

LEA Application Scoring Form

SUMMARY PAGE

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

USD Name and USD #: Kansas City Kansas

Grant Application Name: Harmon High School

Section	Points Awarded
Section A: District Information - 5 Points <ul style="list-style-type: none">✓ Cover Page✓ Schools Identified by Tier & Model	2.5/5
Section B: District Information - 20 Points <ul style="list-style-type: none">✓ Explanation of Exploration & Adoption Process (6 Steps)	13
Part One: Section C - 30 Points <ul style="list-style-type: none">✓ Descriptive Information for Each School in Tier I and Tier II<ul style="list-style-type: none">▪ Needs Assessment▪ Selection of Intervention Model▪ School Capacity▪ Timeline and Goal Setting	17
Part Two: Section D - 25 Points <ul style="list-style-type: none">✓ Questions Specific to the Intervention Model<ul style="list-style-type: none">▪ Turnaround Model▪ Restart Model▪ Transformation Model▪ School Closure Model	10
Section E: Budget - 20 Points <ul style="list-style-type: none">✓ District Budget Provided✓ Individual School Budgets Provided✓ Detailed Explanation for each line item in the budget	18
TOTAL SCORE FOR APPLICATION-100	60.5

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

Reviewer Name:		District Name/USD#:
Section A: District Information – 5 Points	Points Awarded	Comments:
Cover Sheet with District Information 2.5 pts	<u>2.5</u> /2.5	
Schools Identified by Tier and Model 2.5 pts	<u> </u> /2.5	
<u>Total Section A: District Information – 5 Points</u>	2.5/5	

Section B: District Information – 20 Points	Points Awarded	Comments:
<p>The district has explained how it assisted the schools through the <i>Exploration and Adoption Process</i>.</p> <ol style="list-style-type: none"> 1. Needs Assessment 2. Selection of Model 3. Capacity of School 4. Goal Setting 5. Completing 1-4 Stages on School Improvement Plan 6. Budget <p>4 pts</p>	<p>2/4</p>	<p>NEEDS ASSESSMENT The district has created a dynamic vision to become one of the top 10 school districts in the nation. The district relied heavily on the KLN needs assessment that was done in 2008. The summary of the ICM was contained in the Systemic Coherence question.</p> <p style="color: red;">The team did not receive a lot of the district data but some was shared orally. We need a summary of the district data that was part of the needs assessment. This could be in an appendix or could be a summary of the district data that was reviewed. State Performance Report, AYP Data, KELPA data, survey data, etc could be examples. We need the School Leading Indicator Report and also need the rubric completed on selection of a model to document that you did go through a process. (Note: the summary of ICM was in Systemic Coherence question.)</p> <p>However, it was evident that the district has looked at data to determine root cause and that is helping the district form its new vision.</p>
<p>The district has explained the results of the <i>Systemic Coherence and Capacity Addendum to the District Appraisal</i> and how it will utilize the results.</p> <p>4 pts</p>	<p>_0/4</p>	<p>SYSTEMIC COHERENCE AND CAPACITY ADDENDUM TO DISTRICT APPRAISAL: The district has provided an overview of the four components that were discussed in the district appraisal in 2009. It was very evident that this has been addressed and we anticipate full points to be awarded once the bottom is received.</p> <p style="color: red;">Please respond to the Systemic Coherence and Capacity Addendum you receive after the visit and sign MOA for point assignments.</p>

<p>The district has provided an explanation of its capacity to serve Tier I and Tier II schools and the tools utilized in order to make this determination.</p> <p>4 pts</p>	<p><u> 3 </u> /4</p>	<p>CAPACITY TO SERVE TIER I AND TIER II SCHOOLS: The district did not explain in the application why it did not choose to serve the other Tier II school.</p>
<p>The district has provided an explanation why it is not serving Tier I schools.</p> <p>4 pts</p>	<p><u> 4 </u> /4</p>	<p>N/A</p>
<p>The district has estimated the number of Tier III schools and how many may be adopting a model.</p> <p>4 pts</p>	<p><u> 4 </u> /4</p>	<p>They are estimating nine schools and no models.</p>
<p><u>Total Section B: District Information –</u> <u>20 Points</u></p>	<p>13</p>	

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

Section C: Descriptive Information for Each School –30Points	Points Awarded	Comments:
NEEDS ASSESSMENT		
<p>The School has explained the <i>Exploration and Adoption Process</i></p> <ul style="list-style-type: none"> • Needs Assessment • Selection of Model • Capacity of School • Goal Setting • Completing 1-4 Stages on School Improvement Plan • Budget <p>2 pts</p>	1	<p>The process that Kansas City used was well defined however the application failed to address the capacity of the school and how the goals that have been set are tied to the root cause.</p>
<p>Data has been displayed and analyzed.</p> <ul style="list-style-type: none"> • Achievement Data • School Leading Indicator Report • School AYP Data • School Report Card Data • Perception Data • Contextual • Demographic Data <p>Innovation Configuration Matrix for School</p> <p>2 pts</p>	2 —	<p>A variety of data along with the ICM was analyzed which lead to the root cause.</p>
<p>A root cause analysis has been conducted.</p> <p>1 pt</p>	1 —	<p>The district did a good job of analyzing data and identifying root causes in reading, math and issues with 9th graders.</p> <p>This data supports the root causes identified.</p>

SELECTION OF INTERVENTION MODEL		
<p>School explained how it used needs assessment in helping to select model.</p> <p>1 pt</p>	1	The school followed a thoughtful process to be sure that the appropriate model that matches the needs of the school.
<p>School described why the model will be an appropriate fit for the school.</p> <p>2 pts</p>	0	The application failed to address why the specific model was selected and how it addresses the need for the school.
<p>School described how it used the School Intervention Model Selection Rubrics to choose a model.</p> <p>2 pts</p>	1	The application failed to address why the specific model was selected, the process for identification or how it addresses the need for the school.
<p>The school described the actions the school will take to design and implement interventions consistent with the final requirements of the grant.</p> <p>2 pts</p>	1	Consider adding to this section more on parent involvement strategies, extended time, and community involvement.
<p>The school described how the school will align other resources with the interventions?</p> <p>2 pts</p>	1	Very little information was provided which describes how other resources will be supporting the interventions. Connections with Special Education and ELL need to be addressed.
<p>The school described what practices or policies, if necessary, will need to be modified to enable the school to implement the interventions fully and effectively.</p> <p>2 pts</p>	1	More specific information about teacher evaluation and teacher contracts to reflect on commitment to have process to evaluate, retain and reward staff should have been shared.

<p>Explain how the school will sustain the reforms after the funding period ends.</p> <p>2 pts</p>	0	The application failed to address how reforms would be continued after the grant ends.
SCHOOL CAPACITY		
<p>The school described how the school used the Innovation Configuration Matrix (ICM) for Schools to access capacity.</p> <p>2 pts</p>	2 –	The school did utilize the Innovation Configuration Matrix as part of assessing capacity.
<p>The school provided an explanation of the school's capacity to use school improvement funds to provide adequate resources and related support for full and effective implementation of all required activities of the selected model.</p> <p>2 pts</p>	0	No information was provided that described how resources would support the model.
TIMELINE AND GOAL SETTING		
<p>A timeline was delineated the steps the school will take to implement the selected intervention in each Tier I and Tier II School .</p> <p>2 pts</p>	2	A well defined timeline was provided with deliverables identified.
<p>The school wrote description of the annual goals for student achievement that the school has established based on the State's assessments in both reading/language arts and mathematics.</p> <p>2 pts</p>	2	Goals have been established for each area along with a description of how they will attain them.

<p>The school wrote a description of other annual goals tied to implementation of the model.</p> <p>2 pts</p>	<p>1</p>	<p>The transformation model contains several components. The following have been addressed well.</p> <ul style="list-style-type: none"> • Replacement of the principal • Evaluation systems which they plan to participate in pilot • Use of data • Technical assistance from an external partner <p>The following areas need additional information:</p> <ul style="list-style-type: none"> • Calendars and increased learning time • Family and community engagement
<p>The school identified the relevant stakeholders, both internal and external, who were consulted by the school when completing Stages 1 through 4 of the school improvement plan.</p> <p>2 pts</p>	<p>1</p>	<p>Partnerships with the KLN Implementation coach, and ENI have been formed, however additional partners should have been identified .</p>
<p><u>Total Part One, Section C: Descriptive Information – 30 Points</u></p>	<p>17</p>	

The school selected the following model: _____

PART TWO: Questions Specific to Intervention Model – Turnaround Model
Complete questions for appropriate model.

Section D: Descriptive Information for Each School – 25 Points	Points Awarded	Comments:
Turnaround Model		
<p>How will the LEA and school select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?</p> <p>3 pts</p>	<p>___/3</p>	<p>N/A</p>
<p>How will the LEA and school assign effective teachers and leaders to the lowest achieving schools?</p> <p>3 pts</p>	<p>___/3</p>	<p>N/A</p>
<p>How will the LEA and school begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?</p> <p>2 pts</p>	<p>___/2</p>	<p>N/A</p>
<p>How will staff replacement be executed—what is the process for determining which staff remains in the school and for selecting replacements?</p> <p>2 pts</p>	<p>___/2</p>	<p>N/A</p>

<p>How will the language in collective bargaining agreements be negotiated to ensure the most talented teachers and leaders remain in the school?</p> <p>2 pts</p>	<p>___/2</p>	<p>N/A</p>
<p>What supports will be provided to staff being assigned to other schools?</p> <p>3 pts</p>	<p>___/3</p>	<p>N/A</p>
<p>What are the budgetary implications of retaining surplus staff within the LEA and school if that is necessary?</p> <p>2 pts</p>	<p>___/2</p>	<p>N/A</p>
<p>What is the LEA's and schools own capacity to execute and support a turnaround? What organizations are available to assist with the implementation of the turnaround model?</p> <p>3 pts</p>	<p>___/3</p>	<p>N/A</p>
<p>What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the infusion of human capital?</p> <p>2 pts</p>	<p>___/2</p>	<p>N/A</p>
<p>What changes in operational practice must accompany the infusion of human capital, and how will these changes be brought about and sustained?</p> <p>3 pts</p>	<p>___/3</p>	<p>N/A</p>
<p><u>Total Part Two, Section D: Descriptive Information – 25 Points</u></p>	<p>___/25</p>	<p>N/A</p>

PART TWO: Questions Specific to Intervention Model – Restart Model

Section D: Descriptive Information for Each School – 25 Points	Points Awarded	Comments:
Restart Model		
<p>Are there qualified charter management organizations (CMOs) or education management organizations (EMOs) willing to partner with the LEA to start a new school (or convert an existing school) in this location?</p> <p>3 pts</p>	<p>___/3</p>	<p>N/A</p>
<p>Will qualified community groups initiate a home grown charter school? The LEA is best served by developing relationships with community groups to prepare them for operating charter schools.</p> <p>2 pts</p>	<p>___/2</p>	<p>N/A</p>
<p>Based on supply and capacity, which option is most likely to result in acceptable student growth for the student population to be served— homegrown charter school, CMO, or EMO?</p> <p>2 pts</p>	<p>___/2</p>	<p>N/A</p>
<p>How can statutory, policy, and collective bargaining language relevant to the school be negotiated to allow for closure of the school and restart?</p> <p>2 pts</p>	<p>___/2</p>	

How will support be provided to staff that are reassigned to other schools as a result of the restart? 3 pts	___/3	N/A
What are the budgetary implications of retaining surplus staff within the LEA if that is necessary? 3 pts	___/3	N/A
What is the LEA's own capacity to support the charter school with access to contractually specified district services and access to available funding? 2 pts	___/2	N/A
How will the SEA assist with the restart? 3 pts	___/3	N/A
What performance expectations will be contractually specified for the charter school, CMO, or EMO? 3 pts	___/3	N/A
Is the LEA (or other authorizer) prepared to terminate the contract if performance expectations are not met? 2 pts	___/2	N/A
<u>Total Part Two, Section D: Descriptive Information – 25 Points</u>	___/25	N/A

PART TWO: Questions Specific to Intervention Model – Transformation Model

Section D: Descriptive Information for Each School –25 Points	Points Awarded	Comments:
Transformation Model		
<p>How will the LEA select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?</p> <p>5 pts</p>	2	<p>The school has appointed a leader that has begun the transformation however no information was provided on the skills that are needed for them to lead the school to a successful transformation .</p>
<p>How will the LEA enable the new leader to make strategic staff replacements?</p> <p>5 pts</p>	2	<p>Little information was shared in the role of replacing and staff. The district has agreed to participate in the evaluation of teachers and principals. It should be noted that many staff at the school are not highly qualified and some are not licensed to teach the subjects they are assigned to.</p>
<p>What is the LEA’s own capacity to support the transformation, including the implementation of required, recommended, and diagnostically determined strategies?</p> <p>5 pts</p>	2	<p>The contracting with ENI should assist the district in the implementation of the strategies and help in capacity building.</p>
<p>What changes in decision making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the transformation?</p> <p>5 pts</p>	2	<p>Very little information was provided that described how this would be addressed.</p>
<p>What changes in operational practice must accompany the transformation, and how will these changes be brought about and sustained</p> <p>5 pts</p>	2	<p>No clear information was provided on how the changes would be supported or sustained, including extending the day.</p>

<u>Total Part Two, Section D: Descriptive Information – 25 Points</u>	10	
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PART TWO: Questions Specific to Intervention Model – School Closure Model

Section D: Descriptive Information for Each School – 25 Points	Points Awarded	Comments:
School Closure Model		
<p>What are the metrics to identify schools to be closed? 2 pts</p>	___/2	
<p>What steps are in place to make certain closure decisions are based on tangible data and readily transparent to the local community? 2 pts</p>	___/2	
<p>How will the students and their families be supported by the LEA through the re-enrollment process? 2 pts</p>	___/2	
<p>Which higher-achieving schools have the capacity to receive students from the schools being considered for closure? 1 pt</p>	___/1	
<p>How will the receiving schools be staffed with quality staff to accommodate the increase in students? 2 pts</p>	___/2	

<p>How will current staff be reassigned—what is the process for determining which staff members are dismissed and which staff members are reassigned?</p> <p>2 pts</p>	<p>___/2</p>	
<p>Does the statutory, policy, and collective bargaining context relevant to the school allow for removal of current staff?</p> <p>2 pts</p>	<p>___/2</p>	
<p>What supports will be provided to recipient schools if current staff members are reassigned?</p> <p>2 pts</p>	<p>___/2</p>	
<p>What safety and security considerations might be anticipated for students of the school to be closed and the receiving school(s)?</p> <p>2 pts</p>	<p>___/2</p>	
<p>What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?</p> <p>2 pts</p>	<p>___/2</p>	
<p>How will the LEA track student progress in the recipient schools?</p> <p>2 pts</p>	<p>___/2</p>	

<p>What is the impact of school closure to the school's neighborhood, enrollment area, or community?</p> <p>2 pts</p>	<p>___/2</p>	
<p>How does school closure fit within the LEA's overall reform efforts?</p> <p>2 pts</p>	<p>___/2</p>	
<p><u>Total Part Two, Section D: Descriptive Information – 25 Points</u></p>	<p>___/25</p>	

Section E: Budget – 20 Points	Points Awarded	Comments:
The district provided a district budget (combined from all Tier I and Tier II schools) 5 pts	5	The application provided a district and an individual school budget.
Individual budgets for each school were provided. 5 pts	5	Annual budgets were provided
Each line item for the district and school budgets had a detailed explanation of all activities associated with the grant. 10 pts	8	A narrative was provided
<u>Total Section E: Budget – 20 Points</u>	18	

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