \_\_\_\_\_

Comments

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**B 6: For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.**

- 10 pts.**
- (a) Each Tier III school that the LEA plans on serving has been identified.
  - (b) A description of the services that the LEA will provide to the school is provided.
  - (c) A description of the activities that the school will implement was provided.

**Scoring Rubric**

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<p>The grant is not clear in:</p> <ul style="list-style-type: none"> <li>• identifying the Tier III schools to be served.</li> <li>• describing the services that the LEA will provide to the Tier III schools.</li> </ul>	<p>The grant provides:</p> <ul style="list-style-type: none"> <li>• some but not all Tier III schools to be served.</li> <li>• a general description of the services that the LEA will provide to the Tier III schools.</li> </ul>	<p>The grant:</p> <ul style="list-style-type: none"> <li>• clearly identifies all Tier III schools to be served.</li> <li>• clearly and concisely describes the services that the LEA will provide to the Tier III schools.</li> </ul>

Points Awarded \_\_\_\_\_

Comments

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**B 7: The LEA must describe the goals it has established (subject to approval by SEA) in order to hold accountable its Tier III schools that receive school improvement funds.**

- 10 pts.** (a) Identify goals/objectives consistent with the desired outcomes and required activities. These must be specific, measurable, attainable and time-bound.
- (b) Describe how the evaluation plan will document the effectiveness of the activities within identified schools.
- (c) Describe how the district will use school evaluation data to determine the effectiveness of the school improvement funded activities.

**Scoring Rubric**

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"> <li>• The proposal fails to identify the goals/objectives to document the effectiveness of activities for individual schools.</li> <li>• The proposal fails to provide an evaluation plan, which would document the effectiveness of the activities in the schools.</li> <li>• The proposal lacks a clear description of how the LEA will determine the effectiveness of the school improvement funded activities.</li> </ul>	<ul style="list-style-type: none"> <li>• The proposal establishes overall minimum achievement expectations.</li> <li>• The proposal provides a vague evaluation plan, which would document the effectiveness of the activities in the schools.</li> <li>• The proposal provides a vague plan on how evaluation data will be used to determine the effectiveness of the school improvement funded activities.</li> </ul>	<ul style="list-style-type: none"> <li>• The proposal identifies goals/objectives, which are consistent with the desired outcomes and required activities of the grant (specific, measurable, attainable, and time-phased).</li> <li>• The proposal describes how evaluation plan will document effectiveness of the activities within the identified schools.</li> <li>• The proposal describes how the district will use school evaluation data to determine the effectiveness of the school improvement funded activities.</li> </ul>

Points Awarded \_\_\_\_\_

## Comments

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**B 8: As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools. It should include:**

- 10 pts.** (a) A list of stakeholders who provided input.  
 (b) The process of how the stakeholders were consulted with regarding the application.

**Scoring Rubric**

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"> <li>The grant fails to identify any stakeholders whom the LEA consulted with concerning the application and the implementation of the school improvement models in its Tier I and Tier II schools.</li> <li>The grant fails to describe how the stakeholders were consulted with concerning the application and the implementation of the school improvement models in its Tier I and Tier II schools.</li> </ul>	<ul style="list-style-type: none"> <li>The grant identified stakeholders whom the LEA consulted with concerning the application and the implementation of the school improvement models in its Tier I and Tier II schools, however it was not clear if these were relevant stakeholders.</li> <li>The grant provided a vague description of the how the stakeholders were consulted with concerning the application and the implementation of the school improvement models in its Tier I and Tier II schools.</li> </ul>	<ul style="list-style-type: none"> <li>The grant identified key stakeholders whom the LEA consulted with concerning the application and the implementation of the school improvement models in its Tier I and Tier II schools. Resumes were included to determine their relevance.</li> <li>The grant provided a detailed description of the how the stakeholders were consulted with concerning the application and the implementation of the school improvement models in its Tier I and Tier II schools and what role they would play in the implementation of the funded activities.</li> </ul>

Points Awarded \_\_\_\_\_

Comments

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**C: BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.**

**10 pts.** The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to –

- (d) Implement the selected model in each Tier I and Tier II school it commits to serve;
- (e) Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools; and
- (f) Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

**Scoring Rubric**

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"> <li>• Grant funds are not aligned or clearly tied to the goals, objectives, and strategies.</li> <li>• The budget does not fully support all required components of the intervention model selected.</li> <li>• Other state, local and federal funds supporting grant activities are not specified.</li> <li>• Budgeted items do not comply with supplement, not supplant, provisions of ESEA.</li> </ul>	<ul style="list-style-type: none"> <li>• Grant funds are tied to the goals, objectives, and strategies.</li> <li>• Budgeted items support all required components of the intervention model selected.</li> <li>• Other state, local and federal funds supporting grant activities are specified.</li> </ul>	<ul style="list-style-type: none"> <li>• Grant funds are clear and well defined and directly support the goals, objectives, and strategies.</li> <li>• Budgeted items are of sufficient scope and amount to ensure strategy success and full intervention model implementation.</li> <li>• Other state, local and federal funds clearly and logically support the plan.</li> <li>• All budgeted items comply with supplement, not supplant, provisions of ESEA, including Title I, Part A, §1114(a)(2)(B) and §1120A(b)</li> </ul>

Points Awarded \_\_\_\_\_

## Comments

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**D: ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.**

Assurances have been checked.      Yes   No   (Circle one.)

**E: WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.**

Waivers the LEA will implement have been checked.      Yes   No   (Circle one.)



**APPENDIX L:**  
**Sample**  
**District Effectiveness Appraisal**  
**Final Report**

December | 09

# Needs Analysis of Liberal School District – USD 480

Conducted by and for the Kansas State Department of  
Education's Learning Network

## I. Introduction

In September 2008, the Kansas State Department of Education (KSDE) contracted with Cross & Joftus, LLC to implement a model for working with KSDE and five Kansas districts—Garden City, Kansas City, Topeka, Turner, and Wichita—struggling to demonstrate adequate yearly progress (AYP).

In 2009, this model, the Learning Network, was expanded to reach all 17 Kansas districts not making AYP, including Liberal School District, USD 480.

The rationale for the Learning Network is that districts struggling to demonstrate AYP need a combination of support and pressure to make difficult changes that will result in higher overall levels of student achievement and a narrowing of achievement gaps. Unfortunately, there is no “silver bullet” for making improvements, and the KSDE has finite capacity to help. Districts and the KSDE, however, can make significant progress if they think and act systemically, focus resources and energy on improving the teaching and learning process, and work collaboratively and with support from an external “critical friend.”

The goal, then, of the Learning Network is to improve school and district quality and increase student achievement through a collaborative, organization-development approach focused on applying systems theory and using data effectively.

One of the first activities in pursuit of this goal is to conduct a needs assessment of KSDE and all participating districts, focused on their ability to foster and sustain a school improvement process. The needs analysis encompasses an analysis of student achievement and other data; surveys of teachers, principals, and district administrators; and three-day site visits<sup>20</sup> that include interviews and focus groups with students, parents, civic leaders, teachers, academic coaches, principals, district administrators, and board members as well as classroom observations using a process designed by Cross & Joftus called Kansas Process for Advancing Learning Strategies for Success (K-PALSS). All needs assessment activities are designed to both produce findings leading to recommendations for technical assistance and to train school and state officials to do their own needs assessments and classroom observations in the future.

The site visits conclude with a debriefing conducted by Cross & Joftus for the district’s leadership that includes a presentation of some preliminary findings. This report presents all findings and represents the culmination of the needs assessment for Liberal School District, USD 480 (referred to throughout the report as the district or Liberal).

Situated on the southern border of Kansas, Liberal lies right next to the Oklahoma panhandle, just under an hour’s drive from Texas. The largest employers in town include National Beef—a meat-packing plant that employs approximately 3,200 people, out of a

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<sup>20</sup> The site visit for Liberal occurred November 17-19, 2009.

total population of around 21,000—Seward County Community College, and Liberal School District.

Liberal enrolled just over 4,600 students in 2009. Approximately 68.5% of students are identified as Hispanic, 22% as White, 4% as African-American, and 5.5% as “other.” More than 71% of students are classified as economically disadvantaged, and more than 46% have been designated as English Language Learners—both of these figures have increased by 10 percentage points in the last five years.

The district faces a number of challenges. Student achievement scores for most subgroups of students are far below state averages, and there are significant achievement gaps between White students and other groups of students. In 2009, the “all-student” category failed to demonstrate AYP in reading, and Hispanic students failed to demonstrate AYP in both reading and math, as did students eligible for free and reduced priced meals. Only 61.5% of Hispanic students demonstrated proficiency in reading, below the state benchmark of 76.7%, and 58.2% demonstrated proficiency in math, below the state benchmark of 70.5%. African-American students’ scores and students with disabilities’ scores are far below state benchmarks as well. The district’s graduation rate—75.3% in 2008—is also well below the state average of 89.5%.

Beyond these challenges, the district has an aging building infrastructure, and many schools appear to be in need of substantial upgrades. Earlier in the year, Liberal failed to pass a bond issue, and more recently, a resolution to increase the district’s capital outlay—so upgrades will have to wait. Partly as a result, it appears that community members and teachers, among others, have lost faith in the board’s leadership.

In the face of these challenges, however, Liberal has a number of strengths. The district appears to have a strong administrative team, whose members work well together and appear committed to change. The team appears to have broad support at the principal level, an essential ingredient for success. Liberal recently implemented a new strategic plan, which provides guidance for the district’s work and initial benchmarks to assess progress, and a comprehensive reform strategy, which shows promise despite some teacher concerns. And, despite bond and capital outlay failures, the district’s budget appears to be well-managed.

To increase achievement and eliminate achievement gaps—and address the other challenges mentioned above—Liberal must continue to refine and fully implement the new strategic plan. The district must also build a new board culture and work diligently to regain the faith of the community. And Liberal must bridge substantial cultural gaps.

The report elaborates on these strengths and challenges in the Findings section below. Detailed recommendations about how to address them can be found in the section titled Recommendations for Technical Assistance.

## II. Findings

Findings from the needs assessment of Liberal are summarized below in the areas of Leadership; Empowering Culture and Human Capital; and Curriculum, Assessment, Instruction, and Professional Development.

### Leadership

“When we wanted to fix something, we would try a new program or a new technology. We were ignoring how teachers were doing in the classroom.” —*Board member*

Over the last two years, Liberal has reoriented its approach to educational change. Driven by the recognition that students were substantially underperforming, the district has moved toward what appears to be a much more coherent approach to improvement.<sup>21</sup> Liberal has transitioned from a model built largely on school-based management—which encouraged the development of multiple approaches to curricula, instruction, and assessment—to an overarching district-wide reform strategy.

This new strategy is connected to several leadership strengths in Liberal:

- The new approach—tied primarily to Literacy First—grew in part out of Liberal’s completion of a District Improvement Plan, and a Title III addendum,<sup>22</sup> which in turn led to the creation of a new strategic plan, Chalk Lines. All of these planning processes appear to have been decidedly positive factors in creating a unified improvement strategy for the district. By focusing on accountability and implementation, the district was able to narrow the focus of its efforts and begin to implement a more coherent approach to reform.
- The district appears to have a strong administrative team and strong leadership at the principal level. District leaders appear to work well together and to function as an effective team. This has helped the district create a unified improvement strategy.
- The district administrative team has participated in “intensive” leadership training with the intent of ensuring that leadership meetings are focused on instructional

<sup>21</sup> For an excellent discussion of coherence, theory of change, and the need to focus on the instructional core, see Childress, S., Elmore, R., Grossman, A., and King, C. (2007). *Note on the PELP Coherence Framework*. Public Education Leadership Project at Harvard University. Also City, E., Elmore, R., Fiarman, S., and Teitel, L. (2009). *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning*. Harvard Education Press.

<sup>22</sup> Title III provides funding to support services for English Language Learners and immigrant students. For more information about Kansas services, see:

<http://www.ksde.org/Default.aspx?tabid=350>, accessed December 8, 2009.

issues. In addition to reorienting the focus in meetings—from an administrative focus to an instructional focus, the training has also enabled district leaders to identify what’s working and to reference “at least two positive encounters” they have had since the last meeting. These strategies appear to be enhancing leaders’ abilities to work together effectively as a team.

- In developing and implementing the new and more systemic approach to change, district leaders appear to have done a very effective job of “protecting” principals and instructional coaches, allowing instructional coaches to coach staff, for example, as opposed to perform administrative duties. Principals in focus groups expressed support for the district’s new approach and appreciation for leadership’s willingness to “take the heat” for instituting the new approach. They noted that they are able to spend more time in classrooms and are beginning to see themselves as instructional leaders.

“We spend more time in the classroom everyday.” – *Principal*

- The district appears committed to “staying the course” as it implements the reform strategy over the long-term. Though Literacy First was introduced to teachers and building leaders in the spring of 2009, district leaders recognize that change is difficult, and that they must remain committed to the strategy for the foreseeable future.

Despite commitment to a more comprehensive approach to change, however, there are several leadership challenges that must be addressed as Liberal moves forward with implementation:

- One overriding finding of the needs assessment is that trust and faith in the Liberal Board of Education—and more generally, in the district’s leadership—has been undermined as a result of recent activities related to bond and capital outlay votes (in the spring and fall of 2009, respectively):

“The school board is not trusted now at all.” –  
*Community member*

- With what appeared to be broad community input through a 43-member Blue Ribbon Committee, the district attempted to pass a bond issue last spring, part of which would have enabled Liberal to receive matching state funds to repair high school athletic facilities and add new improvements at a number of schools in the district. The bond failed—a community survey issued after the failure indicated that the economy and the focus on funding for athletic facilities in tight economic times drove no votes—and the district decided to go ahead with athletic improvements (which it had already largely budgeted for, but had hoped to supplement with matching funds). Though many people we spoke with acknowledged that the district planned to move forward with

athletic improvements anyway—and communicated this in community forums before the vote—there appears to be a perception in the larger community, and amongst many teachers and other stakeholders, that the district, and especially the board, did not listen to the community or act in good faith after the bond failed.

- In the fall, the district attempted to pass a resolution that would have allowed it to increase the capital outlay. Voter turnout was low, and this resolution failed as well. As a result, the district is in a very tight budget situation and many facilities that need upgrades—larger classroom space, restrooms, new gyms, etc—may not receive those upgrades for some time.
- Moreover, the board of education does not appear to be operating at the policy level, and this is further undermining the leadership of the board and superintendent. In focus groups, both board members and district leaders pointed out that board meetings often focused on administrative details, as opposed to larger strategic and policy issues. Though board members were “aware of the strategic plan,” for example, they do not appear to be using it to guide decision-making on a regular basis or to assess the district’s progress toward improvement.
- Once the district began to identify an overarching reform strategy, district leaders made the decision to select the Literacy First approach and to implement it rapidly beginning in the fall of 2009-10. This decision and the way in which it was communicated appear to have created considerable resentment on the part of many Liberal teachers. Teachers in focus groups and in the Cross & Joftus survey reported feeling “taken by surprise,” “overwhelmed,” and “underappreciated.” In part, these concerns typify reactions to large-scale change. This district must deal with them, however, as it moves forward.
- Additionally, many of the district’s more seasoned educators expressed cynicism about the district’s commitment to the Literacy First approach over the long-term. Principals, however, appear supportive. The district must build on that support—and the emerging support of teachers who see the benefits of the Literacy First approach—to address concerns and work with educators throughout the system to repair damage and gain buy-in and support.
- Though Liberal has embarked on a comprehensive approach to change, the district does not appear to have an explicit, clearly articulated theory of action.<sup>23</sup> This will become especially problematic as the

“We try everything that comes down the pike.” –  
*Teacher*

“Literacy First is just another program. We will get rid of it in a few years.” –*Teacher*

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<sup>23</sup> See the Public Education Leadership Project’s explanation of the importance of having an explicit theory of action: “In order to achieve their mission of increased performance of all students regardless of race, class, or prior academic performance, leaders in public school districts should develop theories of action about how to strengthen the instructional core. For example, a

district moves beyond Literacy First and the reading curriculum, to ensure improvement in mathematics and other subjects.

- The development of principals as instructional leaders appears to be uneven. Though the district has worked hard to create time and space for principals to fill this role, principals in focus groups report that they still spend a great deal of time on administrative work. The district must continue to create a culture of professional learning throughout Liberal, and to ensure that principals have the support (administrative and otherwise) they need to focus more of their time and intellectual energy on becoming effective instructional leaders.
- The district does not yet appear to be using data consistently or systematically to guide decision-making. For example, though teachers in focus groups had heard of the DISK data system, only one teacher had actually used the system. By tracking individual student data over time, the system promises to be a very powerful tool for measuring progress and helping to define instructional and professional development needs. The district, however, must ensure that teachers and principals have the tools they need to use the system effectively.

## Empowering Culture and Human Capital

Liberal appears to have done considerable work over the past few years to create an empowering culture and to strengthen human capital in the district:

- The district has supported Capturing Kids Hearts training for administrators, faculty, and staff to help them learn how to work with each other and with students to build “positive, productive, and trusting relationships.” As part of this approach, teachers and students at the high school level sign short agreements (outlining, for example, how they want to be treated by the teacher, and how they will treat the teacher) at the beginning of the year, committing them to work together effectively. Several students mentioned that though they appreciated the agreements, many are identical from class to class. As a result, they may not be taken seriously by students—and perhaps some teachers. The district should look at how it can deepen the meaning of this process over students’ school careers.
- As a part of the Capturing Kids Hearts program, Liberal offers and encourages all high school students to take a leadership course designed to help students “build personal responsibility and leadership skills through role plays, group activities,

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number of districts believe deeply that high quality professional development for teachers is the most highly-leveraged way to improve student performance. They articulate their theory of action as: *The most direct way to increase student learning is to improve teachers’ instructional practice. Therefore, if we help all teachers improve their instructional practice, then we will accomplish high levels of achievement for all students* (italics in original).” Childress, S., Elmore, R., Grossman, A., and King, C. (2007). *Note on the PELP Coherence Framework*. Public Education Leadership Project at Harvard University.



speeches, and projects.” This program appears to be well liked by students and teachers alike.

- The district is working to create high expectations for every student, through programs such as AVID, as well as a substantial number of AP classes, which are open to all high school students. Liberal recently added a third AVID class at the high school to reach more students who might not otherwise attend college. In addition, AP class enrollment and the number of students taking AP tests have increased. AP test scores remain low, however, suggesting that the district needs to review how courses are being taught and how students are being prepared.<sup>24</sup>
- A few years ago, the district created a dual-immersion school—McDermott Elementary—and did extend the dual immersion program to Sunflower Intermediary in 2009-10. McDermott has received state recognition for its work, and the dual-immersion approach holds promise for bridging cultural differences and improving language skills. Liberal also encourages teachers throughout the district to obtain ESL endorsement, though this policy may be endangered by the overall budget situation.
- The district has made a concerted effort to ensure that its teachers are well paid. According to administrators, Liberal teacher salaries are in the top 6% of teacher salaries in Kansas, and they are much higher than average incomes in some neighboring states, such as Oklahoma.
- There is also a focus on teacher recruiting and retention. Funds are set aside to support recruiting of highly qualified teachers, and administrators travel to recruiting fairs in several adjacent states. New teachers are also supported through a teacher mentoring program.
- Principals are empowered to select their own teachers and staff members. This is an important management tool, and one that helps to foster distributed leadership.

In addition to these strengths, however, Liberal faces several significant challenges in the areas of empowering culture and human capital.

- There is currently a cultural disconnect between the student population and the community, on the one hand, and the board, district leadership, building leaders, and the majority of teachers, on the other hand. Over the past several years, Liberal’s student population has shifted from a majority White population to a majority Latino population. This population shift—and the emergence of racial,

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<sup>24</sup> Though the total number of students taking AP exams increased from 32 in 2005 to 151 in 2009, only 12 exams out of a total of 151 given received scores of 4 or higher; 93 exams received a score of 1; 33 a score of 2; and 13 a score of 3.

cultural, and generational differences—has created communications as well as cultural gaps in the district:

- Though the majority of students identify as Hispanic—including more than 40% who are English Language Learners—very few district administrators and teachers are Hispanic, and there are no Hispanic board members. Additionally, outside of the dual-immersion school, there appears to be only a handful of bilingual teachers.
- There are also perceptions in the district that some community members—especially older members of the community—may not be willing to support bond issues because they don't see Liberal's students as "their students" or perhaps as the community's future.
- Though Liberal has a family resource center, an intake center, and a parent coordinator, many families appear to remain largely disconnected from the district. Parents attend parent-teacher conferences and activities when their children are performing or participating in sports; otherwise, however, parent engagement appears to be low. Focus group participants noted, for example, that there was very low attendance at meetings sponsored by the district prior to the bond vote.
- The district does not have a coordinated approach to expanded learning opportunities, one of the most promising strategies for increasing student achievement and family involvement in high-poverty schools.<sup>25</sup> While there are a number of afterschool and out-of-school programs in the community, they don't appear to be coordinated or to work in partnership with the district. Additionally, when principals in focus groups were asked where their students went after school, many noted that even eight and nine year old children "went home alone, to supervise younger children." A few years ago, Liberal had a 21<sup>st</sup> Century Community Learning Centers grant that funded several afterschool programs. When the grant period ended, the district determined that the program was not effective and decided to reallocate the resources to hire and train instructional coaches. There still appears to be a significant need for out-of-school time support, however.
- Transitions are challenging for students, families, teachers, and administrators. A number of years ago, to cope with overcrowding and ensure that the needs of all students were met at the appropriate developmental levels, the district divided the school system into four levels—elementary, intermediary, middle, and high school. As a result, students move between schools every few years, and there are

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<sup>25</sup> For more information on this approach, see Little, P. (2009). *Supporting Student Outcomes Through Expanded Learning Opportunities*. Cambridge, MA: Harvard Family Research Project. See also, Deich, S. (2009). *Using Expanded Learning to Support School Reforms: Funding Sources and Strategies*. Bethesda, MD: Cross & Jofus, LLC.

“achievement dips” at each transition. Each school (and level) has its own culture, and cultural transitions are difficult. The district’s integrated approach to improvement can help with transitions, but this will require a focused effort and considerable support.

- Liberal does not have a dedicated HR director. Since no one is clearly charged with this task, it may be difficult to pay sufficient attention to recruiting and retention priorities.
- Many district facilities are in need of substantial improvement. The district appointed a task force to look at facilities issues in the wake of the failed bond and resolution votes. The work of this task force will be crucial over the next couple years.
- Heat and cooling in all buildings is centrally controlled by the district. Though teachers are able to have some control over the thermostat in their rooms, control is very limited. Some teachers and principals in focus groups noted that students had to keep coats on during classes. This lack of control appears frustrating for teachers and building administrators alike.

“I have to have portable heaters in the room just to prevent the kids and me from losing feeling in our hands and feet.” –*Teacher*

## **Curriculum, Assessment, Instruction, and Professional Development**

Findings related to the areas of Curriculum, Assessment, Instruction, and Professional Development are based upon a comparative analysis of information from the following three sources: (1) student achievement data; (2) perceptions identified by Liberal educators on surveys of educational practices, and by representatives from all constituent groups during focus groups and interviews; and (3) data collected during 65 classroom visits, which document to what extent effective teaching/learning practices are being implemented.

More detail about the data collected during classroom visits using the K-PALSS (Kansas Process for Advancing Learning Strategies for Success) process can be found in the Appendix of this report.

### ***Curriculum***

The Kansas curriculum standard requires the school/district to develop and implement a curriculum that is rigorous, intentional, and aligned with state standards. Liberal has

successfully designed and is in the process of implementing a reading curriculum that is intentional and aligned with state standards. The selection of the Literacy First program<sup>26</sup> appears to be putting the district on the right track (if implemented with fidelity) and provides a common focus for the district that, among other things, can help with communication. Additionally, the AVID program provides a common focus on practices for increasing rigor at the senior high school level.

There are several other positive signs as well:

- At the high school, the AVID program is pushing students—who might not otherwise have access or encouragement—to take more high-level classes.<sup>27</sup>
- Sixty students are enrolled in the alternative high school program, which focuses on drop-out prevention and recovery. Last year, 24 students graduated from the program.
- There is also an after-school credit recovery program and coordination with the local community college that allows students to enroll concurrently. Students, however, can only take 24 concurrent hours in high school.

Liberal's primary challenge lies in implementing a rigorous curriculum with fidelity and consistency across the district. There are several issues embedded in this challenge:

- Successful implementation requires 1) monitoring and specific feedback to teachers by principals, instructional coaches, and consultants, and 2) successful development of learning communities and team teaching practices within schools. At present, though the district is working to develop a process to ensure accountability, consistency of implementation, and effectiveness of communication—especially in relation to implementation of the reading curriculum, Liberal has not yet fully or consistently implemented this process, and it does not appear to have been extended to the rest of curriculum or the high school. Additionally, teachers in focus groups expressed concern about the extent of change in the district over the last several years. There is some cynicism, especially among more seasoned teachers in the district, that the district's commitment to Literacy First will not last.
- Given the demographics of the district, special attention must be paid to meeting the needs of ELL students if achievement goals are to be met.

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<sup>26</sup> In addition to Literacy First, the district is also implementing AVID, Thinking Maps, Four/Big Building Blocks, Study Island, Easiteach (on smart boards), Star Math, Math Facts in a Flash, Lexia, White from the Beginning/Future, Capturing Kids Hearts, and CKH Administrator training in building high-performance teams.

<sup>27</sup> Advanced placement courses currently given include Spanish, U.S. History, Human Geography, Biology, Calculus, and Statistics. In 2010-11, the district plans to add English, European History, and Environmental Science.

- The district appears to be assuming that successful changes brought about by Literacy First will also foster increases in math achievement. Although it is reasonable to assume that Literacy First will have a positive impact on those areas of math achievement that depend on reading skills, it cannot and was not designed to ameliorate other problems related to math achievement. The district needs to monitor progress in math achievement carefully and will need to address math curriculum implementation needs directly.
- There is no writing component in Literacy First, and the Literacy First consultants differ in their beliefs as to whether it is allowable to teach writing during the reading block or not. Writing is tested beginning with the 5<sup>th</sup> grade state assessments. Teachers in many schools do not know how to fit writing into the schedule, and they get different advice from different Literacy First consultants. According to comments made during focus groups conducted with teachers, “Literacy First consultants are on different pages.”
- According to the Director of Special Education, special education teachers use Lexia reading and manipulative sets for teaching and re-teaching necessary core instruction skills, supporting Literacy First and math. Administrators identify which interventions will be used. It is unclear what role the SIT teams play in determining necessary interventions.
- Communication systems regarding curriculum, especially as they relate to special education, appear to vary considerably by building. According to the Director of Special Education, in elementary schools, special education teachers are involved in PLCs; in high school, department heads foster curriculum-related communication. Teachers communicate with parents via emails, written notes, and visits; they also talk with parents at two parent/teacher conferences per year. The Special Education Director communicates with special education professionals via walk-throughs, emails, and visits. There does not appear to be an overarching communication system.

## **Assessment**

According to state standards, schools should utilize multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Liberal exhibits a number of strengths in this area. The district has put multiple evaluation and assessment strategies<sup>28</sup> into place. It has also developed and is beginning

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<sup>28</sup> Early Reading, Measures of Academic Progress (MAP), Benchmark Assessments, Explore, Kansas State Assessments in Math, Reading and Science, Kansas English Language Proficiency Assessment (KELPA), and My Data First (tracks mastery through formative assessments in phonological awareness, phonics, fluency and comprehension).

to implement a new data information system (DISK) designed to track student data longitudinally. This system is available to teachers and administrators.

Despite the existence of multiple assessments and a longitudinal tracking system, however, the district is not yet using these tools systematically to inform instruction. The district's data-based decision-making process appears to be functioning at the administrative level but has not yet been implemented at the school level.

This implementation challenge is evident on several levels:

- The district has successfully selected a research-based process (MTSS and special education comprehensive assessments<sup>29</sup>) to produce thoughtful assessment of students experiencing difficulties through the Student Intervention Teams (SIT) in each school. However, the functioning of these teams, particularly as they relate to timely special education evaluations, appears to be a source of frustration for many teachers and interventionists:
  - SIT teams function inconsistently across schools—from one school whose SIT team meets once a week, to another school that has no SIT team.
  - Students whose SIT teams have referred them for initial special education evaluation have had to wait six months to two years to get those evaluations, even though state policy says that “When teams conducting general education interventions **begin to question** whether the child might be a child with an exceptionality, or when the team begins to question whether the child might need special education and related services, then a referral for an initial evaluation needs to be considered,” and that “Kansas has established a **60 school-day timeline** consistent with federal regulations (K.A.R. 91-40-8(f); 34 C.F.R.300.301(c)). The timeline for conducting the initial evaluation starts upon receipt of written parental consent to conduct the evaluation, and ends with the implementation of an IEP if the child is found eligible for special education (emphasis added).”<sup>30</sup>

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<sup>29</sup> Wechsler Intelligence Scale for Children 4th Edition, Differential Abilities Scale, 2<sup>nd</sup> Edition, Woodcock-Johnson Tests of Achievement and Key Math. Other cognitive measures include the Stanford-Binet, version 5; Universal Nonverbal Intelligence Test; Wechsler Nonverbal Scale of Ability; Wechsler Adult Intelligence Scale 3<sup>rd</sup> edition; Test of Nonverbal Intelligence; Bracken Basic Concepts Scale Revised Edition; Young Children's Achievement Test; and Wechsler Individual Achievement Test. Behavior measures include Behavior Assessment System for Children, 2<sup>nd</sup> Edition; Conners 3; Brown ADD and Vineland-II. Developmental testing included use of Transdisciplinary Play-Based Assessment. Speech and language assessment tools include the Pre-School Language Scale; Hodson Transdisciplinary Play Based Assessment; Expressive One Word Picture Vocabulary Test; Receptive One Word Picture Vocabulary Test; Test of Language Development; WORD; Goldman-Fristoe Test of Articulation; and, when needed, the Stuttering Severity Instrument; Clinical Evaluation of Language Functioning; and Arizona Articulation Proficiency Scale.

<sup>30</sup> KSDE. *Kansas Special Education Process Handbook*. <http://www.ksde.org>, accessed 11/21/09

- The delays in getting students evaluated and placed for special education appear to have led to considerable frustration on the part of SIT team members and teachers. As a result, coordinators and teachers have quit their SIT teams and, at the high school, it has become difficult to recruit teachers for the SIT team.
  - To determine the appropriate state assessment for students with disabilities, special education staff use the state form to assess the preponderance of evidence. It is unclear, however, to what extent special education staff work with SIT teams in various buildings to determine appropriate assessments.
  - Some psychologists appear to function as gatekeepers rather than SIT team members, blocking evaluations and placement decisions so that as one teacher put it (and others concurred), “no amount of information is ever enough” and they exercise veto power over team decisions.
  - Some key staff report being overloaded with responsibilities. For example, at the high school, one person we met with served as the testing, SIT, and 504 coordinator, as well as overseeing freshmen. She said she spends 80% of her time supervising testing, so she cannot adequately oversee the SIT process. Though this person has left the district since the needs assessment took place, Liberal must ensure that others don’t become overloaded with responsibilities as well.
- Instructional coaches observed that it is hard for a classroom teacher to both teach and collect data on student behavior. They suggest that someone else observe students.
  - New benchmark tests were created over the summer, using curriculum guides that were written five or six years ago. Teachers noted that they did not have input into the tests and that the tests did not match the curriculum as it is taught now. The Director of Assessment sees the mismatch as an opportunity to update the curriculum.

## ***Instruction***

Table 1 presents the results from a survey of teachers (response rate 44%) and principals (response rate 40%) administered online by Cross & Joftus.<sup>31</sup> Instructional strategies that principals and teachers *believe* are most strongly evident and are least evident, are highlighted below. Additional instructional strengths and challenges are identified later in this section. **Please note that since the estimated response rate was less than 50%, responses should be interpreted with caution.**

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<sup>31</sup> Response rates are based on total estimated numbers of principals and teachers.



In general, principals participating in the survey identified a number of sound instructional strategies as strongly evident. The sound instructional strategies that *principals* believe are most ***strongly evident*** in their schools include:

- administrators, academic coaches, or teacher leaders monitor instructional practices and provide meaningful feedback to teachers (cited as strongly evident by 88% principals and as minimally evident or not evident by 0%)
- creating safe, orderly, and supportive learning environments (cited by 75% of principals as strongly evident and 0% as not evident or minimally evident)
- meeting regularly on school-based learning teams to plan instruction and assessment (cited by 75% of principals as strongly evident and by 0% as minimally evident or not evident).
- using data from class, school, districts, and state assessments to determine results-based staff development (cited as strongly evident by 75% of principals and not evident or minimally evident by 0%)
- empowering students to participate in research-based instructional practices that assist them in learning the curriculum, meeting rigorous academic standards, and preparing for assessments (cited as strongly evident by 62% of principals and not evident or minimally evident by 0%).

The sound instructional strategy that *principals* indicated was ***least evident*** was:

- empowering students to use data to monitor their own progress (cited by 25% of principals as strongly evident and by 38% as minimally evident or not evident).

Principals were ***evenly divided*** on two strategies:

- providing adequate resources (human, fiscal, and physical), incentives, and interventions to support teacher and administrator learning (cited by 12% of principals as strongly evident and by 12% as minimally evident or not evident)
- fostering collegial relationships with families, school personnel, and the larger community to support students' learning and well being (cited by 12% of principals as strongly evident and by 12% as minimally evident or not evident).

In general, teachers are less optimistic about the use of sound instructional practices. The sound instructional strategies that *teachers* believe are most ***strongly evident*** in their schools include:

- creating safe, orderly, and supportive learning environments (cited as strongly evident by 60% of teachers and not evident or minimally evident by 6%)
- providing equitable opportunities to learn that are based on respect for high expectations, development levels, and adaptations for diverse learners (cited as strongly evident by 54% of teachers and not evident or minimally evident by 13%)
- empowering students to participate in research-based instructional practices that assist them in learning the curriculum, meeting rigorous academic standards, and



- preparing for assessments (cited as strongly evident by 47% of teachers and not evident or minimally evident by 14%)
- meeting regularly on school-based learning teams to examine student work and identify effective teaching practices that address learning priorities (cited by 47% of teachers as strongly evident and by 18% as minimally evident or not evident).

Strategies that *teachers* participating in the survey believe to be *least* evident include:

- empowering students to use data to monitor their own progress (cited by 16% of teachers as strongly evident and by 43% as minimally evident or not evident)
- providing adequate resources (human, fiscal, and physical), incentives, and interventions to support teacher and administrator learning (cited by 17% of teachers as strongly evident and by 31% as minimally evident or not evident)
- providing adequate resources (human, fiscal, and physical), incentives, and interventions to support student learning (cited by 23% of teachers as strongly evident and by 31% as minimally evident or not evident).

**Table 1. Extent to Which Principals and Teachers Believe that Sound Instructional Strategies Are Present in Their Schools**

Please rate the extent to which you believe the following instructional practices are evident in your school.	Principals		Teachers	
	Strongly Evident*	Not Evident or Minimally Evident^	Strongly Evident*	Not Evident or Minimally Evident^
Administrators, academic coaches, or teacher leaders monitor instructional practices and provide meaningful feedback to teachers.	88%	0%	44%	18%
Educators create safe, orderly, and supportive learning environments.	75%	0%	60%	6%
Educators meet regularly on school-based learning teams to plan instruction and assessment.	75%	0%	47%	18%
Teachers and administrators use data from class, school, districts, and state assessments to determine results-based staff development.	75%	0%	41%	20%
Students participate in research-based instructional practices that assist them in learning the curriculum, meeting rigorous academic standards, and preparing for assessments.	62%	0%	47%	14%
Educators provide equitable opportunities to learn that are based on respect for high expectations, development levels, and adaptations for diverse learners.	50%	0%	54%	13%
Educators use a variety of appropriate instructional strategies and resources, including technology,	50%	0%	44%	12%

Please rate the extent to which you believe the following instructional practices are evident in your school.	Principals		Teachers	
	Strongly Evident*	Not Evident or Minimally Evident^	Strongly Evident*	Not Evident or Minimally Evident^
to actively engage students, encourage positive social interaction, and emphasize critical thinking, problem solving, and interdisciplinary connections.				
Students who are struggling to master content are identified by educators and provided with support individually or in small flexible groups using differentiated instruction.	50%	0%	45%	17%
Educators collaboratively function as a community of learners focused on improving student learning using appropriately allocated time and resources.	50%	0%	37%	23%
Subject matter is delivered to students at an appropriately rigorous level.	38%	0%	41%	18%
Educators participate in staff development designs that provide opportunities for practice, feedback, and support for implementation.	38%	12%	31%	22%
The effectiveness of staff development is measured by the level of classroom application and the impact of those practices on student learning.	38%	0%	22%	27%
School or district leaders facilitate, monitor, and guide the continuous improvement of instruction.	25%	0%	38%	24%
Educators meet regularly on school-based learning teams to examine student work and identify effective teaching practices that address learning priorities.	25%	0%	33%	30%
Educators apply research to decision-making to develop instructional practices related to diverse learning needs of students.	25%	0%	27%	21%
Adequate resources (human, fiscal, and physical), incentives, and interventions are provided to support student learning.	25%	12%	23%	31%
Students are empowered to use data to monitor their own progress.	25%	38%	16%	43%
Educators foster collegial relationships with families, school personnel, and the larger community to support students' learning and well being.	12%	12%	25%	28%

Please rate the extent to which you believe the following instructional practices are evident in your school.	Principals		Teachers	
	Strongly Evident*	Not Evident or Minimally Evident^	Strongly Evident*	Not Evident or Minimally Evident^
Adequate resources (human, fiscal, and physical), incentives, and interventions are provided to support teacher and administrator learning.	12%	12%	17%	31%

Teacher Response Rate = 153/350

Principal Response Rate = 8/20

Source: Cross & Joftus survey of Liberal principals and teachers November 2009.

\*The response option “Evident” was deleted from this presentation to help highlight differences.

^The response option “No Opinion” was deleted from this presentation. Five percent or less of teachers and 0% of principals selected this option on any response.

Survey responses only tell part of the story. Classroom observations, reviews of assessment data, and conversations with focus group participants suggest two important instructional strengths in Liberal:

- One indicator of effective instructional practices is the percentage of students scoring proficient or above on the *Kansas State Assessment*. Spring 2009 data indicated that the percentage of students scoring proficient or above district-wide was 67.5% in Reading and 64.6% in Mathematics. While these numbers are below state averages, they represent an increase:
  - in reading scores at seven out of 12 schools from the previous year, resulting in a 1.6% average gain—with three schools showing double-digit growth;
  - in mathematics scores at 10 out of 12 schools, resulting in a 3.1% average gain—with three schools showing double-digit growth.
- During observations of 65 classrooms in Liberal using Cross & Joftus’ K-PALSS (Kansas Process for Advancing Learning Strategies for Success), 70% or more of classrooms at all levels of schooling demonstrated “orderly, well-managed environments which were conducive to learning.” Additionally, at all levels, the majority of students were actively involved in learning groups, and teachers were regularly checking student understanding throughout the lesson. (See Appendix for specific percentages of these and other practices that contribute to accelerating student learning.)

Significant challenges remain, however:

- Data from focus group conversations and classroom observations indicated that Liberal would benefit from fully implementing Literacy First, through:
  - conducting classroom observations to collect data to determine the extent of implementation and the impact of effective research-based teaching practices
  - providing substantive feedback to teachers in a timely manner

- and using observation data to inform a professional development program that is data-based and results-driven.
- K-PALSS observations identified the need to increase the following teaching practices, which were evident in 50% or less of the classrooms visited (see Appendix for specific percentages related to these and other strategies):
  - Explicitly communicating to students the standards that lessons are designed to address, so that students are aware of how their daily activities relate to the state’s expectations of them.
  - Designing lessons based upon data from formal and informal assessments.
  - Adjusting presentations of information to accommodate kinesthetic learning styles and the language needs of English Language Learners.
  - Providing culturally responsive readings/perspectives.
  - Providing instruction and opportunities for learning at higher-levels of thinking—application, analysis, synthesis, and evaluation.
  - Increasing the percent of classes using a variety of research-based instructional strategies, strategies (e.g., Marzano’s, Bloom’s, and Gardner’s) that are predictably linked to increased student achievement.
  - Engaging students in self-evaluation, to strengthen their understanding of their current level of achievement and build shared responsibility for determining future learning priorities.
- Principals, teachers, and instructional coaches agree that more support is needed for those students who are under-performing and require Tier III approaches, but don’t qualify as needing special education or ESL support services. Principals point out that students in this group are the ones who typically drop out.

The district has determined that ESL, Title I, and special education interventions will take place in an inclusion setting. Implementing the inclusion model has posed both new successes and challenges:

- The ESL interventionists were particularly pleased with the switch from a pull-out model, because they can witness directly how the students they are “consulting on” are actually doing (rather than taking the teacher’s word for it) and they can work with more students, including those low-performing students who can benefit from the small group work but did not qualify for ESL instruction.
- Interventionists agree that regular education teachers need training in inclusion approaches, including team teaching and coaching.
- Paraprofessionals:
  - provide some of the one-to-one and small group interventions for special education and ESL students, yet apparently receive little to no professional development.
  - do not appear to be used as effectively or consistently as they might be.

- do not appear to be assigned proportionally to schools based on the number of students who need support.
- Some pull-out programs are still needed for non-English speakers.
- Special education services in Liberal are provided by the district:
  - The building principals hire and evaluate special education staff with input from the Director of Special Education.
  - Services are delivered in an inclusion model. The responsibility of planning and making accommodations/modifications should be a collective responsibility by the IEP teams, but the special education teacher (IRC) has the biggest responsibility. Because inclusion is new this year, the district is still working out what happens both in the classroom and during additional support time.
  - The small group learning appears to be working well, but students with disabilities appear to be struggling in large group reading.
  - Some regular education teachers and special education teachers appear resistant to implementing the inclusion model.

## ***PROFESSIONAL DEVELOPMENT***

Literacy First offers a coherent approach to professional development, an approach that the district can continue to build upon. In the Cross & Jofus survey, for example, many principals and teachers identified Literacy First as the most effective training they had participated in recently, because it included the following:

- initial training that was interactive/hands-on and provided time for teachers to practice with their colleagues
- implementation visits by administrators and “Instructional Coaches” to give feedback on practices and recommend next steps that target improved learning results
- on-going training and time for teachers to plan together
- continuous collegial exchanges on a weekly basis, as teachers examine student work and achievement data and collectively plan lessons.

“Support from Instructional Coaches is a big piece of accountability that Literacy First is bringing to our district—let’s hope that there is follow-through with this.” – *District teacher*

Additionally, the district is planning on videotaping effective teaching practices to provide models for professional development sessions. This will enable teachers to see demonstrations of practices that result in increased gains in student achievement.

Many of the challenges related to professional development are also connected to the need for the district to fully implement a coherent approach to improvement.

- Professional development for staff is now being provided through the Literacy First program and/or SIOP, with the assistance of instructional coaches, and is focused on reading and math. Not all teachers have received the Literacy First training—including many ESL, special education teachers and para-educators—however, though all teachers will be expected to implement Literacy First. There also appears to be an added challenge for those teachers who have received training and are working with additional staff in their classrooms. It is unclear how they should teach students and manage/support other staff in the classroom.
- A majority of the 153 teacher respondents on the Cross & Joftus survey expressed concern that there is not sufficient time to meet regularly with colleagues in professional learning communities to identify effective teaching practices and modify instruction to systematically advance student skills. Research validates the link between the amount of time teachers spend on high-quality professional development and gains in student achievement.<sup>32</sup>
- Focus groups with principals and teachers noted that the district needs to develop and fully implement policies and procedures to help guide the effective use of time designated for PLCs. Currently, PLCs operate inconsistently throughout the district. Further, the district lacks consistent follow-up procedures for tracking collective work and measuring the achievement of benchmarks designed to continuously improve student achievement.
- The district does not have consistent criteria, such as the standards from National Staff Development Council, for evaluating the effectiveness of all professional development. Criteria such as these would provide a research-driven framework for assessing and informing future professional development sessions.

### **III. Recommendations for Technical Assistance**

One of the primary goals of this needs assessment is to identify areas in which the district could most benefit from technical assistance and to design that technical assistance in a way that will have the greatest impact on the district's school quality and student achievement. Based on this needs assessment, Cross & Joftus, LLC recommends that the technical assistance provided to Liberal address one or more of the following general recommendations:

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<sup>32</sup> Yoon, K.S, Duncan, T., Lee, S.W.Y, Scarloss, B., & Shapley, K. (2007). *Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement*. Issues & Answers Report. REL 2007-No.033).

[http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL\\_2007033.pdf](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033.pdf).

- 1) Undertake board and superintendent training, with the assistance of an external board facilitator. Minimally, the training should seek to address roles and responsibilities of the superintendent, board members, and the board chair; help the board to develop, implement, and evaluate annual board goals; and help to ensure that the board functions at the policy level. Within the larger strategic planning framework, articulate a clear theory of change. Communicate the theory of change and essential elements of the strategic plan widely, in a way that ensures staff and community engagement and buy-in from all stakeholders.
- 2) In line with the strategic plan, develop and fully implement a coherent framework to support and ensure alignment in curriculum, assessment, instruction, and professional development. This framework should:
  - Fully implement Literacy First—ensure professional development for all staff—and build on Literacy First strengths (such as an aligned curriculum, instructional coaching, and ongoing professional development) to develop aligned curriculum, assessment, instruction and professional development for all subjects, including mathematics and science. Work with other districts in the Kansas Learning Network, such as Haysville and Coffeyville, that have implemented the Literacy First model.
  - Systematize PLCs and classroom observations as catalysts for implementing research-based effective educational practices by:
    - conducting classroom visits using common criteria and providing feedback to educators
    - analyzing data using a consistent protocol to determine the extent of implementation of effective teaching/learning practices
    - determining future professional development practices using observation data
    - creating structured time and procedures for teachers and administrators at all schools to work together effectively.
  - Enhance vertical communication between grade levels; develop and implement procedures to ease transitions between school buildings.
  - Provide professional development to support usage of the DISK data system to track student performance over time, and develop procedures to ensure effective data-based decision making on all district initiatives.
  - Continue to define the role of principal as instructional leader. Clarify the district's expectations of principals in that role and provide the necessary support to enable them to meet expectations.
  - Implement an in-depth special education program review to determine how to improve outcomes for students with disabilities and to ensure that students



have access to and make progress in the general curriculum. Once the review is complete, create and implement a special education action plan, including professional development.

- 3) Seek to rebuild the trust of the community—in the board, and more generally, in the district’s leadership. Develop and implement a plan to communicate regularly and widely with all stakeholders in the community. Build on effective and existing public-private partnerships—such as those with the Chamber of Commerce, the bank, and other local businesses—to strengthen relationships throughout the community.
- 4) Work to rebuild an atmosphere of collaboration, mutual trust, and respect among all staff members. Ensure that teachers, paraprofessionals, special education staff, and “interventionists”—including ESL staff, among others—play meaningful roles on various district committees. Communicate all district decisions widely and in a timely manner.
- 5) Using the classroom observation process outlined above, undertake a review of AP classes, to ensure that instructional strategies support rigor and higher-level learning. Provide professional development where needed.
- 6) Seek to intentionally diversify the Liberal teaching and administrative staff, as well as the board of education.
- 7) To increase parent engagement and to bridge cultural and racial differences, consider implementing a home visits program, like the program implemented in the Ulysses School District. Look at the possibility of developing family education and literacy programs.
- 8) Develop a coordinated approach to expanded learning opportunities. Consider pre-K and full-day kindergarten programs as part of an overall expanded learning approach.

Once district leadership has had an opportunity to review this report, a representative from Cross & Joftus will contact the Liberal superintendent to finalize a technical assistance plan that includes 24 days of external support for the time period January through September of 2010. This plan, developed in collaboration between the senior leadership of the district and Cross & Joftus will describe in detail the goals, objectives, activities, service provider, and timeline of the technical assistance.



**APPENDIX**  
**Findings from Classroom Observations**  
**LIBERAL SCHOOL DISTRICT**

Using the K-PALSS (Kansas Process for Advancing Learning Strategies for Success) process, Cross & Jofus staff in collaboration with representatives from the Kansas State Department of Education and district staff visited classrooms and recorded observations of effective “teaching” demonstrated by the teacher and “learning” demonstrated by the students.

The entries under the “plus” column on the left side of the charts below show the percentage of classrooms visited in which research-based practices that consistently contribute to enhanced learning were observed. The entries under the “delta” column on the right side highlight areas that the district should address to improve the teaching and learning process.

Data were aggregated in school-level alike (i.e., elementary, middle, and high school) groupings to determine the percentage of classrooms in which evidence of the specified practices were observed. For reporting purposes in the narrative, we describe practices as having ***strong evidence*** if they were observed in 70% or more of the classrooms visited, ***evidence*** if they were observed in 50-69% of classrooms visited, and ***minimal evidence*** if they were observed in less than 50% of classrooms visited.

**Elementary Schools (21 Classrooms)**

<b>OBSERVED PRACTICES</b> <b>+</b>	<b>TEACHING</b>	<b>PD RECOMMENDATIONS</b> <b>Δ</b>
<b>Learning Environment</b>		
100% Orderly/Clean/Well-Managed 100% Safe/Conducive to Learning 19% Evidence of Learning/Displays student work		Students benefit from displays of student work with rubrics as models of expected performance.
<b>Instructional Design</b>		
76% Standards-based lesson  0% Data-based instruction is explicit 43% Modeling 86% Checking understanding 14% Guided Practice  14% Independent Practice 5% Teacher/Student Evaluation/Summary	Students benefit from communication of standards-based outcomes; this increases the relevance of learning. Need to communicate to students that learning experiences are based on data from assessments, demonstrations of expected performance, with feedback indicating understanding.  Provide feedback prior to students being expected to perform independent practice successfully.	
<b>Strategies Used</b>		
Adjust for multiple learning styles 76% visual 95% auditory 14% kinesthetic 0% Incorporate culturally responsive readings/perspectives 5% Address diverse language needs 10% Identify similarities & differences 5% Summarize & take notes 57% Reinforce efforts & provide recognition 57% Use homework & practice opportunities 0% Represent knowledge in multiple ways 57% Organize learning in groups 48% Set objectives & provide immediate/continuous feedback 0% Generate & test hypotheses 43% Use cues, questions & advance organizers	Students benefit from strategies that balance different learning styles of students.  Students need to have differentiated instruction (DI) for all tiers of learning; strategies should address culturally responsive teaching and diverse learning needs.  A larger repertoire of instructional strategies needs to be provided to expedite learning, especially if practices were evident in less than 50% of classes visited.	

**Elementary Schools (21 Classrooms)**

<b>OBSERVED PRACTICES</b> <b>+</b>	<b>LEARNING</b>	<b>PD RECOMMENDATIONS</b> <b>Δ</b>	
<b>Cognitive Level</b>			
10% Knowledge 29% Comprehension 57% Application 5% Analysis 0% Synthesis 0% Evaluation			Students need to be provided instructional opportunities that require them to demonstrate higher-level thinking skills.
<b>Environment/Resources</b>			
29% Textbooks 62% Supplemental materials 24% Manipulatives 10% Technology 0% Materials reflect diversity 52% Worksheets: Open-ended/Fill-in/Multiple choice			Students use of textbooks, manipulatives, technology, and materials that reflect diversity should be increased.
<b>Interactive Behaviors</b>			
95% Active involvement in classwork 81% Asks/answers questions 71% Receives feedback on performance 5% Demonstrates reflection (meta-cognition)		Students benefit from opportunities for self-evaluation by sharing responsibility for their own future learning.	
<b>Strategies Demonstrated</b>			
Demonstrates knowledge in multiple ways: 43% interpersonal 5% intrapersonal 86% verbal-linguistic 38% logistical-mathematical 33% visual-spatial 24% bodily-kinesthetic 5% musical-rhythmic		Students need to be provided opportunities to demonstrate their learning using a variety of multiple intelligences, especially by increasing those which were evident in 50% or less of the classes visited.	

**Intermediate Schools (Nine Classrooms)**

<b>OBSERVED PRACTICES</b> <b>+</b>	<b>TEACHING</b>	<b>PD RECOMMENDATIONS</b> <b>Δ</b>	
<b>Learning Environment</b>			
100% Orderly/Clean/Well-Managed 100% Safe/Conducive to Learning 44% Evidence of Learning/Displays student work			Students benefit from displays of student work with rubrics as models of exemplary performance.
<b>Instructional Design</b>			
22% Standards-based lesson  44% Data-based instruction is explicit 11% Modeling 78% Checking understanding 33% Guided Practice  44% Independent Practice 0% Teacher/Student Evaluation/Summary		Students benefit from purposeful communication of learning standards; this increases relevance of learning. Systematic procedures for students to have guided practice and feedback prior to independent performance need to be implemented with greater consistency.	
<b>Strategies Used</b>			
Adjust for multiple learning styles 89% visual 89% auditory 33% kinesthetic  0% Incorporate culturally responsive readings/perspectives 0% Address diverse language needs 11% Identify similarities & differences 0% Summarize & take notes 67% Reinforce efforts & provide recognition 22% Use homework & practice opportunities 0% Represent knowledge in multiple ways 56% Organize learning in groups 33% Set objectives & provide immediate/continuous feedback 0% Generate & test hypotheses 11% Use cues, questions & advance organizers		Adjusting presentations of information should provide opportunities for all learning styles to be expressed; it should also address cultural diversity & language needs.   A larger repertoire of instructional strategies is necessary to expedite learning especially if practices were evident in less than 50% of the classes visited.	

**Intermediate Schools (Nine Classrooms)**

<b>OBSERVED PRACTICES</b> <b>+</b>	<b>LEARNING</b>	<b>PD RECOMMENDATIONS</b> <b>Δ</b>	
<b>Cognitive Level</b>			
0% Knowledge 33% Comprehension 56% Application 0% Analysis 0% Synthesis 11% Evaluation			Students need to be able to demonstrate their learning using higher-level thinking skills.
<b>Environment/Resources</b>			
56% Textbooks 89% Supplemental materials 11% Manipulatives 11% Technology 0% Materials reflect diversity 67% Worksheets: Open-ended/Fill-in/Multiple choice			Students benefit from being provided a variety of resources including the use of manipulatives and technology to increase to address diverse learning needs.
<b>Interactive Behaviors</b>			
89% Active involvement in classwork 78% Asks/answers questions 56% Receives feedback on performance 11% Demonstrates reflection (meta-cognition)			Incorporate more time for reflective responses from students.
<b>Strategies Demonstrated</b>			
Demonstrates knowledge in multiple ways: 56% interpersonal 11% intrapersonal 89% verbal-linguistic 56% logistical-mathematical 33% visual-spatial 11% bodily-kinesthetic 0% musical-rhythmic		Students need to be provided opportunities to demonstrate their learning using a variety of multiple intelligences by increasing practices evident in less than 50% of the classrooms visited.	

**Middle Schools (17 Classrooms)**

<b>OBSERVED PRACTICES</b> <b>+</b>	<b>TEACHING</b>	<b>PD RECOMMENDATIONS</b> <b>Δ</b>
<b>Learning Environment</b>		
100% Orderly/Clean/Well-Managed 100% Safe/Conducive to Learning 24% Evidence of Learning/Displays student work		Displays of student work with rubrics reinforce expectations of performance to learners.
<b>Instructional Design</b>		
18% Standards-based lesson 0% Data-based instruction is explicit 6% Modeling 71% Checking understanding 18% Guided Practice 29% Independent Practice 6% Teacher/Student Evaluation/Summary	Purposeful communication of learning standards increases the relevance of learning to students. Use of modeling and opportunities to check understanding and give feedback need to occur prior to students being expected to perform independent practice successfully.	
<b>Strategies Used</b>		
Adjust for multiple learning styles: 76% visual 59% auditory 0% kinesthetic 0% Incorporate culturally responsive readings/perspectives 0% Address diverse language needs 6% Identify similarities & differences 6% Summarize & take notes 35% Reinforce efforts & provide recognition 29% Use homework & practice opportunities 6% Represent knowledge in multiple ways 35% Organize learning in groups 6% Set objectives & provide immediate/continuous feedback 12% Generate & test hypotheses 0% Use cues, questions & advance organizers	A larger repertoire of instructional strategies is necessary to scaffold instruction for all tiers of learning, and to address culturally responsive teaching and diverse language needs, especially if practices were evident in less than 50% of the classes visited.	

**Middle School (17 Classrooms)**

<b>OBSERVED PRACTICES</b> <b>+</b>	<b>LEARNING</b>	<b>PD RECOMMENDATIONS</b> <b>Δ</b>
<b>Cognitive Level</b>		
18% Knowledge 35% Comprehension 47% Application  0% Analysis 0% Synthesis 0% Evaluation		Students need to be provided instruction and opportunities to demonstrate higher-level thinking skills.
<b>Environment/Resources</b>		
41% Textbooks  41% Supplemental materials 0% Manipulatives 18% Technology 0% Materials reflect diversity 53% Worksheets: Open-ended/Fill-in/Multiple choice		Students need increased opportunities for using a variety of resources and materials that reflect diversity and support individual learning styles.
<b>Interactive Behaviors</b>		
29% Active involvement in classwork 65% Asks/answers questions  29% Receives feedback on performance 0% Demonstrates reflection (meta-cognition)	Students need to be provided opportunities for self-evaluation in order to take responsibility for their future learning.	
<b>Strategies Demonstrated</b>		
Demonstrates knowledge in multiple ways:  18% interpersonal 6% intrapersonal 47% verbal-linguistic 41% logistical-mathematical 41% visual-spatial 0% bodily-kinesthetic 0% musical-rhythmic	Students need to demonstrate their knowledge using a variety of multiple intelligences by increasing the strategies that were evident in 50% or less of the classes visited.	

**High Schools (18 Classrooms)**

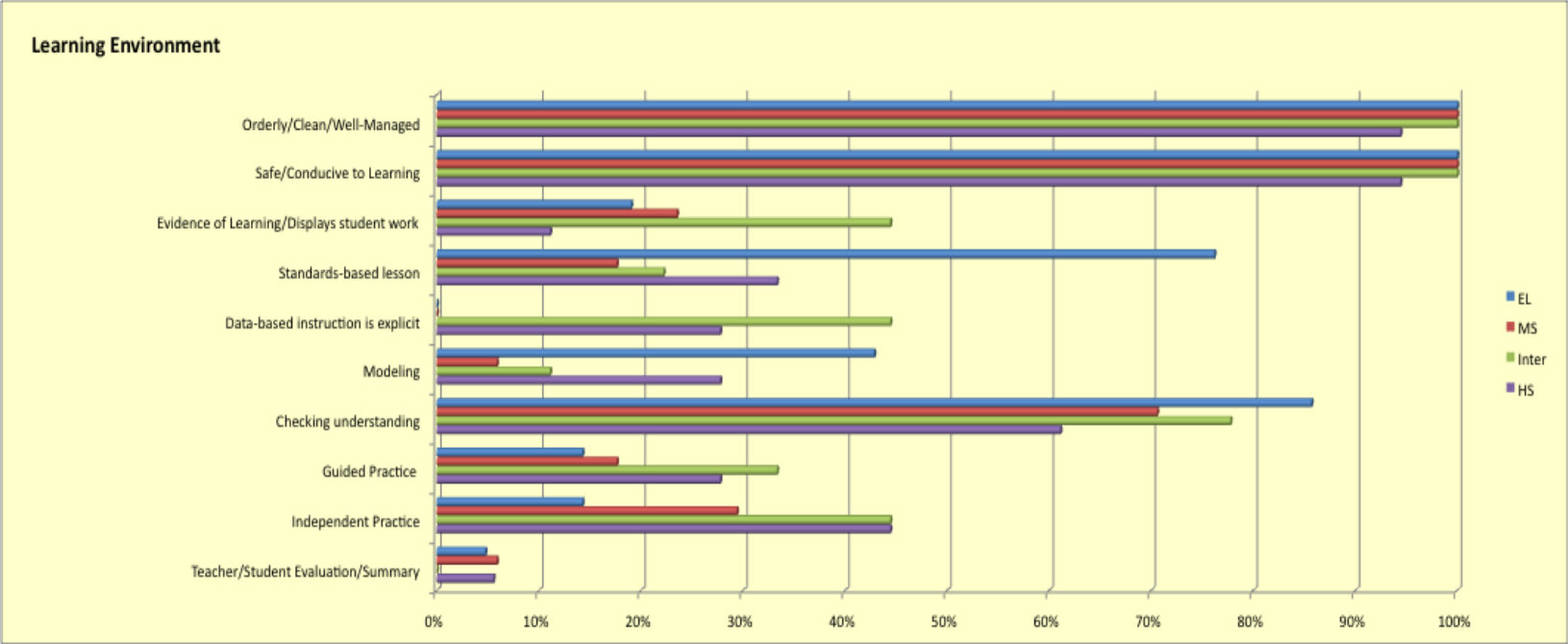
<b>OBSERVED PRACTICES</b> <b>+</b>	<b>TEACHING</b>	<b>PD RECOMMENDATIONS</b> <b>Δ</b>
<p align="center"><b>Learning Environment</b></p> <p>94% Orderly/Clean/Well-Managed 94% Safe/Conducive to Learning 11% Evidence of Learning/Displays student work</p> <p align="center"><b>Instructional Design</b></p> <p>33% Standards-based lesson  28% Data-based instruction is explicit 28% Modeling 61% Checking understanding 28% Guided Practice 44% Independent Practice  6% Teacher/Student Evaluation/Summary</p> <p align="center"><b>Strategies Used</b></p> <p>Adjust for multiple learning styles 56% visual 72% auditory 0% kinesthetic  0% Incorporate culturally responsive readings/perspectives 11% Address diverse language needs 17% Identify similarities &amp; differences 28% Summarize &amp; take notes 44% Reinforce efforts &amp; provide recognition 33% Use homework &amp; practice opportunities 6% Represent knowledge in multiple ways 22% Organize learning in groups 22% Set objectives &amp; provide immediate/continuous feedback 0% Generate &amp; test hypotheses 33% Use cues, questions &amp; advance organizers</p>		



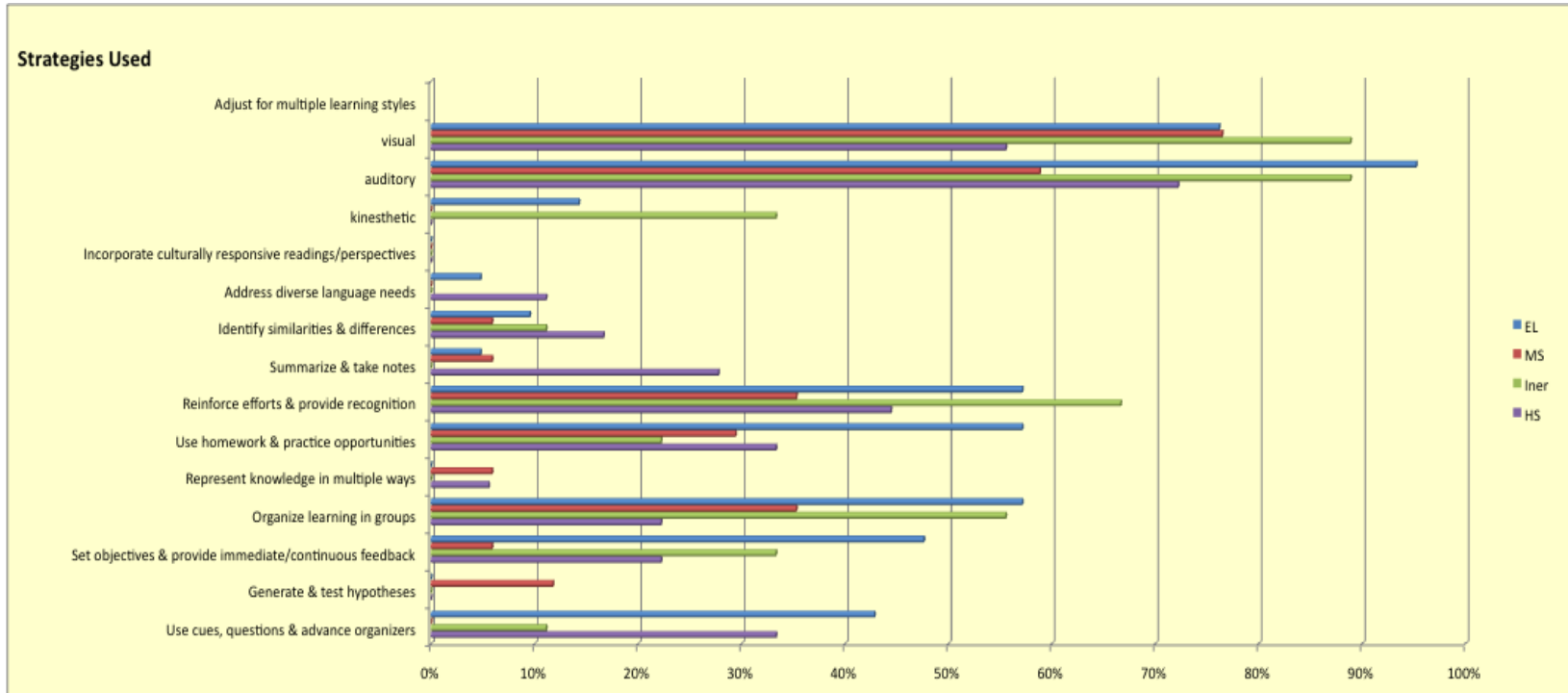
**High Schools (18 Classrooms)**

<b>OBSERVED PRACTICES</b> <b>+</b>	<b>LEARNING</b>	<b>PD RECOMMENDATIONS</b> <b>Δ</b>	
<b>Cognitive Level</b>			
11% Knowledge 39% Comprehension 39% Application 11% Analysis 0% Synthesis 0% Evaluation			Students need to be provided opportunities for practicing higher-level thinking skills.
<b>Environment/Resources</b>			
50% Textbooks 56% Supplemental materials 11% Manipulatives 39% Technology  0% Materials reflect diversity 61% Worksheets: Open-ended/Fill-in/Multiple choice			Manipulatives and use of technology should be increased to address diverse learning needs; the use of resources needs to be extended beyond supplemental materials and worksheets.
<b>Interactive Behaviors</b>			
56% Active involvement in classwork 56% Asks/answers questions 39% Receives feedback on performance  6% Demonstrates reflection (meta-cognition)		Students need to be provided opportunities for self evaluation and for taking responsibility for their learning.	
<b>Strategies Demonstrated</b>			
Demonstrates knowledge in multiple ways: 22% interpersonal 0% intrapersonal  50% verbal-linguistic 50% logistical-mathematical  17% visual-spatial 11% bodily-kinesthetic 0% musical-rhythmic		Students need opportunities to demonstrate their learning using a variety of multiple intelligences, by increasing those which were evident in less than 50% of the classes visited.	

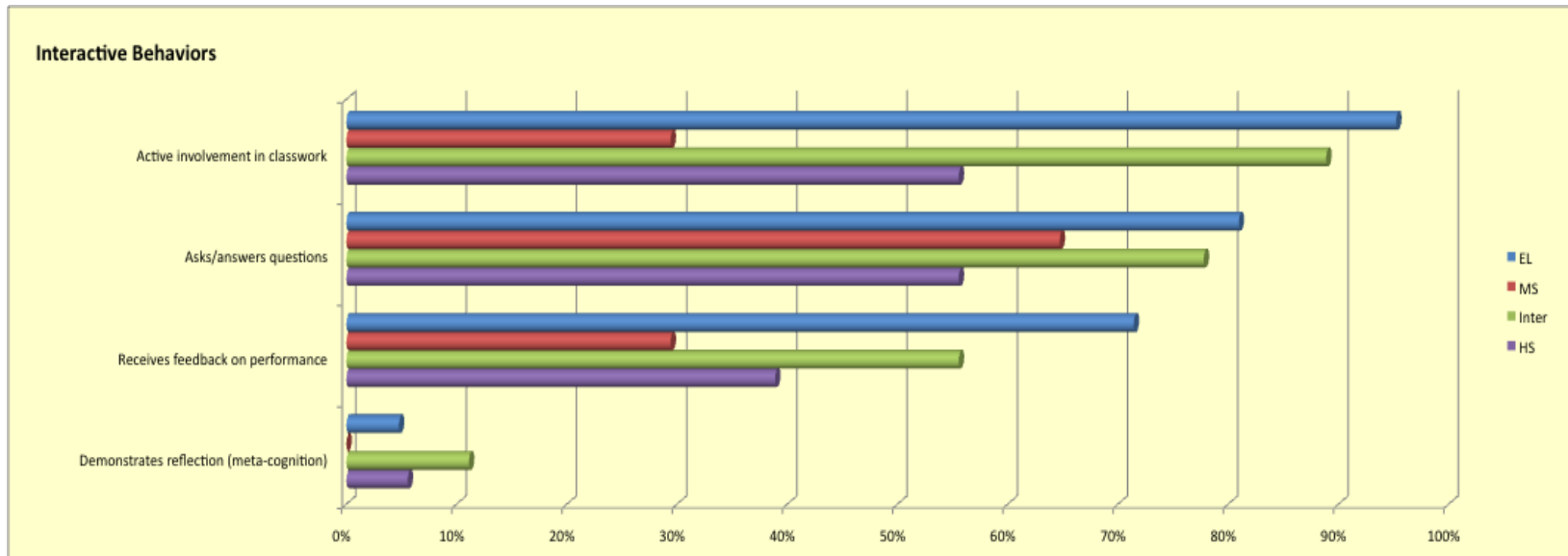
# TEACHING PRACTICES OBSERVED IN LIBERAL SCHOOL DISTRICT



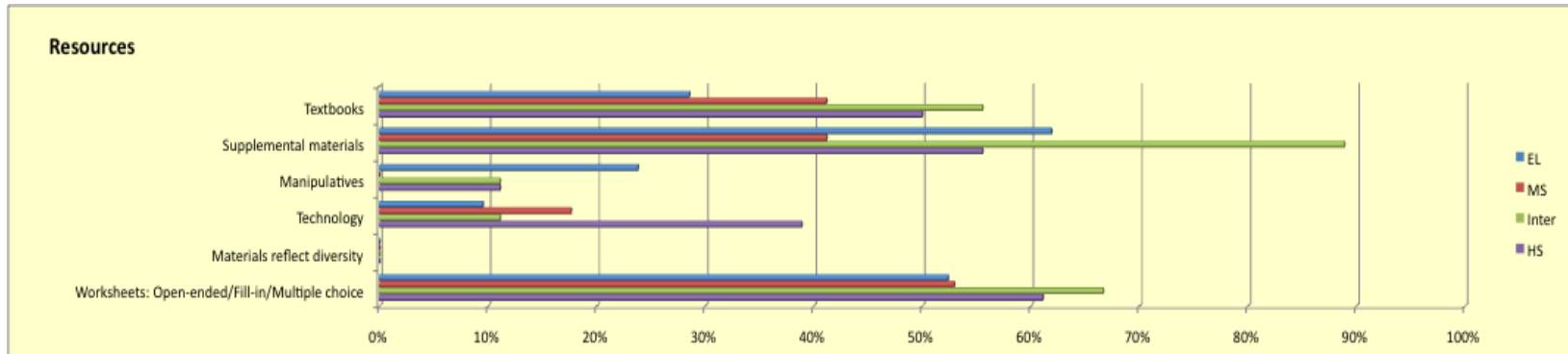
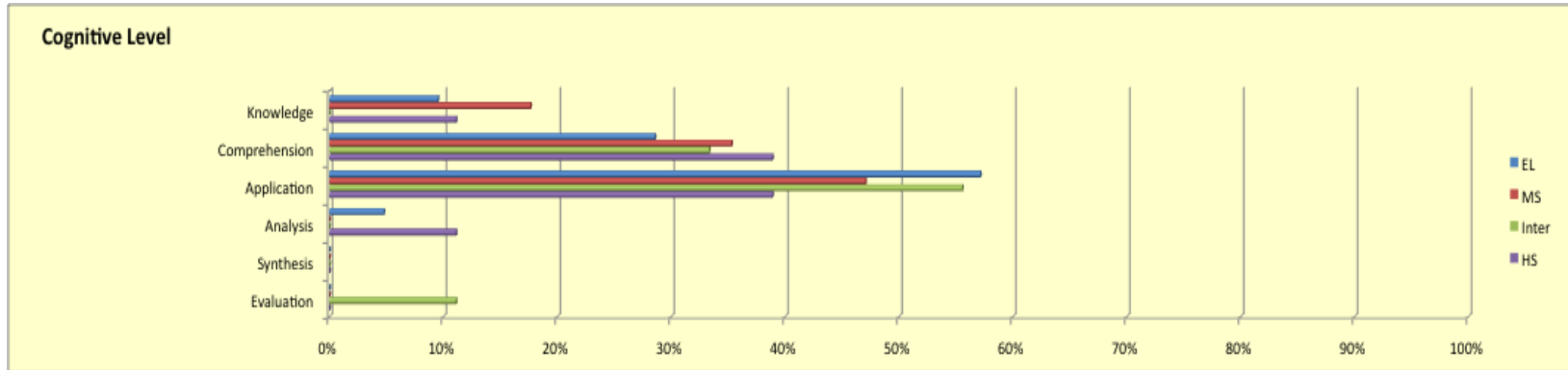
## TEACHING PRACTICES OBSERVED IN LIBERAL SCHOOL DISTRICT (continued)



## LEARNING PRACTICES OBSERVED IN LIBERAL SCHOOL DISTRICT =



## LEARNING PRACTICES OBSERVED IN LIBERAL SCHOOL DISTRICT (continued)



**APPENDIX M:**  
**Systemic and Coherence**  
**Capacity Addendum**  
**to**  
**District Effectiveness Appraisal**

March | 10

## Systemic and Coherence Capacity Addendum to District Appraisal (Needs Analysis) of Liberal School District – USD 480

Conducted by and for the Kansas State Department of  
Education's Learning Network

**The Systemic and Coherence Capacity Addendum will focus the district to help them determine if they have the capacity to serve Tier I and Tier II schools. The Liberal's District Effectiveness Appraisal will be based around these areas:**

### **Leadership**

- Coherence from district to school
- Establishment of a leadership team
- Management of the district plan and the school improvement plan
- External coaching for superintendent and principal
- Use of resources in a way that is aligned with district's theory of change and strategy
- Board policy to support school improvement and implementation of the model
- Analysis of district and school resources for successful implementation of the model
- Past history of successful reform initiatives
- Ability to collaborate
- Vision for change
- Vision for abandoning what is not working
- Alignment of programs and services to support change

### **Culture and Human Capital**

- Grant operating funds
- District operating funds
- Grant management
- Organizational learning
- Assignment of resources
- Teacher evaluation system to match grant requirements
- Credentials of staff
- Staff capacity
- Successful recruitment of principal
- Successful recruitment of capable staff
- Support of parents
- Support of community
- Support of union
- Recruitment, screening, and selection of external providers
- Alignment of all programs



### **Instruction and Professional Development Culture**

- Providing training and development sessions for all staff
- Defined instructional expectations for all teachers
- Supporting collaboration with families, community, and business
- Helping staff understand principles of the organizational change process
- Use data from classroom observations to inform instructional improvement and professional development
- Use of professional learning communities to analyze data and plan for improvement.

### **Curriculum and Assessment**

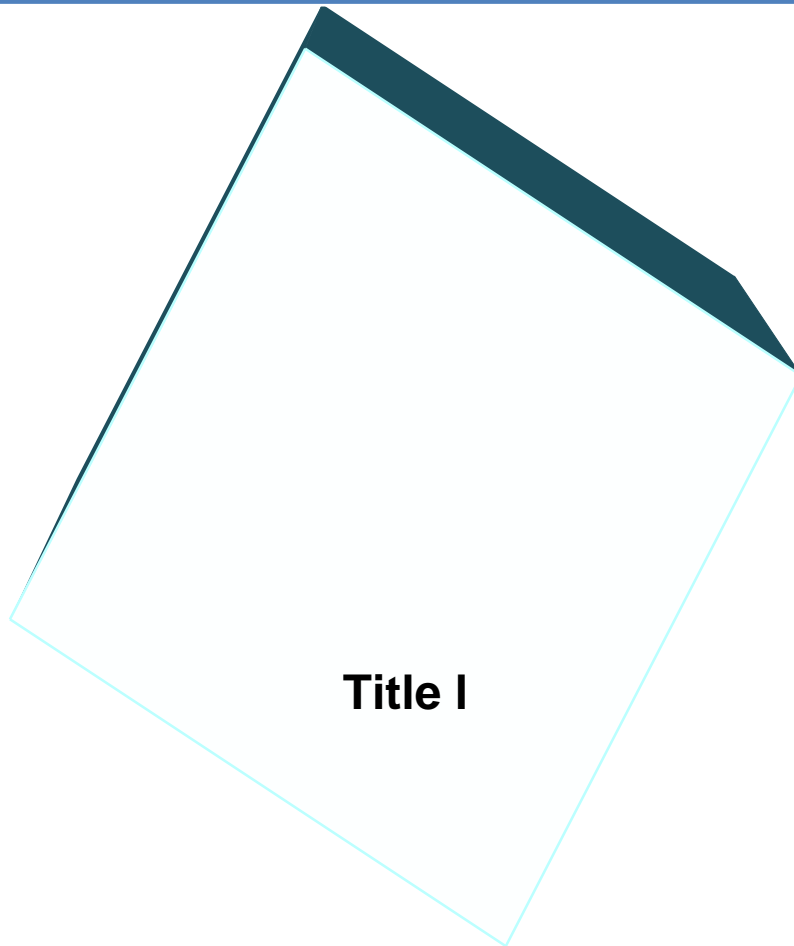
- Aligned district curriculum
- Defined curriculum expectations for all teachers
- Defined assessment expectations for all teachers
- Aligned assessments, including diagnostic, formative, summative, etc.
- Fidelity of model implementation

**APPENDIX N:**  
**Tier III Application with No Model**

2010-2011



# Kansas School Improvement Tier III Grant





**GUIDELINES FOR  
SCHOOL IMPROVEMENT FUND**

**Tier III Schools Not Adopting a Model**

Section 1003(g)

2010-2011

**FUNDING CRITERIA FOR 2010**

KSDE's Committee of Practitioner's have determined the criteria for funding to be:

Priority 1: Tier I Schools and Tier II Schools

Priority 2: Tier III Schools Implementing a Model

Priority 3: Tier III Schools Not Implementing a Model based on the greatest need to be determined by the size of the school, the number of years on improvement, and capacity of the district and schools to implement effective change.

**APPLICATION**

Any district that has a Tier III School may submit an application to the Kansas State Department of Education to be considered for School Improvement Funds. The application contains the following:

Part I: District Information

Part II: Greatest Needs Criteria for Tier III Schools Not Implementing a Model

Part III "Level of Commitment"

Part IV: Budget

Part IV: Evaluation

**KANSAS STATE DEPARTMENT OF EDUCATION**

**SCHOOL IMPROVEMENT FUND 1003(g)**

APPLICATION FOR TIER III NOT IMPLEMENTING A MODEL  
**2010-2011**

**PART I: DISTRICT INFORMATION**

USD Name and Number		
Name and Title of District Contact for Grant Application		
Address	Telephone Number	
City	Zip	
E-mail Address	Fax	
List the <b>Title Schools</b> in the district that may qualify for funding. (Must be on “on improvement”, “corrective action” or “restructuring” and demonstrate greatest need and commitment in application.)		
<b>School Name</b>	<b>Tier</b>	<b>Enrollment</b>
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____

7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____
11.	_____	_____	_____
12.	_____	_____	_____
13.	_____	_____	_____

Authorized District Signature	Date
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SEA Approval/Date	Amount Awarded
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**Part II: GREATEST NEED CRITERIA FOR TIER III SCHOOLS NOT IMPLEMENTING A MODEL**

**A: Criteria Chart**

Priority for Tier III Schools will be given based on the greatest need be determined by the size of the school, the number of years on improvement, and capacity of the district and schools to implement effective change.

Name of School	Enrollment	Years on Improvement	Evidence that the district has helped the school implement effective change. (Explain what the district has done in the past two years and what it will do in the future as it relates to resources, support and technical assistance, staff changes, and/ or professional development for its schools on improvement, corrective action, and restructuring.)




**B: District Accountability for Tier III School:**

Explain how the district will require the Tier III schools to be held accountable for School Improvement Funds, which includes implementing goals, appropriate grant activities, evaluation, and budget. Each school is required to have an approved school improvement plan that was used to write grant application. The district will need to explain what technical assistance will be provided to the school from the district office and how the grant will be monitored by the district.

**PART III: School Application (To be completed by each school)**

1. **SCHOOL IMPROVEMENT PROCESS:** Please share when your most recent school improvement plan was written and approved by KSDE and who was involved in the process.
  
2. **DATA ANALYSIS:** How has the school performed since the plan was written and approved? How does the school continually review and update its data? Explain what significant changes in data have happened since the plan was written?
  
3. **GOALS FOR GRANT:** What activities connected to the SMART goals described in your school improvement plan are you requesting through school improvement funds. Utilize the following chart:

Proposed Activities	Expected Outcome	Timeline	Person Responsible	Budget

4. **BUDGET:** Complete a budget page and narrative for each line item for the grant.
  
5. **EVALUATION:** The Kansas State Department of Education will evaluate successful use of the school improvement funds by looking at the success of the technical partnerships that were established to assist districts and schools in the improvement process. Schools and districts will be asked to participate in ongoing reflection and evaluation of the Kansas System of Support and other technical partnerships. In addition, success will be evaluated based upon the current State assessment system and the Adequate Yearly Progress (AYP) process and grant goals, activities, evaluation, and budget.
  1. What customized technical assistance and/or professional development was utilized by each school to improve student achievement and other outcome-related measures?

2. What research-based strategies or practices were utilized to change instructional practice to address the academic achievement problems that caused the school to be indentified for improvement, corrective action, or restructuring?
  
3. What partners were involved in delivering technical assistance, professional development and management advice?
  
4. List strategies to improve teaching and learning that were utilized by the school? Were the expected outcomes that were proposed for each activity achieved? Were timelines in the grant met?
  
5. Attach a budget report reflecting the total grant allocation to the district, the grant allocation to each school receiving funds, and the itemized expenditures for each building.

## **PART VI: MONITORING AND REPORTING (KSDE Staff)**

The KSDE will monitor the effectiveness of the strategies selected and implemented with School Improvement Funds by analyzing the Kansas State Assessment data and AYP results for each participating school and expenditures of funds. This will include:

1. Provide customized technical assistance and/or professional development that are designed to build the capacity of the district and school staff to improve schools and are informed by student achievement and other outcome-related measures.
2. Create partnerships among the state, other districts, and other entities for the purpose of delivering technical assistance, professional development, and management advice.
3. Implement strategies determined by the state or district, as appropriate, for which data indicate the strategy is likely to result in improved teaching and learning in schools identified for improvement, corrective action, or restructuring.
4. Utilize research-based strategies or practices to change instructional practice addressing the academic and/or organizational opportunities for improvement that caused the school to be identified for improvement, corrective action, or restructuring. The goals of the grant should support the school improvement plan.
5. Provide professional development that is informed by student achievement and other outcome-related measures to enhance the capacity of school support team members and other technical assistance providers who are part of the statewide system of support.

## **SELECTION PROCESS**

Priority of funding will be given based on the tier the school is in, size of the school and commitment of the district to make lasting improvement in low performing schools.

## **SCHOOL IMPROVEMENT PROGRAM FUNDS (SUPPLEMENT-NOT SUPPLANT)**

Like other Title I funds, School Improvement Program funds must be used to supplement the level of funds that, in the absence of the Title I funds, would be made available from non-federal sources for the education of children participating

in Title I programs. Therefore, funds cannot supplant non-federal funds or be used to replace existing services. A local education agency must keep separate accounting of the Title I school improvement funds. If districts receive more than one school improvement grant, the grants may be accounted for in one fund.

**Kansas School Improvement Fund**  
**Section 1003(g) District Budget**  
**(Compilation of all building budgets)**

**Please submit in triplicate to:**  
  
Donna Matthis,  
Title Programs and Services  
Kansas State Department of Education  
120 SE 10<sup>th</sup> Avenue,

USD Name and Number \_\_\_\_\_

Identify that which is known at the time the grant application is submitted.

<b>Accounting Codes</b> <b>(Use Whole Dollars)</b>	<b>District</b>
1000 INSTRUCTION	
100 Personnel Services - Salaries	
200 Employee Benefits	
300 Purchased Professional and Technical Services	
400 Purchased Property Services	
500 Other Purchased Services	
600 Supplies and Materials	
<b>2000 SUPPORT SERVICES</b>	
2100 Support Services - Students	
<b>2300 SUPPORT SERVICES GENERAL ADMINISTRATION</b>	
<b>2323 STATE &amp; FEDERAL</b>	

<b>RELATIONS SERVICES</b>	
100 Personnel Services - Salary	
200 Employee Benefit	
2700 STUDENT TRANSPORTATION SERVICES	
2720 Vehicle Operations Services <b>Choice Transportation</b>	
<b>TOTAL BUDGET</b>	

**Employment/Educational Opportunity Agency**

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities.

The following person has been designated to handle inquiries regarding the non-discrimination policies: **KSDE General Counsel, 120 SE 10th Ave., Topeka, KS 66612, 785-296-3204**

**Kansas School Improvement Fund**

**Section 1003(g) District Budget**

**(Please replicate for each building.)**

Building Name and Number \_\_\_\_\_

Identify that which is known at the time the grant application is submitted.

<b>Accounting Codes</b> <b>(Use Whole Dollars)</b>	<b>Building</b>
<b>1000 INSTRUCTION</b>	
100 Personnel Services - Salaries	
200 Employee Benefits	
300 Purchased Professional and Technical Services	
400 Purchased Property Services	
500 Other Purchased Services	
600 Supplies and Materials	
<b>2000 SUPPORT SERVICES</b>	
2100 Support Services - Students	
<b>2300 SUPPORT SERVICES GENERAL ADMINISTRATION</b>	
<b>2323 STATE &amp; FEDERAL</b>	



<b>RELATIONS SERVICES</b>	
100 Personnel Services - Salary	
200 Employee Benefit	
2700 STUDENT TRANSPORTATION SERVICES	
2720 Vehicle Operations Services <b>Choice Transportation</b>	
<b>TOTAL BUDGET</b>	

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**APPENDIX O:  
KSDE Agenda  
for  
School District Presentation Visit**

# KSDE Agenda

## School District “Presentation” Visit

### *School Improvement Grant 1003(g)*

#### 1. Introductions

- KSDE Staff
- Cross and Joftus, LLC Staff
- District Leadership Team

Share the School Improvement Template, Stage 1 (Planning: Orientation and Readiness) information.

#### 2. Background Information and Needs Assessment

(There is a separate form that will be used for the Needs Assessment Section of the presentation.)

**Key Questions:** What does the data say about this school? What is the root cause(s) of the school being identified on improvement?

**Data** (See suggested data on **rubric (Is this the correct word? Are you talking about the NA document?)** that could be shared.)

- Achievement Data
- Perception Data
- Contextual Data
- Demographic Data

##### **Data Analysis Summary**

- Strengths and Challenges
- Root Cause

Share the School Improvement Template, Stage 2 (Gather and Organize Data) and Stage 3 (Analyze Data) information.

Share the School Leading Indicator Report information.

#### 3. Selection of Model

**Key Questions:** Which model did you select and how does it align with the Needs Assessment? How will it align with other resources and interventions? What practices or policies will need to be modified to enable the school to implement the interventions fully and effectively? How will the model be sustained after the funding period ends?

Share the School Improvement Model Selection Rubric results. (Share only the pages of the model selected.)

#### 4. Capacity of School and District

**Key Questions:** Has the district explained its capacity to serve Tier I and Tier II schools? Explain why a school or schools that were identified are not being served? How many Tier III schools does the district have? What efforts and progress has the district made since the district appraisal was completed? What changes or strategies will the district make in order to support a successful implementation of the new model? Which staff (that report to the superintendent) will be responsible for the school improvement initiatives with the identified school(s)?

Share the Innovation Configuration Matrix (ICM) for Schools and District findings and the Systemic Coherence and Capacity Addendum to the District Appraisal results.

#### 5. Goal Setting

**Key Questions:** What annual goals for student achievement have been established based on the state's assessments in both reading/language arts and mathematics? What goals were established to implement the model? What timeline was established to implement the selected interventions? Who are the relevant internal and external stakeholders?

Discuss questions specific to the model that have been discussed in the application.

Share highlights from the school improvement template, Stages 1-4 (Stage 4 – Prioritize and Set SMART Goals).

## **6. Budget Presentation**

**Key Questions:** How will the funds be utilized? What local funds are being used to support the school? What other federal dollars will be utilized? How is the district planning to sustain the changes?

Share the budget and budget narrative.

Budget Negotiations

## **7. Questions by the Visiting Team**

## **8. Time for Team to Discuss**

## **9. Parting Thoughts and Timelines**