Appendices

FY 2013 New Awards Competition

Kansas Application

Appendix 1

KLN Proposal

May 17, 2013

Request for Proposal
Network Service Provider

Submission Deadline:

    June 7, 2013 4:00 pm CST

Submit to:

    Sandy Guidry, School Improvement Coordinator
    Kansas State Department of Education
    120 SE 10th Avenue
    Topeka, KS 66612

Introduction/Background

This document is offered as a proposal that provides recommendations based on a partnership between the Kansas State Department of Education (KSDE) and the Network Service Providers (NSP) as described in the Kansas Elementary and Secondary Education Act (ESEA) Flexibility Waiver of July 2012. This partnership is known as the Kansas Learning Network (KLN). The KLN has demonstrated significant leadership in establishing effective systems, processes, and supports for Kansas Priority and Focus Schools and districts to improve student learning. Intensive efforts have been ongoing and were re-energized by the expectations of the Kansas ESEA Flexibility Waiver.

The Kansas Learning Network (KLN) is based on a theory of change that integrates new and modified programs, policies, and practices to improve educational systems. Priority and Focus districts and schools have grown as a result of a thorough process that includes a comprehensive and objective needs assessment, intensive support from district facilitators and implementation coaches, a focus on building and sustaining capacity rather than simply delivering training, and technical assistance from experienced educational consultants. Likewise, the capacity of Kansas educators and service providers has been expanded through engagement in the process.

Through the Kansas ESEA Flexibility Waiver, Kansas educational leaders seek to move forward with State and local reforms that target student learning and which further integrate educational reform efforts across student services and programs. With the requirements articulated in the Kansas ESEA Flexibility Waiver and the implementation of Seven Turnaround Principles, Kansas College and Career Ready Standards, and a new accreditation process, Kansas state and local educational systems again find themselves facing new challenges to create coherence among the systems, processes, and strategies that will successfully implement the KLN.

Core processes and capacity built during the 2012-2013 school year throughout the state must be sustained while improvements to the KLN process are modified to align with the Seven Turnaround Principles and the Kansas College and Career Ready Standards. Essential roles will be further defined as the State's regulatory function is strengthened by the School Improvement Coordinator at the KSDE. Required processes, articulated in the Kansas ESEA Flexibility Waiver, will guide the expectations and sense of urgency for districts, schools, and the KLN NSP to ensure timely and effective implementation of required, meaningful, and targeted interventions in Priority and Focus Schools.

This proposal seeks to reinforce and expand upon the innovative efforts of KSDE and the core processes and capacity built throughout Kansas schools as a result of the KLN. The KSDE along with the NSP will leverage collective experiences, expertise, and relationships to sustain core processes and provide trustworthy support to improve school and district systems and increase student growth and achievement. The team of educational consultants and technical assistance providers selected to be part of the KLN will strive to collaboratively enhance the innovative approaches identified by vetted partners, align with emerging trends and research in educational transformation, and support the needs of the schools challenged to improve.

Scope of Work

With the increased accountability set out in the Kansas ESEA Flexibility Waiver educators across Kansas are challenged to align and integrate effective and sustainable educational programs and services. KLN's current structure and approach provides opportunities to assess and address systemic issues that tend to isolate programs, services, and resources. There remains a need to continually examine opportunities to communicate, coordinate, and collaborate to avoid silos and systemic barriers. At every level, educational leaders and the NSP must maintain a relentless focus on student learning to integrate state and federal programs and funding streams in appropriate ways that result in success for Kansas students.

The NSP led by the KSDE School Improvement Coordinator, will continue the development of communication strategies to articulate roles and responsibilities at strategic points along the project timeline with key stakeholders and partners. This proposal reflects the intention that the NSP as part of the KLN will address requirements of the ESEA Flexibility Waiver working with districts with identified Priority and Focus Schools. The following factors were considered as the recommendations in this proposal were developed.

- All Priority and Focus Schools require the support of an outside coach (implementation coach) with experience in implementation of the Kansas Multi-Tier System of Supports (MTSS) and other effective systemic (systems wide) improvement efforts.

- Large districts in Kansas may require the support of an outside facilitator (district facilitator) with experience in implementation of MTSS and other effective systemic (systems wide) improvement efforts.

- Implementation coaches and district facilitators are to be provided with sufficient training that will allow them to work successfully in their assigned schools and districts. Professional learning in the areas of MTSS and systems change efforts, Kansas College and Career Ready Standards and KansaStar must be provided.

- A system of personnel management must be in place to train, support, evaluate and compensate coaches and facilitators contracted to work within the KLN. The NSP will designate an IC/DF manager that will ensure that KLN ICs and DFs are completing quality work within the districts and schools, provide support to ICs and DFs in need of assistance, evaluate the work of the ICs and DFs and ensure that ICs and DFs are compensated for their work in accordance with agreed upon contracts.

- Extensive professional learning is needed at all levels of MTSS and systems change efforts implementation. Coordination of all training must be provided to ensure the effective delivery of professional learning and alignment with the requirements of the Kansas ESEA Flexibility Waiver including the nineteen District Needs Assessments (DNAs).

- The KLN must work with technical assistance providers including Technical Assistance Support Network (TASN), Multi-Tier System of Supports (MTSS), KSDE College and

Career Ready Standards, KSDE Directory of Resources as identified in the Kansas ESEA Flexibility Waiver and facilitate access to these resources to the Priority and Focus schools and districts.

Clear lines of consistent communication must be established between all resource providers to include KSDE, KLN, NSP, TASN, implementation coaches and district facilitators.

Services and Deliverables

Services	Deliverables
ALL Priority and Focus Schools require the support of a qualified implementation coach..	The NSP will work with the school improvement coordinator to ensure that Focus Schools are staffed with a qualified implementation coach that will serve six (6) days in the Focus School. The NSP will work with the school improvement coordinator to ensure that Priority Schools are staffed with a qualified implementation coach that will serve eight (8) days in the Priority School.
Large districts in Kansas require the support of a qualified district facilitator.	The NSP will work with the school improvement coordinator to ensure that the three large Kansas Districts with Priority and Focus Schools will are staffed with qualified district facilitators that will serve four (4) days working with district leadership. The following districts and the number of assigned district facilitators are as follows: Kansas City Kansas Public Schools (2), Wichita Public Schools (2) and Topeka Public Schools (1).
A system of personnel management must be in place to train, support, evaluate and compensate coaches and facilitators contracted to work with the KLN. The NSP will designate an IC/DF manager that will ensure that KLN ICs and DFs	The NSP will ensure that all district facilitators and implementation coaches are provided a contract with the approved conditions for employment, including job description, scope of work and anticipated timelines. The NSP will provide a manager for the implementation coaches and district facilitators

are completing quality work within the districts and schools, provide support to ICs and DFs in need of assistance, evaluate the work of the ICs and DFs and ensure that ICs and DFs are compensated for their work in accordance with agreed upon contracts.	to ensure all implementation coaches and district facilitators complete duties as assigned and facilitate systemic improvement in a manner that represents well the KLN and forwards the vision of improved outcomes for students. The IC/DF Manager will evaluate the job performance of all implementation coaches and district facilitators based upon coaching logs, feedback from the district and schools, and other experiences and communications throughout the year. Through the 1003(a) grant funds received from school districts, the NSP will compensate implementation coaches at $800/day for work in the school and $400/day for training. District facilitators will be compensated at $900/day for work in the district and $400/day for training.
Extensive professional learning is needed at all levels of school and system improvement and implementation. Coordination of all training must be provided to ensure the effective delivery of professional learning.	Meeting logistics, including venue, meals and agendas, will be coordinated by the NSP. The topic for learning will be chosen through collaboration of the NSP and the KSDE school improvement coordinator and will address needs identified in the KLN Needs Assessment and the implementation of the Menu of Meaningful Interventions from the Kansas ESEA Flexibility Waiver. Participants of professional learning will include leadership teams of Priority and Focus Schools, implementation coaches, district facilitators, and the Kansas Integrated Innovation Team members (KIIT). Resources for professional learning shall be a part of the KLN Directory of Resources and **must** include the following topics: MTSS, Kansas College and Career Ready Standards and KansaStar. Other topics of interest include: Language Essentials for Teachers of Reading and Spelling, Safe and Civil Schools, and Positive Behavior Interventions and Supports.

	Implementation Coaches and District Facilitators will participate in six days of professional learning.
The KLN must work with technical assistance providers identified within the Kansas ESEA Flexibility Waiver such as TASN, MTSS, KSDE College and Career Ready Standards, KSDE Directory of Resources and facilitate access to these resources to the Priority and Focus Schools and districts.	The NSP will partner with TASN to deploy experienced, highly qualified, and effective technical assistance providers to implement integrated technical assistance aligned with the needs of Priority and Focus Schools as identified in the District Needs Assessment aligned with the district's current initiatives.
Clear lines of consistent communication must be established between all resource providers to include KSDE, KLN, NSP, TASN, implementation coaches and district facilitators.	The IC/DF Manager will serve as the first contact for implementation coaches and district facilitators, providing information, answers and support. The IC/DF Manager will conduct a monthly call to facilitate conversations with implementation coaches and district facilitators. The NSP will work with the Kansas Technical Assistance Team (KTAT) to continue to update the Directory of Resources in an effort to provide a clearinghouse of research-based practices.

Timeline

June 7, 2013 4 PM CST	Proposal Submission Deadline Mail proposal to: Sandra Guidry, Kansas State Department of Education, 120 SE 10th Ave., Topeka, KS 66612
July 9, 2013	Request for approval, Kansas State Board of Education
July 26, 2013	Contracts for 2013-2014 implementation coaches and district facilitators are complete. A system for training, supporting, evaluating and compensating implementation coaches and district facilitators in place.
August 2, 2013	IC/DF Manager will join the KTAT. Appropriate training and professional learning has been provided around MTSS, Kansas College and Career Ready Standards, and KansaStar to implementation coaches, district facilitators, and the KIIT to ensure necessary prior knowledge and skills are in place to lead the school and systemic improvement efforts as described in the Kansas ESEA Flexibility Waiver.
September 30, 2013	Appropriate training and professional learning has been provided around MTSS, Kansas College and Career Ready Standards and KansaStar to building leadership teams to ensure all necessary prior knowledge and skills are in place to lead the school and systemic improvement efforts.
August 1, 2013 – June 30, 2014	The IC/DF manager will conduct monthly phone calls with implementation coaches and district facilitators to begin the month of August 2013 and will continue through June 2014.
October 1, 2013 – June 30, 2014	The IC/DF manager will work with the KSDE school improvement coordinator to provide continuous professional learning opportunities to implementation coaches, district facilitators, KSDE KIIT and building leadership teams.

Appendix 2

Sample District Needs Assessment

District Needs Assessment Report

Topeka, USD 501

Table of Contents

Title I Priority and Focus Schools Instructional Observations

Introduction

The Kansas State Department of Education (KSDE) will support districts with Title 1 Focus and Priority Schools in the identification of the root causes of the low achievement by conducting a comprehensive Districts Needs Assessment (DNA) and apply meaningful interventions that support the implementation of effective practices. The KSDE School Improvement Coordinator will lead this effort within the Kansas Learning Network (KLN) which includes KSDE staff, the Kansas Association of School Boards, Network Services Providers, and vetted Technical Assistance Providers.

The goal of the Kansas Learning Network is to improve school and district communication and alignment of improvement efforts in order to increase student achievement through a collaborative approach to ensure quality of teaching and learning.

For some districts, this will be their first experience with KLN; for others, they may have had a KLN needs assessment conducted within the past four years. The 2012 needs assessment will include a survey of all staff, walk-through observations in all Priority and Focus Schools, and focus group interviews involving parents, teachers, administrators, board members, and other stakeholders in the district.

All districts will receive a District Needs Assessment Report focusing on data collected and organized by the following Seven Turnaround Principles as identified in the 2012 Kansas Elementary and Secondary Education Act (ESEA) Flexibility Waiver:

- Provide Strong Leadership
- Enable Effective Educators
- Maximize Learning Time
- Ensure Rigorous Curriculum
- Utilize Data Analysis
- Establish Safe Environment
- Grow Family and Community Engagement

All needs assessments are designed to identify strengths and challenges leading to commendations and recommendations for improvement.   Technical assistance will be provided throughout the next

three years to support those recommendations for improvement as described in the 2012 Kansas ESEA Flexibility Waiver.

The KSDE School Improvement Coordinator will work with the assigned USD 501 District Facilitator, District Superintendent, and Priority and Focus School leadership teams to select meaningful interventions that will promote systemic change to benefit all student populations within Quincy Elementary School, Ross Elementary School, Scott Computer/Technology Magnet School, Shaner Elementary School, Avondale West Elementary School, Chase Middle School, Eisenhower Middle School, Highland Park Central Elementary School, Lowman Hill Elementary School, Maude Bishop Elementary School, Meadows Elementary School, State Street Elementary School, Whitson Elementary School, and Williams Science & Fine Arts Magnet School based on the data collected during the District Needs Assessment process.

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[1] The site visit for Topeka occurred October 10-12, 2012.

District Enrollment Data

District Schools and Enrollment

USD 501 is comprised of the following schools:

District Buildings	Building Type	Grades Served	2011-2012 Enrollment
Avondale West Elementary School	Elementary	K-5	270
Highland Park Central Elementary	Elementary	K-5	393
Linn Student Support Center	Elementary	K-5	173
Lowman Hill Elementary School	Elementary	PK-5	357
Maude Bishop Elementary School	Elementary	PK-5	368
McCarter Elementary School	Elementary	K-5	432
McClure Elementary School	Elementary	PK-5	348
McEachron Elementary School	Elementary	PK-5	381
Meadows Elementary School	Elementary	K-5	593
Quincy Elementary School	Elementary	PK-5	257
Randolph Elementary School	Elementary	PK-5	412

Ross Elementary School	Elementary	K-5	369
Scott Computer Technology Magnet	Elementary	PK-5	545
Shaner Elementary School	Elementary	K-5	204
State Street Elementary School	Elementary	K-5	442
Stout Elementary School	Elementary	K-5	299
Whitson Elementary School	Elementary	PK-5	534
Williams Science & Fine Arts Magnet	Elementary	PK-5	604
Chase Middle School	Middle School	6-8	447
Eisenhower Middle School	Middle School	6-8	444
Jardine Middle School	Middle School	6-8	539
Landon Middle School	Middle School	6-8	467
Marjorie French Middle School	Middle School	6-8	582
Robinson Middle School	Middle School	6-8	398
Capital City High School	High School	6-12	102
Highland Park High School	High School	9-12	772
Hope Street Charter Academy	High School	9-12	148
Topeka High School	High School	9-12	1777
Topeka West High School	High School	9-12	1046

The chart below shows the District Enrollment from 2007-2008 to 2012-2013. The enrollment trend shows an overall increase from 2007-2008 to 2012-2013 of 552 students with a slight yearly decline over the last three years from 14,166 students in 2010-2011 to 14,021 students in the Fall of 2012-2013.

USD 501 Enrollment History

Year	Number of Students
2007-08	13469
2008-09	13846
2009-10	14138
2010-11	14166
2011-12	14084
2012-13	14021
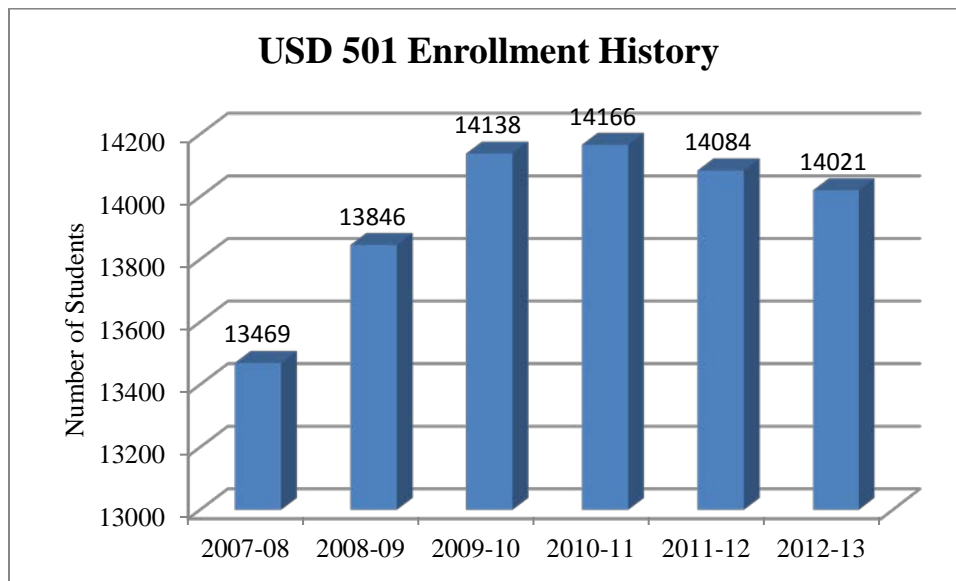
Source: KSDE School Finance Reports – Free Reduced Enrollment (All Buildings)

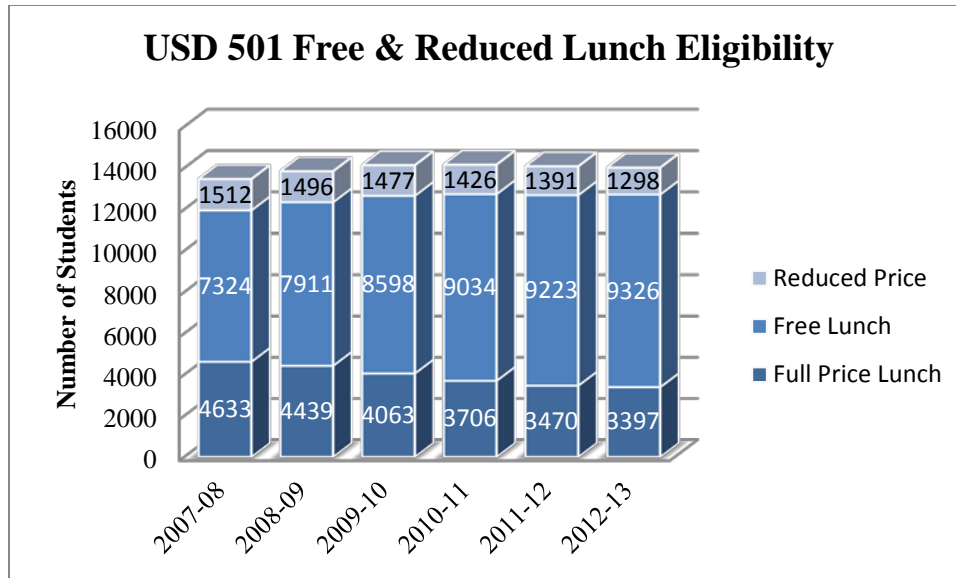**District Enrollment History by Race**

The chart below details enrollment and racial diversity for USD 501 over the past five years. According to the data as reported by the KSDE website, total enrollment in the district has increased by 552 students from 2007-2008 to 2012-2013. Historically a diverse district, the percentage of students identified as White and students identified as Black have declined slightly over the reported time period (45.1% to 41.6%, and 23.6% to 20.5%, respectively). At the same time, the number of students identified as Hispanic has grown both in numbers and percentage, increasing from 19.3% in 2007-2008 to 26.7% in 2011-2012.

Enrollment History by Race

School Year	Total Enrolled	White	Black	Hispanic	Am Indian Alaskan	Asian	Hawaiian Islander	Multiple Races
2007-08	13353	6028	3150	2581	251	114	0	1229
2008-09	13611	6054	3119	2731	240	113	0	1354
2009-10	13812	6276	3312	3019	270	109	23	803
2010-11	13798	6790	3005	2188	533	149	25	1108
2011-12	13715	5711	2818	3658	190	107	19	1212

Source: KSDE K-12 School Reports – Enrollment by Grade, Race, Gender (Includes Pre-K & Non-Graded Students)

Enrollment History by Free/Reduced Lunch Rates

Since school year 2007-2008 to 2011-2012, the percent of USD 501 students who qualify for free or reduced lunch prices has increased from 65.6% in 2007-2008 to 75.8% in 2012-2013. The total number of district students qualifying for Reduced, Free, and Full Price lunches is reflected in the graphic below. The breakdown of current eligibility by buildings is recorded on the table following.

USD 501 Free & Reduced Lunch Eligibility

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Reduced Price	1512	1496	1477	1426	1391	1298
Free Lunch	7324	7911	8598	9034	9223	9326
Full Price Lunch	4633	4439	4063	3706	3470	3397

Source: KSDE School Finance Reports – Free Reduced Enrollment (All Buildings)

Current Eligibility by Building

District Buildings	Enrollment	Free Lunch	Reduced Lunch	Percent FRL
Avondale West Elementary School	267	183	34	81.3%
Highland Park Central Elementary	374	338	14	94.1%
Lowman Hill Elementary School	337	276	24	89.0%
Maude Bishop Elementary School	360	224	33	71.4%
McCarter Elementary School	431	255	51	71.0%
McClure Elementary School	345	188	38	65.5%
McEachron Elementary School	402	239	52	72.4%
Meadows Elementary School	595	462	53	86.6%
Quincy Elementary School	255	238	8	96.5%
Randolph Elementary School	397	204	51	64.2%
Ross Elementary School	562	465	46	90.9%
Scott Computer Technology Magnet	557	485	32	92.8%
Shaner Elementary School	212	169	23	90.6%
State Street Elementary School	473	364	53	88.2%
Stout Elementary School	277	225	21	88.8%
Whitson Elementary School	516	280	48	63.6%
Williams Science & Fine Arts Magnet	592	472	44	87.2%
Chase Middle School	466	399	33	92.7%
Eisenhower Middle School	452	382	34	92.0%
Jardine Middle School	534	346	54	74.9%
Landon Middle School	461	284	50	72.5%

Kansas Learning Network

Marjorie French Middle School	547	313	61	68.4%
Robinson Middle School	414	294	44	81.6%
Highland Park High School	779	563	81	82.7%
Hope Street Charter Academy	142	79	16	66.9%
Topeka High School	1803	1023	168	66.1%
Topeka West High School	1033	389	119	49.2%

Recent School and District Improvement Efforts

Topeka Public Schools, USD 501, entered the Kansas Learning Network (KLN) for the first time in 2008. During the three-day onsite needs appraisal that year, several areas of concern were uncovered clustered around the four major topics of the appraisal: Leadership; Empowering Culture; Human Resources, and Professional Development. Interestingly, a common theme emerged in the resulting recommendations pointing to a lack of coherent district-wide systems. In particular, the following specific recommendations to develop practices to foster and sustain organizational coherence were highlighted in the report:

1. Create systemic coherence in organization structures, including special education and English Language Learner programs;
2. Create systemic coherence by defining the roles and responsibilities of senior district staff;
3. Create systemic coherence by developing a plan to facilitate communication;
4. Create systemic coherence by developing a plan to support individual schools and increase each school's accountability;
5. Create systemic coherence by creating a long-range plan for facility improvement;
6. Create systemic coherence by facilitating Board of Education strategic planning; and
7. Create systemic coherence by developing and following a consistent professional development plan.

Since receiving the results of the 2008 KLN appraisal, district leadership has enacted the following efforts intended to increase the systemic coherence recommended across USD 501:

1. A set strategic plan now drives decision making in the district and the USD 501 Board of Education consistently focuses on student achievement when considering policies;
2. A curriculum structure, available online, that clearly maps what is to be taught and when it is to be taught, is used throughout the district;
3. A system is in place to collect and analyze district-wide data;
4. Each school has a school improvement plan;
5. Professional Development offered in the district focuses on the following areas: adoption of Kansas Common Core Standards, Equity issues, building-identified

instructional strategies as well as effective implementation of instructional resources;
6. Educational programs, including special education and programs for English Language Learners, have been restructured; and
7. A long-term facility plan is in place to guide physical environment improvements across the district.

Needs Assessment Results

Seven Turnaround Principles: Strengths and Challenges

The following strengths and challenges for each of the Seven Turnaround Principles were gleaned through stakeholder interviews, results from the online needs assessment survey, and eWalkThrough data recorded in multiple classrooms in October 2012. Additional root-cause analysis will be conducted when the KSDE School Improvement Coordinator convenes the Kansas Integrated Innovation Team to work with the district and school leadership teams to develop the technical assistance needed to implement school action plans over the next three years.

USD 501 Turnaround Principle 1: Provide Strong Leadership

Turnaround Principle 1 focuses on the leadership strengths of the district, the ten Focus Schools, and USD 501's four Priority Schools. Areas of focus include communication, formality of leadership structures, ongoing administrative professional development, and understanding the needs of the district.

Strengths

- District supports building level administration.
- District leadership works as a team.
- Since receiving the previous KLN appraisal, district leadership has initiated efforts to increase the systemic coherence recommended.
- Principals are beginning to hold teachers accountable with support from District office.
- District wide professional development for all staff is aligned with district mission for improving student achievement.
- USD 501 Board of Education is focused on student achievement and has begun implementing substantial changes within the district since the previous KLN visit.

- District and building leaders provide leadership opportunities for teachers through the Minority Leadership Academy, 501-101 and the K-State Leadership Academy.
- USD 501 Superintendent is visible in buildings and classrooms throughout the district.
- USD 501 Board of Education and parents believe there are strong leaders in schools.
- USD 501 Board of Education feels district leadership is improving every year.

Challenges

- Collaborative approach exists among district leadership team, but stakeholders across the district do not have an in-depth understanding of the district mission.
- Instructional leadership remains an area in need of improvement at the building level.
- Roles and responsibilities of district leadership team needs be communicated so all district stakeholders have a better understanding of district mission and organizational chart.
- Better communication to all stakeholders of the USD 501 mission and areas of focus can help parents widen their understanding of district initiatives beyond the individual school(s) of which their children attend.

District Coherence

Coherence measures how well the district, the school, and the community work together towards meeting shared goals. Special attention is given to ensure all departments and levels within the district are working together toward a shared vision.

Strengths

- The district has developed a clearly articulated strategic plan that drives district decisions.
- Increased accountability for district spending has helped USD 501 to focus on the most efficient use of district investments.
- The USD 501 Board of Education is cohesive in wanting to raise academic achievement for all students while closing existing achievement gaps and has been supportive of implementing changes based on previous KLN visit.
- With consistent practices now in place, the district is focusing on implementing reform efforts intended to improve student achievement by looking toward identifying root causes of low academic performance and finding interventions to mitigate the negative impact of those root causes.

Challenges

- Many structures have been put in place to ensure communication between departments. However, it was expressed in several focus groups that the Teaching and Learning and the Administration Services Departments are not yet fully aligned to support district cohesiveness.
- Reorganization of special education services and English Language Learners is viewed as positive, however, the need for more collaboration with other departments, such as Teaching and Learning and Administrative Services, was expressed.
- Communication across the district in order to help all stakeholders understand how important alignment of curriculum and cohesiveness of the district is to student achievement.
- It was reported that there is a lack of understanding of the district's mission.

USD 501 Title 1 Priority Schools Turnaround Principles Strengths and Challenges:

Quincy Elementary School Strengths and Challenges

Turnaround Principle 2: Enable Effective Educators

Turnaround Principle 2 focuses on the school's ability to provide supports and structure to enable educators to be most effective. Areas of focus include providing quality professional development, ensuring only effective teachers are retained, developing long-term professional planning, following a strong teacher evaluation system, and providing opportunities for career growth.

Strengths

- Leadership team meets monthly to work on the school improvement plan.
- Staff members feel as though they have opportunities to become involved in the school improvement process.
- Principal fosters good relationships with staff and parents.
- Shared leadership system is appreciated by staff.
- Grade-level collaboration teams meet once per week.
- Professional development has been offered on Positive Behavioral Interventions and Supports (PBIS) and the school improvement plan.
- New walkthrough tool has been well-received by staff.
- Staff has been stable with little turnover for the past few years.

Challenges

- Follow-up conversations with the principal after walkthroughs are needed.

Turnaround Principle 3: Maximize Learning Time

Turnaround Principle 3 focuses on the ability to provide focused learning time for students. Areas include common planning and collaboration time for staff, instructional time free from interruptions, and ongoing professional development.

Strengths

- Reading coach has been helpful.
- 21st Century Community Learning Center grant supports after-school learning time.
- Counselor services for students are available.

Challenges

- Concerns were raised about interruptions during instruction.
- Counselor is only part time at Quincy Elementary School.
- Coaches and interventionists are not at Quincy Elementary School full time, but are shared with another building in the district.

Turnaround Principle 4: Ensure Rigorous Curriculum

Turnaround Principle 4 focuses on the curricula provided. Areas examined include determining how curriculum data is analyzed and applied to revisions, alignment of taught curricula with common core standards, and the availability of ongoing, effective professional development.

Strengths

- Some teachers serve on district-wide curriculum and assessment committees.
- Technology is available in classrooms to support the curriculum.
- Teachers at the same grade level collaborate across the district to share ideas with one another.

- Math/reading/special education coaches and consultants have a process to share relevant information to support academic performance for the students they share.
- Teachers appreciate being included by the district to consult on the curriculum.

Challenges

- Technology usage levels vary among teachers
- Teachers are aware of Kansas Common Core Standards (KCCS), but do not yet fully understand how to implement them.
- Teaching and testing are not always aligned.
- Alignment of curriculum, assessments, and instruction for all students, including those receiving interventions, needs to be examined.

Turnaround Principle 5: Utilize Data Analysis

Turnaround Principle 5 focuses on how well school staff members utilize student data. Areas of focus include how data is used to differentiate instruction, how data is reviewed during collaboration time, the quality of the data utilized, and who has responsibilities for the collection and sharing of data.

Strengths

- Data are collected from performance assessments and achievement tests, among other sources.
- Collaboration time is held once a week for one hour to look at data and determine the focus skill for the month.
- Collaboration time provides staff with the opportunity to identify student strengths and weaknesses and plan for instruction.
- Staff enjoy being able to make decisions based on data.
- District-wide data system is used to determine professional development as well as instruction.

Challenges

- A need was expressed for more time to analyze data.
- Reports were received concerning an overabundance of assessments, especially at the end of the year.

- Classified staff members participate in data collection but are not able to participate in collaboration time when the data is discussed.
- Walkthrough data shows little differentiated instruction taking place, raising the question of whether or not data is being used to determine the individual learning needs of students.

Turnaround Principle 6: Establish Safe Environment

Turnaround Principle 6 focuses on providing a safe environment for students and staff. Areas of focus include analysis of school safety data, a review of the building environment, and a review of professional development related to providing a safe school environment.

Strengths

- Positive Behavioral Interventions and Supports (PBIS) is working well for most students.
- Student behavior in hallways has improved.
- Check-in/check-out system is in place for students.
- The environment is safe.
- Counselor provides guidance lessons.
- Bullying Committee meets once per month. Professional development is offered on bullying.

Challenges

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- Current procedures for serious disciplinary action should be reviewed.
- Concerns were raised about consistent follow-through for discipline referrals.
- Anti-bully efforts are underway in Quincy Elementary School and some would like to expand those efforts to the school buses.

Turnaround Principle 7: Grow Family and Community Engagement

Turnaround Principle 7 focuses on how well families and community members are engaged in education. Areas of focus include a review of the family engagement plan, use of surveys to collect data, complaint procedures for families and community members, and support of early childhood programs.

Strengths

- A lot of parent involvement information (English/Spanish) is sent home with students.
- School calls parents to report good news.
- School communicates with parents via e-mails, flyers, newsletters, and behavior charts.

Challenges

- The Parent Teacher Organization (PTO) is not active.
- Effective ways to communicate with families of diversity is necessary in order to engage them in the school.

Ross Elementary School Strengths and Challenges

Turnaround Principle 2: Enable Effective Educators

Turnaround Principle 2 focuses on the school's ability to provide supports and structure to enable educators to be most effective. Areas of focus include providing quality professional development, ensuring only effective teachers are retained, developing long-term professional planning, following a strong teacher evaluation system, and providing opportunities for career growth.

Strengths

- Building administrator is promoting positive interactions within the building
- Counselors and media staff are used to support teachers during collaboration time.
- Ross Elementary School is following district plan for implementing KCCS in reading..
- Every new teacher has a mentor teacher.
- Administrators are implementing classroom walkthroughs and working in a number of ways to identify teachers' individual learning needs and addressing those needs.

Challenges

- The behavior challenges affect all staff throughout Ross Elementary School.

Turnaround Principle 3: Maximize Learning Time

Turnaround Principle 3 focuses on the ability to provide focused learning time for students. Areas include common planning and collaboration time for staff, instructional time free from interruptions, and ongoing professional development.

Strengths

- Topeka Tier System of Supports (TTSS) training began last year. Positive Behavior Instructional Supports (PBIS) training began Fall 2012.
- The after-school clubs (band, orchestra, and tutoring) help keep the school day focused on academics.
- For reading, students are grouped by Dynamic Indicators of Basic Early Literacy Skills (DIBELS) results for TTSS implementation.

Challenges

- Student behavior problems negatively impact instructional time.
- Currently, there are not opportunities to co-teach at Ross Elementary school.
- Training in TTSS does not include all staff, i.e. paraprofessionals, within Ross Elementary School.

Turnaround Principle 4: Ensure Rigorous Curriculum

Turnaround Principle 4 focuses on the curricula provided. Areas examined include determining how curriculum data is analyzed and applied to revisions, alignment of taught curricula with common core standards, and the availability of ongoing, effective professional development.

Strengths

- Teachers are using some research-based reading and math strategies.
- District-level professional development and training from curriculum and assessment personnel focuses heavily on implementing the English Language Arts (ELA) KCCS.
- Teachers participate in weekly collaboration time.

- The curriculum and assessment team conducts monthly professional development on various topics.
- Reading instruction is differentiated.

Challenges

- Walkthrough data shows that there is inconsistent implementation of research-based reading and math strategies within Ross Elementary School.
- Observations showed and focus groups confirmed that there is inconsistent implementation of English Language Arts KCCS. Some teachers are making the transition while others have not.

Turnaround Principle 5: Utilize Data Analysis

Turnaround Principle 5 focuses on how well school staff members utilize student data. Areas of focus include how data is used to differentiate instruction, how data is reviewed during collaboration time, the quality of the data utilized, and who has responsibilities for the collection and sharing of data.

Strengths

- Ross Elementary School faculty participates in analysis of data.
- Scantron and district benchmark assessment results are sent to the district.
- Teachers use Scantron data to drive instruction.
- Student achievement data is passed along to the students' next year teachers.

Challenges

- Though collaborative time is provided, there are inconsistent expectations for teachers to analyze data during these meetings

Turnaround Principle 6: Establish Safe Environment

Turnaround Principle 6 focuses on providing a safe environment for students and staff. Areas of focus include analysis of school safety data, a review of the building environment, and a review of professional development related to providing a safe school environment.

Strengths

- There is a clear crisis plan in the staff notebook.
- Paraprofessionals received MANDT training and regular in-services to support students with challenging behaviors.
- The crisis plan and bullying policies are reviewed with staff at faculty meetings with plans to revisit the bullying policy periodically.
- Ross Elementary School has 1.5 counselors, a social worker, and Communities in Schools staff.
- Managing behavior is a priority.
- Policies are disseminated through the school handbook.
- The dismissal procedure is becoming smoother.

Challenges

- Some outside doors do not have keys, and teachers do not have access.
- Teachers report that communication within the building is inconsistent.
- The construction is not finished, and furniture is still missing.
- There are people in the building without visitor badges, including construction workers.
- Lunch and recess remain areas in which challenging behavior occurs.
- Management of student behavior is inconsistent.

Turnaround Principle 7: Grow Family and Community Engagement

Turnaround Principle 7 focuses on how well families and community members are engaged in education. Areas of focus include a review of the family engagement plan, use of surveys to collect data, complaint procedures for families and community members, and support of early childhood programs.

Strengths

- Muffins for Moms and Donuts for Dads events are successful at bringing parents to the school.
- By labeling Ross the "Music Academy," the school is being brought back into a positive spotlight. Parents are appreciative of the orchestra, band, and individual music lessons.

- Parent communication includes notes home, online PowerSchool, calls home, and e-mails.
- Parents appreciated the positive phone calls teachers make.

Challenges

- Staff suggests extending parent resources including daycare, career days, and lunch with parents events.
- Staff needs more translators during parent-teacher conferences.
- It was suggested that parents should be surveyed to determine their families' needs.
- The building can be difficult for parents to navigate.

Scott Computer/Technology Magnet School Strengths and Challenges

Turnaround Principle 2: Enable Effective Educators

Turnaround Principle 2 focuses on the school's ability to provide supports and structure to enable educators to be most effective. Areas of focus include providing quality professional development, ensuring only effective teachers are retained, developing long-term professional planning, following a strong teacher evaluation system, and providing opportunities for career growth.

Strengths

- Good teaching and collaboration with para-professionals.
- The support of the building principal is appreciated by teachers in Scott Computer/Technology Magnet School.
- Groups report a good support system and collaboration among teachers.
- Access to professional development training is provided for different student engagement strategies, such as Kagan Cooperative Learning Strategies.
- Technology is available in every classroom, and staff are trained how to integrate technology in instruction.

Challenges

- There is inconsistent training of all staff on initiatives such as Kagan and Positive Behavioral Interventions and Supports (PBIS).
- Limited planning and collaboration time at grade levels.

Turnaround Principle 3: Maximize Learning Time

Turnaround Principle 3 focuses on the ability to provide focused learning time for students. Areas include common planning and collaboration time for staff, instructional time free from interruptions, and ongoing professional development.

Strengths

- Co-teaching is viewed as helpful in maximizing learning time within Scott Computer/Technology Magnet School.
- Interventionists have been effective in supporting teachers and students.

Challenges

- Integration of academic interventions within general classroom is inconsistent.

Turnaround Principle 4: Ensure Rigorous Curriculum

Turnaround Principle 4 focuses on the curricula provided. Areas examined include determining how curriculum data is analyzed and applied to revisions, alignment of taught curricula with common core standards, and the availability of ongoing, effective professional development.

Strengths

- Curriculum is closely connected to KCCS.
- School is transitioning to a dual-language format. Each year a new grade will be added (K-2).
- Implementation of the new curriculum in language arts, including guided reading and Lead 21, is seen as a strength.
- The inquiry process and its integration into math and science lessons and use of the Every Day Math program are well-received.

Challenges

- Although the curriculum is aligned with the KCCS, implementation of the KCCS in the classroom is inconsistent.
- Concerns were raised over the difficulty of staff to keep up with yearly changes in curriculum.

Turnaround Principle 5: Utilize Data Analysis

Turnaround Principle 5 focuses on how well school staff members utilize student data. Areas of focus include how data is used to differentiate instruction, how data is reviewed during collaboration time, the quality of the data utilized, and who has responsibilities for the collection and sharing of data.

Strengths

- Data drives instruction, collaboration, differentiation, and walkthroughs.
- DIBELS testing is conducted three times per year, while district benchmarks are taken four times per year.
- The district's data department was praised for its friendliness and effectiveness at delivering data to teachers.
- Teachers collect and use informal data.
- Groups report data guiding instruction at all levels.
- New teachers are taught that using data is an essential part of their work.

Challenges

- There is a lack of understanding on the part of staff regarding the testing schedule for instructional data and why multiple collections take place during a school year.
- A need was expressed for paraprofessionals to have more access to data.

Turnaround Principle 6: Establish Safe Environment

Turnaround Principle 6 focuses on providing a safe environment for students and staff. Areas of focus include analysis of school safety data, a review of the building environment, and a review of professional development related to providing a safe school environment.

Strengths

- Reports were received that the school is a safe place for children.
- Staff were praised for their efforts to support the school and students. Administrators support staff members' disciplinary decisions.
- PBIS is being implemented.
- Having a counselor assigned to Scott Computer/Technology Magnet School is positive.

Challenges

- It can be difficult to manage the logistics of student pick-up outside the school building.
- Since the behavior consultant has left, there has been an inconsistent implementation of PBIS.

Turnaround Principle 7: Grow Family and Community Engagement

Turnaround Principle 7 focuses on how well families and community members are engaged in education. Areas of focus include a review of the family engagement plan, use of surveys to collect data, complaint procedures for families and community members, and support of early childhood programs.

Strengths

- Dual-language parent/student activities are offered.
- Family nights have good attendance.
- School materials, such as newsletters and notes, are offered in English and Spanish.
- Spanish-language line is offered for calling in student absences.
- Backpack snack program has been successful.

Challenges

- There are communication challenges due to the multiple home languages of the school's families.

Turnaround Principle 2: Enable Effective Educators

Turnaround Principle 2 focuses on the school's ability to provide supports and structure to enable educators to be most effective. Areas of focus include providing quality professional development, ensuring only effective teachers are retained, developing long-term professional planning, following a strong teacher evaluation system, and providing opportunities for career growth.

Strengths

- Classroom walkthroughs are conducted once per week.
- Steps are being taken to ensure staff are on board and understand new programs.
- Professional Learning Community meetings include English Language Learners and Special Education teachers and have a monthly focus, such as differentiation.
- The climate of the building has improved over the past year.

Challenges

- Consistent professional development for staff.

Turnaround Principle 3: Maximize Learning Time

Turnaround Principle 3 focuses on the ability to provide focused learning time for students. Areas include common planning and collaboration time for staff, instructional time free from interruptions, and ongoing professional development.

Strengths

- Teachers are using "pockets" of time well.
- 5th grade "Geek Squad" helps teachers in lower grades with technology support.

Challenges

Kansas Learning Network

- Discipline issues interfere with instructional time.

Turnaround Principle 4: Ensure Rigorous Curriculum

Turnaround Principle 4 focuses on the curricula provided. Areas examined include determining how curriculum data is analyzed and applied to revisions, alignment of taught curricula with common core standards, and the availability of ongoing, effective professional development.

Strengths

- District Committee members work toward implementation of KCCS and shares information with staff.
- KCCS ELA curriculum is fully implemented.

Challenges

- There is inconsistent implementation of Topeka Tier System of Supports (TTSS). A protocol for implementing Tier 2 and Tier 3 was not observed, as well as a curriculum protocol for Tier 2 and 3.

Turnaround Principle 5: Utilize Data Analysis

Turnaround Principle 5 focuses on how well school staff members utilize student data. Areas of focus include how data is used to differentiate instruction, how data is reviewed during collaboration time, the quality of the data utilized, and who has responsibilities for the collection and sharing of data.

Strengths

- Data Learning Teams are being piloted.
- Positive comments were received regarding a reduction from previous years in the number of assessments given.
- Para-professionals work with teachers to analyze data and make plans.

Challenges

- Teachers need professional development to understand the use of data for instruction.

Turnaround Principle 6: Establish Safe Environment

Turnaround Principle 6 focuses on providing a safe environment for students and staff. Areas of focus include analysis of school safety data, a review of the building environment, and a review of professional development related to providing a safe school environment.

Strengths

- Safety drills are held regularly.
- The Positive Action curriculum is in place.
- Counselor teaches social skills and bullying prevention.
- Teachers respond to bullying issues

Challenges

- Character Education curriculum is not being implemented with fidelity.
- Limited coordination in discipline procedures. Not all staff are implementing the PBIS with fidelity.

Turnaround Principle 7: Grow Family and Community Engagement

Turnaround Principle 7 focuses on how well families and community members are engaged in education. Areas of focus include a review of the family engagement plan, use of surveys to collect data, complaint procedures for families and community members, and support of early childhood programs.

Strengths

- Parents, teachers, and administrators have worked to involve all members of the community in school events.

- School outreach efforts include a website, newsletters, and events such as Math Night.

Challenges

- Finding ways to communicate to all stakeholders remains a challenge because of diversity of languages, various working hours of parents, etc.

USD 501 Title 1 Focus Schools Turnaround Principles Strengths and Challenges

Avondale West Elementary Strengths and Challenges

Turnaround Principle 2: Enable Effective Educators

Turnaround Principle 2 focuses on the school's ability to provide supports and structure to enable educators to be most effective. Areas of focus include providing quality professional development, ensuring only effective teachers are retained, developing long-term professional planning, following a strong teacher evaluation system, and providing opportunities for career growth.

Strengths

- Teachers receive updates on school-wide changes such as inclusions and TTSS.
- Principal follows up on all walkthroughs.
- Staff remain informed via e-mails and meetings.
- Staff receive a half-day professional development per month.
- Reports were received that classified staff members feel as though they are treated with respect.
- Principal was praised for being supportive and holding monthly meetings with staff to share information about new initiatives.

Challenges

- Communication from district regarding the need for aligned professional development for all staff and fidelity of implementation of instructional practices needs to be improved.

Turnaround Principle 3: Maximize Learning Time

Turnaround Principle 3 focuses on the ability to provide focused learning time for students. Areas include common planning and collaboration time for staff, instructional time free from interruptions, and ongoing professional development.

Strengths

- Kagan structures have been implemented.
- Principal has high expectations about maximizing learning time.
- Emphasis has been placed on working with all students together, i.e., inclusion.
- The number of assemblies has been reduced in order to provide more instruction time.
- Transitions within the school have been reduced in order to minimize loss of class instruction.

Challenges

- There is inconsistent implementation of Topeka Tier System of Supports (TTSS). A protocol for implementing Tier 2 and Tier 3 was not observed, as well as a curriculum protocol for Tier 2 and 3.

Turnaround Principle 4: Ensure Rigorous Curriculum

Turnaround Principle 4 focuses on the curricula provided. Areas examined include determining how curriculum data is analyzed and applied to revisions, alignment of taught curricula with common core standards, and the availability of ongoing, effective professional development.

Strengths

- Culture has shifted to one of inclusion for all students.
- KCCS implementation has gone smoothly.
- Technology carts are useful.
- Staff are proud of inquiry groups and feel they are working well.
- Principal wants to move toward more differentiation of instruction within the general education classrooms to meet the needs of all students.

Challenges

- There is confusion regarding TTSS and the Kansas Multi-Tier System of Supports (MTSS)
- Moving to a culture of inclusion for all students has been stressful.
- Additional instructional supports for students who are English Language Learners (ELL) are needed.
- There is limited professional development for implementing differentiation of instruction.

Turnaround Principle 5: Utilize Data Analysis

Turnaround Principle 5 focuses on how well school staff members utilize student data. Areas of focus include how data is used to differentiate instruction, how data is reviewed during collaboration time, the quality of the data utilized, and who has responsibilities for the collection and sharing of data.

Strengths

- Staff collaborate to analyze instructional data once per week.
- Data drives intervention decision-making more than it had in the past.
- School staff is good at identifying gaps and deciding upon focus areas.

Challenges

- A need was indicated for more professional development on how to put data to use.

Turnaround Principle 6: Establish Safe Environment

Turnaround Principle 6 focuses on providing a safe environment for students and staff. Areas of focus include analysis of school safety data, a review of the building environment, and a review of professional development related to providing a safe school environment.

Strengths

- Teachers and students feel safe.
- A bullying policy covering both kids and adults has been implemented.

- Radios have been placed on each floor, in the office, and on the playground for quick voice communication with students and staff in case of emergency.
- SOAR (Safety, Organization, Attitude, and Respect) school rules have been posted.

Challenges

- Bullying is still evident.
- Discipline issues are time consuming.
- Communication is lacking between the counselor and teachers regarding the content of Character Education classes so lessons can be reinforced across Avondale West Elementary School.

Turnaround Principle 7: Grow Family and Community Engagement

Turnaround Principle 7 focuses on how well families and community members are engaged in education. Areas of focus include a review of the family engagement plan, use of surveys to collect data, complaint procedures for families and community members, and support of early childhood programs.

Strengths

- Parent Teacher Organization (PTO) and Site Council help provide guidance to the school.
- Parent/Grandparent Day is successful.
- Students help with translating.
- A monthly newsletter is distributed.
- Administration encourages teachers to make positive contacts with parents.
- Work is progressing on a community website.

Challenges

- Translation opportunities are limited.

Chase Middle School Strengths and Challenges

Turnaround Principle 2: Enable Effective Educators

Turnaround Principle 2 focuses on the school's ability to provide supports and structure to enable educators to be most effective. Areas of focus include providing quality professional development, ensuring only effective teachers are retained, developing long-term professional planning, following a strong teacher evaluation system, and providing opportunities for career growth.

Strengths

- Staff members immediately look for "essential questions" to see if they align with content they are teaching.
- Multi-Tier System of Supports (MTSS) and Topeka Tiered System of Supports (TTSS) are functioning well.
- All core class teachers have 45 minutes of collaboration time and 45 minutes of planning time.
- Leadership was praised for their efforts to enable effective educators.
- Para-professionals have a two-day academy. This includes teachers and para-professionals learning together about advanced behavior management.
- Building-level Continuous School Improvement Plan is being implemented.
  Teachers are expected to attend professional development and share what they learned in training for programs such as Positive Behaviors Interventions and Supports (PBIS) with others.

- Principals and coaches are in rooms at all times, providing continuous walkthroughs. It was mentioned that coaches are always offering support and addressing questions quickly.
- Walkthrough tool provides immediate feedback to staff.

Challenges

- There is a high turnover of staff.
- More specialized training is needed in areas such as KCCS and differentiated instruction.

Turnaround Principle 3: Maximize Learning Time

Turnaround Principle 3 focuses on the ability to provide focused learning time for students. Areas include common planning and collaboration time for staff, instructional time free from interruptions, and ongoing professional development.

Strengths

- Majority of teachers are trained in co-teaching with Kagan Cooperative Learning techniques.
- Pull-out/push-in is utilized during the day for tier II and tier III students.
- Tutoring is offered before school to some students and after school for others.
- Co-teaching occurs in language arts, social studies, and science.
- Special Education para-professional support is offered for every class, with regular para-professional support for math.

Challenges

- Interruptions and disruptions of teaching time are noticeable.
- Groups indicated that the middle school is detached or not involved with the elementary buildings. Because this is a blended campus you would expect to see some interaction.
- There are extracurricular activities and before and after school tutoring, however, there is a lack of "academic" programs for students to participate in, e.g. academic clubs such as chess or drama.

Turnaround Principle 4: Ensure Rigorous Curriculum

Turnaround Principle 4 focuses on the curricula provided. Areas examined include determining how curriculum data is analyzed and applied to revisions, alignment of taught curricula with common core standards, and the availability of ongoing, effective professional development.

Strengths

- Curriculum is aligned vertically and horizontally and implementation of the KCCS is going well.
- Teachers were praised for their work on Common Core, and for volunteering to be on KCCS committees.
- Technology is accessible including Promethean boards, laptops, netbooks, iPads, computers, and document cameras. Staff training has been provided for technology use in the classrooms.
- Kagan (cooperative) grouping has been implemented, primarily in classes where students have job tasks. Students in the group setting have the same assignment and are able to interact with other students.
- Instruction is broken into smaller chunks.
- Small-group and small-project learning is utilized.

Challenges

- Limited training is provided for paraprofessionals in the KCCS.

Turnaround Principle 5: Utilize Data Analysis

Turnaround Principle 5 focuses on how well school staff members utilize student data. Areas of focus include how data is used to differentiate instruction, how data is reviewed during collaboration time, the quality of the data utilized, and who has responsibilities for the collection and sharing of data.

Strengths

- Curriculum coordinator compiles all testing data and then meets with teachers to review data weekly.
- KCCS are included in the curriculum guide.
- Teachers meet to discuss data and monitor progress during collaboration time.
- Good triangulation of data. Students' performance, district benchmarked tests, and classroom assessments are scanned and stored.
- Data is used make instructional decisions.

Challenges

- There is a lot of data being collected within the school. Further professional learning on how to mine the data, determine what is and is not significant for your specific purpose, and how to use the data is needed.

Turnaround Principle 6: Establish Safe Environment

Turnaround Principle 6 focuses on providing a safe environment for students and staff. Areas of focus include analysis of school safety data, a review of the building environment, and a review of professional development related to providing a safe school environment.

Strengths

- District and school handbooks have been published and distributed.

- Behavior specialist is monitoring all discipline slips.
- It was reported that staff feel they have the ability to teach student skills to be successful in life. Principal advocates for kids and does not tolerate bullying.
- Student and parent PBIS surveys were recently completed.
- Behavior specialist is collecting data which is then analyzed by grade level teams.
- Advisory based students complete a survey on how they feel about the school.
- The number of expulsions has decreased from previous year.
- Use of Character Education programs, such as Positive Action, Boys Town, and PBIS, is helping to address student behaviors.

Challenges

- Bullying remains a concern.
- There is inconsistent implementation of the preventative behavior initiatives across Chase Middle School.

Turnaround Principle 7: Grow Family and Community Engagement

Turnaround Principle 7 focuses on how well families and community members are engaged in education. Areas of focus include a review of the family engagement plan, use of surveys to collect data, complaint procedures for families and community members, and support of early childhood programs.

Strengths

- Parents have an opportunity to participate in monthly PTO meetings.
- Parents and students feel the school has an open-door policy.
- Family nights are beneficial.
- The Community Coordinator is bilingual, active in the community, and communicative with parents.
- A newsletter is produced in both Spanish and English.
- Parents are active with Booster Club and the district committee.

Challenges

- Concerns were raised that there may not be enough opportunities for parent involvement.

Turnaround Principle 2: Enable Effective Educators

Turnaround Principle 2 focuses on the school's ability to provide supports and structure to enable educators to be most effective. Areas of focus include providing quality professional development, ensuring only effective teachers are retained, developing long-term professional planning, following a strong teacher evaluation system, and providing opportunities for career growth.

Strengths

- Teachers have daily collaboration and planning time.
- Administration meets with teachers once a week during collaboration time.
- Walkthroughs by administrator and coaches are followed by reflective conversations.
- Principal was praised for being in classrooms frequently and for providing feedback to teachers.
- Instructional coaches provide feedback and resources.
- Eisenhower Middle School staff engage in shared leadership opportunities.
- Building Level Teams and behavior committees share information at staff meetings.
- Communication has improved this year.
- District-wide benchmarks are in place for classroom walkthroughs.

Challenges

- Teachers should be working individually with paraprofessionals on how to implement the lesson the teacher has designed.

Turnaround Principle 3: Maximize Learning Time

Turnaround Principle 3 focuses on the ability to provide focused learning time for students. Areas include common planning and collaboration time for staff, instructional time free from interruptions, and ongoing professional development.

Strengths

- Expectations are clear.

- Small-group instruction is held daily.
- Supports such as TTSS, Kagan, and PBIS are in place.
- Paraprofessionals receive weekly academic syllabi.
- Some co-teaching is in place at Eisenhower.

Challenges

- Reports were received that paraprofessionals and teachers need better communication in order to discuss student needs and plan accordingly.

Turnaround Principle 4: Ensure Rigorous Curriculum

Turnaround Principle 4 focuses on the curricula provided. Areas examined include determining how curriculum data is analyzed and applied to revisions, alignment of taught curricula with common core standards, and the availability of ongoing, effective professional development.

Strengths

- Language arts curriculum is aligned vertically and horizontally.
- School is technology-rich.
- Language Arts curriculum design map and pacing guide are available.
- Professional development is tailored to suit grade-level teams.
- School is transitioning to KCCS.

Challenges

- Concern was raised that the math curriculum is not aligned to the Kansas Core State Standards, and the curriculum map for math is incomplete.

Turnaround Principle 5: Utilize Data Analysis

Turnaround Principle 5 focuses on how well school staff members utilize student data. Areas of focus include how data is used to differentiate instruction, how data is reviewed during collaboration time, the quality of the data utilized, and who has responsibilities for the collection and sharing of data.

Strengths

- Teachers and students are asked to analyze data every Friday.
- Progress monitoring from rubrics is used to determine instructional interventions.
- There is a protocol to follow after student needs are identified through data analysis.
- Data drives student interventions.

Challenges

- Teachers related that they feel the number of assessments can be burdensome. Further professional learning on how to incorporate assessment as an integral part of teaching and learning is needed.

Turnaround Principle 6: Establish Safe Environment

Turnaround Principle 6 focuses on providing a safe environment for students and staff. Areas of focus include analysis of school safety data, a review of the building environment, and a review of professional development related to providing a safe school environment.

Strengths

- One full-time counselor, one part-time counselor, a school psychologist, and a social worker are on staff to assist students.
- Safety drills are held regularly.
- The school is implementing anti-bullying measures.

Challenges

- There is inconsistent communication and implementation among staff of the PBIS.

Turnaround Principle 7: Grow Family and Community Engagement

Turnaround Principle 7 focuses on how well families and community members are engaged in education. Areas of focus include a review of the family engagement plan, use of surveys to collect

data, complaint procedures for families and community members, and support of early childhood programs.

Strengths

- Parent-teacher conferences are well attended.
- Events such as Math and Reading Nights and Sharefest are well attended.

Challenges

- Parents are not included on the Site Council, as required by definition.

Highland Park Central Elementary School Strengths and Challenges

Turnaround Principle 2: Enable Effective Educators

Turnaround Principle 2 focuses on the school's ability to provide supports and structure to enable educators to be most effective. Areas of focus include providing quality professional development, ensuring only effective teachers are retained, developing long-term professional planning, following a strong teacher evaluation system, and providing opportunities for career growth.

Strengths

- Paraprofessionals are treated with respect and as members of a team.
- School improvement plan is being utilized effectively.
- Building administrator is visible in classrooms.
- Leadership team meets regularly

Challenges

- Walkthroughs are just beginning and teachers need to receive feedback.

- A need was expressed for more professional development targeted at the building level for specific needs and for better understanding of alignment with the district mission.

Turnaround Principle 3: Maximize Learning Time

Turnaround Principle 3 focuses on the ability to provide focused learning time for students. Areas include common planning and collaboration time for staff, instructional time free from interruptions, and ongoing professional development.

Strengths

- Outside programs and agencies such as Girls on the Run are good for extended learning opportunities.

Challenges

- Reports indicated paraprofessionals and teachers need better communication in order to discuss student needs and plan accordingly.

Turnaround Principle 4: Ensure Rigorous Curriculum

Turnaround Principle 4 focuses on the curricula provided. Areas examined include determining how curriculum data is analyzed and applied to revisions, alignment of taught curricula with common core standards, and the availability of ongoing, effective professional development.

Strengths

- Implementation of Lead 21 has been well received.
- Every Day Math is being implemented.
- Building-level professional development is well-received.
- Building has technology such as Promethean boards.

Challenges

- Concern was raised that math interventions are not aligned with the regular curriculum.

- Professional development on the implementation of the KCCS should include all staff, including para-professionals.
- Professional development for technology is needed.

Turnaround Principle 5: Utilize Data Analysis

Turnaround Principle 5 focuses on how well school staff members utilize student data. Areas of focus include how data is used to differentiate instruction, how data is reviewed during collaboration time, the quality of the data utilized, and who has responsibilities for the collection and sharing of data.

Strengths

- A great amount of data is available and accessible.
- Coaches and support staff help with TTSS and analyzing data for grouping.
- Teachers have data notebooks.

Challenges

- More time is needed to collaborate and analyze data notebooks.

Turnaround Principle 6: Establish Safe Environment

Turnaround Principle 6 focuses on providing a safe environment for students and staff. Areas of focus include analysis of school safety data, a review of the building environment, and a review of professional development related to providing a safe school environment.

Strengths

- Positive Behavioral Interventions and Supports (PBIS) is working well to support students consistently throughout Highland Park Central Elementary School.
- Staff go out in front of Highland Park Central Elementary School during parent drop-off/pick-up times.
- Playground is well supervised.

Challenges

- There is need to continue to address how severe behaviors are handled.

Turnaround Principle 7: Grow Family and Community Engagement

Turnaround Principle 7 focuses on how well families and community members are engaged in education. Areas of focus include a review of the family engagement plan, use of surveys to collect data, complaint procedures for families and community members, and support of early childhood programs.

Strengths

- The school has a friendly and welcoming atmosphere.
- The counselor and social worker are both full-time and are vital members of the team.
- School disseminates bilingual information about school events and resources.

Challenges

- More parental involvement and organization is needed to ensure orderly, welcoming events.
- All staff need to work to address parents in a timely and welcoming manner.
- Resources such as planners for parents and take-home books for students need to be used consistently building wide.

Lowman Hill Elementary School Strengths and Challenges

Turnaround Principle 2: Enable Effective Educators

Turnaround Principle 2 focuses on the school's ability to provide supports and structure to enable educators to be most effective. Areas of focus include providing quality professional development, ensuring only effective teachers are retained, developing long-term professional planning, following a strong teacher evaluation system, and providing opportunities for career growth.

Strengths

- Staff meetings are held on a regular basis.

Challenges

- Gaps exist in the knowledge and utilization of effective teaching strategies among the teaching staff.
- Additional job-embedded training for paraprofessionals is needed.

Turnaround Principle 3: Maximize Learning Time

Turnaround Principle 3 focuses on the ability to provide focused learning time for students. Areas include common planning and collaboration time for staff, instructional time free from interruptions, and ongoing professional development.

Strengths

- The set, structured schedule keeps teachers on target daily.

Challenges

Collaboration time is limited.

Turnaround Principle 4: Ensure Rigorous Curriculum

Turnaround Principle 4 focuses on the curricula provided. Areas examined include determining how curriculum data is analyzed and applied to revisions, alignment of taught curricula with common core standards, and the availability of ongoing, effective professional development.

Strengths

- KCCS is being implemented.
- Technologically advanced equipment is available.
- Lead 21 reading program has been effective and well received.

Challenges

- More professional development is needed in how to integrate technology into instruction.
- More collaboration is needed with peers and across grade levels.

- Additional professional development on implementation of KCCS for all grade levels is needed.

Turnaround Principle 5: Utilize Data Analysis

Turnaround Principle 5 focuses on how well school staff members utilize student data. Areas of focus include how data is used to differentiate instruction, how data is reviewed during collaboration time, the quality of the data utilized, and who has responsibilities for the collection and sharing of data.

Strengths

- Walkthrough tool is being utilized.
- Teacher access to student data is good.

Challenges

- More professional development/collaboration time is needed to better understand and utilize data for instructional decisions.

Turnaround Principle 6: Establish Safe Environment

Turnaround Principle 6 focuses on providing a safe environment for students and staff. Areas of focus include analysis of school safety data, a review of the building environment, and a review of professional development related to providing a safe school environment.

Strengths

- Student drop-off/pick-up procedures were changed this year for enhanced safety.
- Character education and bullying programs are in place.

Challenges

- Discipline issues are time consuming and remain a daily concern school-wide.

Turnaround Principle 7: Grow Family and Community Engagement

Turnaround Principle 7 focuses on how well families and community members are engaged in education. Areas of focus include a review of the family engagement plan, use of surveys to collect data, complaint procedures for families and community members, and support of early childhood programs.

Strengths

- Activities and concerts are well attended.
- Strong community partnerships exist, with volunteers from groups including Lions Club, the Coast Guard, Washburn University, and the local library.

Challenges

- Parental participation in PTO and the Site Council is low.

Maude Bishop Elementary School Strengths and Challenges

Turnaround Principle 2: Enable Effective Educators

Turnaround Principle 2 focuses on the school's ability to provide supports and structure to enable educators to be most effective. Areas of focus include providing quality professional development, ensuring only effective teachers are retained, developing long-term professional planning, following a strong teacher evaluation system, and providing opportunities for career growth.

Strengths

- Turnover of staff is low.
- Maude Bishop Elementary School staff members participate in monthly professional development trainings.
- Building administrator is an advocate for school, families, and students.
- Building coaches are effective, and staff members work as a team.
- Resources provided by the district are of high quality.
- Walkthrough tool is used to provide timely, respectful, and honest feedback to teachers.
- Instructional coaches help with coherence from district Maude Bishop Elementary School staff.
- School is well represented on district-level committees.

Challenges

- Ongoing professional development for technology.

Turnaround Principle 3: Maximize Learning Time

Turnaround Principle 3 focuses on the ability to provide focused learning time for students. Areas include common planning and collaboration time for staff, instructional time free from interruptions, and ongoing professional development.

Strengths

- After-school options through outside clubs are offered to students.
- Cooperative learning is being utilized.
- Grades 3, 4, and 5 have an extended-day opportunity.

Challenges

- Schedules are tight for support staff resulting in limited transition time.

Turnaround Principle 4: Ensure Rigorous Curriculum

Turnaround Principle 4 focuses on the curricula provided. Areas examined include determining how curriculum data is analyzed and applied to revisions, alignment of taught curricula with common core standards, and the availability of ongoing, effective professional development.

Strengths

- Lead 21 has been a positive step, but full implementation is still ongoing.
- Every Day Math is fully implemented.
- Technology is available.

Challenges

- Reports were received that Lead 21 training was inconsistent which leads to inconsistent implementation.
- More differentiation is needed for student success.

Turnaround Principle 5: Utilize Data Analysis

Turnaround Principle 5 focuses on how well school staff members utilize student data. Areas of focus include how data is used to differentiate instruction, how data is reviewed during collaboration time, the quality of the data utilized, and who has responsibilities for the collection and sharing of data.

Strengths

- Staff members feel as though they have great access to data with instructional coach support.
- Data is used for intervention and grouping of students.

Challenges

- Concerns were raised about an overabundance of assessments.
- More ongoing support is needed in the analysis of student assessment data and grouping.
- Inconsistent sharing of data by staff to parents regarding student achievement.

Turnaround Principle 6: Establish Safe Environment

Turnaround Principle 6 focuses on providing a safe environment for students and staff. Areas of focus include analysis of school safety data, a review of the building environment, and a review of professional development related to providing a safe school environment.

Strengths

- Bullying is not tolerated and is dealt with immediately.
- The counselor and social workers are necessary and effective.
- The school is working to improve parent drop off/pick up procedures as well as timeliness of phone calls regarding student attendance.

Challenges

- Playground supervision needs to be addressed. Rules and procedures for students and for staff need to be consistently implemented.

Turnaround Principle 7: Grow Family and Community Engagement

Turnaround Principle 7 focuses on how well families and community members are engaged in education. Areas of focus include a review of the family engagement plan, use of surveys to collect data, complaint procedures for families and community members, and support of early childhood programs.

Strengths

- School has a welcoming atmosphere.
- There is good parental support.
- Carnival and fall parent conferences draw good attendance.
- Communication is offered through planners and newsletters.
- YMCA, Boys/Girls Clubs are good outside resources for students and families.

Challenges

- Student mobility creates challenging academic circumstances.

Meadows Elementary School Strengths and Challenges

Turnaround Principle 2: Enable Effective Educators

Turnaround Principle 2 focuses on the school's ability to provide supports and structure to enable educators to be most effective. Areas of focus include providing quality professional development, ensuring only effective teachers are retained, developing long-term professional planning, following a strong teacher evaluation system, and providing opportunities for career growth.

Strengths

- The school improvement plan drives decision-making and improvement efforts.
- There is great support for Kagan coaches throughout the building.

- Walkthroughs are being conducted with the goal of informing instruction and professional development over time.
- The School Improvement Team (SIT) process involves a number of teacher leaders.
- There is satisfaction with the leadership opportunities in the building.
- The administrative team at Meadows Elementary School works hard to be consistent in message and practice.

Challenges

- With the implementation of the new walkthrough instrument, teachers are wary of how the information is used in the assessment of their performance. Further explanation should be provided.

Turnaround Principle 3: Maximize Learning Time

Turnaround Principle 3 focuses on the ability to provide focused learning time for students. Areas include common planning and collaboration time for staff, instructional time free from interruptions, and ongoing professional development.

Strengths

- There are several supports available to teachers in terms of effective use of para-professionals and coaches.
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Challenges

- Time to communicate among pods is limited.

Turnaround Principle 4: Ensure Rigorous Curriculum

Turnaround Principle 4 focuses on the curricula provided. Areas examined include determining how curriculum data is analyzed and applied to revisions, alignment of taught curricula with common core standards, and the availability of ongoing, effective professional development.

Strengths

- Reports were received that Lead 21 is being implemented successfully.
- Focus to streamline data and curriculum has been emphasized at Meadows Elementary School.
- Participation of staff in professional development for selecting and implementing more appropriate, targeted interventions for students, based on data.

Challenges

- Implementation of the KCCS.
- There are concerns about special education processes including intervention selection and effectiveness.

Turnaround Principle 5: Utilize Data Analysis

Turnaround Principle 5 focuses on how well school staff members utilize student data. Areas of focus include how data is used to differentiate instruction, how data is reviewed during collaboration time, the quality of the data utilized, and who has responsibilities for the collection and sharing of data.

Strengths

- Data is used to group students for targeted interventions. This data is reviewed frequently.
- Classroom observations are frequent and have become a part of the school culture.
- Coaches help with data analysis and decision-making process.

Challenges

- There were concerns expressed about the volume of assessments.
- There are concerns that multiple data points may not be available to determine the effectiveness of interventions for student learning.

Turnaround Principle 6: Establish Safe Environment

Turnaround Principle 6 focuses on providing a safe environment for students and staff. Areas of focus include analysis of school safety data, a review of the building environment, and a review of professional development related to providing a safe school environment.

Strengths

- Bully threats are taken seriously and dealt with consistently.
- Staff members know and understand their role in lock-down or other drills / safety procedures.
- The Crisis Plan is reviewed often.
- A Backpack Snack program is available to students.

Challenges

- Consistent implementation of discipline procedures including communication, needs to be addressed.

Turnaround Principle 7: Grow Family and Community Engagement

Turnaround Principle 7 focuses on how well families and community members are engaged in education. Areas of focus include a review of the family engagement plan, use of surveys to collect data, complaint procedures for families and community members, and support of early childhood programs.

Strengths

- The Run Club was mentioned repeatedly as a positive program for students, staff, and the school community.
- Several comments were received that the PTO does a great job and serves as a great partner to benefit students and staff.
- A variety of opportunities exist for parents to be involved in the school (e.g. open house, art night, movie night, conferences, parent information night, run club, cub scouts, girl scouts, reading / math night.
- There are strong partnerships with churches in an effort to serve the local community.

- Groups want to be partners in education with the school and district; more communication through multiple means was requested.

Challenges

- There is inconsistent practice by teachers of sending notes home.
- There is recognition that a challenge to increasing parent involvement is transportation from home to school. Parent work schedules also inhibit participation.

State Street Elementary School Strengths and Challenges

Turnaround Principle 2: Enable Effective Educators

Turnaround Principle 2 focuses on the school's ability to provide supports and structure to enable educators to be most effective. Areas of focus include providing quality professional development, ensuring only effective teachers are retained, developing long-term professional planning, following a strong teacher evaluation system, and providing opportunities for career growth.

Strengths

- Para-professionals feel as though they are part of the school staff..
- The district-wide mentoring program has been successful in supporting new staff.
- District-wide professional development opportunities have been well-received with teachers and administration attending together.
- Staff turnover is low.
- Walkthroughs are conducted regularly using the district eWalkThrough tool.
- Principal encourages visits to other schools and classrooms.
- Evaluation process is very clear, uses Charlotte Danielson's rubric, and helps the principal have productive discussions and goal-setting sessions with teachers.
- There is a strong core group of staff members who are "on the bus" and willing to work toward a shared vision.

Challenges

- Concerns were expressed regarding insufficient collaboration time for teachers.

- There was some concern over the scheduling of ELL services that may include pull out during core instruction.
- At times, staff are uncertain about whether to follow instructions from the special education services director or from the principal.

Turnaround Principle 3: Maximize Learning Time

Turnaround Principle 3 focuses on the ability to provide focused learning time for students. Areas include common planning and collaboration time for staff, instructional time free from interruptions, and ongoing professional development.

Strengths

- Several comments were received praising "very strong" after-school programs, including a singing program and a theater program.
- The instructional day is scheduled to the minute.
- Focus is being placed on protecting "instructional" time.
- Co-teaching is being implemented.
- Transition time is limited.

Challenges

- Pull-out for ELL, special education services, band practice, and interventions can disrupt learning time.
- Scheduling professional development for implementing co-teaching is a challenge.

Turnaround Principle 4: Ensure Rigorous Curriculum

Turnaround Principle 4 focuses on the curricula provided. Areas examined include determining how curriculum data is analyzed and applied to revisions, alignment of taught curricula with common core standards, and the availability of ongoing, effective professional development.

Strengths

- Implementation of the KCCS.

- Availability of new technology such as Promethean boards, iPads, and laptops.
- Every Day Math program aligns very well with KCCS.
- Differentiated instruction is being implemented.
- Inquiry days provide time to challenge students with higher-level thinking questions.
- District math and reading team gives teachers input on aligning with KCCS.
- Professional development in the area of language arts.
- Effective use of math coach.
- Lead 21 program provides students with reading material at their instructional level.

Challenges

- Professional development in differentiated instruction is needed.
- More time is needed for whole-group instruction.
- Learning how to utilize "blended technologies" effectively is needed.

Turnaround Principle 5: Utilize Data Analysis

Turnaround Principle 5 focuses on how well school staff members utilize student data. Areas of focus include how data is used to differentiate instruction, how data is reviewed during collaboration time, the quality of the data utilized, and who has responsibilities for the collection and sharing of data.

Strengths

- Committees district-wide are data-driven.
- The ELL program was praised for comprehensive data collection and translation opportunities.
- The school collects a large amount of data for use in making decisions about instruction.
- Collaborative time drives instruction. Teachers meet regularly to review and analyze data. Professional development includes data review by various subgroups and grade levels.
- Two reading interventionists, two math interventionists, and two coaches support teachers in using data.

Challenges

- Concern was expressed that the amount of data might be overwhelming to stakeholder groups.
- Reports were received that systems for accessing and storing data could be more cohesive and comprehensive. A data system that can sort by incident, location, and student could help staff make informed decisions.

- A desire was expressed for more professional development on data analysis.

Turnaround Principle 6: Establish Safe Environment

Turnaround Principle 6 focuses on providing a safe environment for students and staff. Areas of focus include analysis of school safety data, a review of the building environment, and a review of professional development related to providing a safe school environment.

Strengths

- Progress has been made in addressing bullying. The principal is proactive at handling bullying incidents, the counselor teaches classes on bullying, and the school has implemented a strong policy.
- Staff intervene quickly on behavioral and academic issues.
- STARS Code (Strong, Trustworthy, Accepting, Responsible, Students) is posted everywhere. This code represents the school's positive behavior expectations.
- School safety has improved in many ways: Exit dismissal is streamlined, doors are locked, and students only go home with parents.
- The PBIS team was formed last year and meets bi-monthly.
- Counselors and the social worker help with character education, connecting families to resources, and reaching out to parents.

Challenges

- There is inconsistent use of positive and preventive strategies to manage behavior.
- A concern was raised about the need for more supervision during recess.
- A need was indicated for further professional development in the area of character education as well as how to handle severe behavior incidents.

Turnaround Principle 7: Grow Family and Community Engagement

Turnaround Principle 7 focuses on how well families and community members are engaged in education. Areas of focus include a review of the family engagement plan, use of surveys to collect data, complaint procedures for families and community members, and support of early childhood programs.

Strengths

- The school offers many programs and opportunities for family and community involvement, including PTO, Family Fun Night, Pancake Day, BINGO for books, and a school carnival. At the Stars Together program, school staff work with parents on activities they can do with their children, and then bring in the children for a group activity.
- Translators are provided and turnout for parent/teacher conferences has been excellent - 91% last spring.
- United Methodist Church has a grant for the next three years to work with State Street Elementary School.

Challenges

- While translators help, a language barrier still exists.
- It was reported that more "effective communication" between the school and the community is needed.
- It is important to engage parents to participate as members of the Site Council or School Leadership Team.

Whitson Elementary School Strengths and Challenges

Turnaround Principle 2: Enable Effective Educators

Turnaround Principle 2 focuses on the school's ability to provide supports and structure to enable educators to be most effective. Areas of focus include providing quality professional development, ensuring only effective teachers are retained, developing long-term professional planning, following a strong teacher evaluation system, and providing opportunities for career growth.

Strengths

- Leadership identified intervention staff as being strong and capable of addressing student needs.

Challenges

- Further professional development for paraprofessionals is needed.

Turnaround Principle 3: Maximize Learning Time

Turnaround Principle 3 focuses on the ability to provide focused learning time for students. Areas include common planning and collaboration time for staff, instructional time free from interruptions, and ongoing professional development.

Strengths

- Positive Behavioral Interventions and Supports (PBIS) is in place with staff continuing to receive training.
- Grade levels have common planning time.

Challenges

- Uninterrupted collaboration and planning time is needed.

Turnaround Principle 4: Ensure Rigorous Curriculum

Turnaround Principle 4 focuses on the curricula provided. Areas examined include determining how curriculum data is analyzed and applied to revisions, alignment of taught curricula with common core standards, and the availability of ongoing, effective professional development.

Strengths

- Staff has participated in professional development to implement KCCS.
- Technology is available.
- Dual-language program is available.

Challenges

- Early interventions for students in the lower elementary grade levels are needed.
- A need exists for more differentiated instruction in order to challenge all students.

Turnaround Principle 5: Utilize Data Analysis

Turnaround Principle 5 focuses on how well school staff members utilize student data. Areas of focus include how data is used to differentiate instruction, how data is reviewed during collaboration time, the quality of the data utilized, and who has responsibilities for the collection and sharing of data.

Strengths

- All teachers have access to student data which is used for training and tiered interventions.

Challenges

- There is a need for data-driven decision making at the classroom level with teams of teachers.
- Professional development is needed to help staff make quality decisions based on data.

Turnaround Principle 6: Establish Safe Environment

Turnaround Principle 6 focuses on providing a safe environment for students and staff. Areas of focus include analysis of school safety data, a review of the building environment, and a review of professional development related to providing a safe school environment.

Strengths

- Effective and consistent communication was reported regarding discipline through PBIS.
- Multiple clubs exist to offer safe activities.

Challenges

- Management of behavior is inconsistent. There is a need to implement the PBIS system with fidelity.

Turnaround Principle 7: Grow Family and Community Engagement

Turnaround Principle 7 focuses on how well families and community members are engaged in education. Areas of focus include a review of the family engagement plan, use of surveys to collect data, complaint procedures for families and community members, and support of early childhood programs.

Strengths

- Families display healthy involvement with the school.
- Effective and comprehensive communication with families and the community through a website, e-mails to parents, and text messages, in addition to dual-language nights.
- Treasured traditions are carried out year after year.

Challenges

- Additional methods to include families and community should be considered.

Williams Science and Fine Arts Magnet School Strengths and Challenges

Turnaround Principle 2: Enable Effective Educators

Turnaround Principle 2 focuses on the school's ability to provide supports and structure to enable educators to be most effective. Areas of focus include providing quality professional development, ensuring only effective teachers are retained, developing long-term professional planning, following a strong teacher evaluation system, and providing opportunities for career growth.

Strengths

- Requirement of staff from Williams Science and Fine Arts Magnet School to participate in district wide professional development in order to support systemic implementation of instructional materials designed to increase student achievement.

Challenges

- Professional development is needed to understand why fidelity to implementation will support increased student achievement at Williams Science and Fine Arts Magnet School.
- Professional development in how to collect, analyze and use data for instructional decisions is needed.
- Professional development in how to manage challenging behavior is needed.

Turnaround Principle 3: Maximize Learning Time

Turnaround Principle 3 focuses on the ability to provide focused learning time for students. Areas include common planning and collaboration time for staff, instructional time free from interruptions, and ongoing professional development.

Strengths

- There are supports available to teachers in terms of effective use of paraprofessionals.

Challenges

- There is a perception regarding insufficient time allotted to interventions.
- Understanding of how to manage challenging student behavior is lacking.
- Space is needed.

Turnaround Principle 4: Ensure Rigorous Curriculum

Turnaround Principle 4 focuses on the curricula provided. Areas examined include determining how curriculum data is analyzed and applied to revisions, alignment of taught curricula with common core standards, and the availability of ongoing, effective professional development.

Strengths

- Expectations are increasing as well as implied rigor at Williams Science and Fine Arts Magnet School.

Challenges

- Professional development is needed in order to transition successfully to the KCCS.
- Further professional development on how to use the KCCS, not textbooks, to drive instruction should be addressed.

Turnaround Principle 5: Utilize Data Analysis

Turnaround Principle 5 focuses on how well school staff members utilize student data. Areas of focus include how data is used to differentiate instruction, how data is reviewed during collaboration time, the quality of the data utilized, and who has responsibilities for the collection and sharing of data.

Strengths

- There is an abundance of student data available for school staff to analyze.

Challenges

- Data is more summative than formative.
- Data needs to be collected around positive behavior supports.

Turnaround Principle 6: Establish Safe Environment

Turnaround Principle 6 focuses on providing a safe environment for students and staff. Areas of focus include analysis of school safety data, a review of the building environment, and a review of professional development related to providing a safe school environment.

Strengths

- Williams Science and Fine Arts Magnet School is inviting and safe.

Challenges

- There is a perception that student behavior interferes with instruction in many classrooms.
- The PBIS should be implemented by all staff with fidelity.

Turnaround Principle 7: Grow Family and Community Engagement

Turnaround Principle 7 focuses on how well families and community members are engaged in education. Areas of focus include a review of the family engagement plan, use of surveys to collect data, complaint procedures for families and community members, and support of early childhood programs.

Strengths

- Local business community is supportive of Williams Science and Fine Arts Magnet School.

Challenges

- Staff members recognize the need to engage more parents.

Title I Priority Schools:

Quincy Elementary School Instructional Observations

Ross Elementary School Instructional Observations

Scott Computer/Technology Magnet Instructional Observations

Shaner Elementary School   Instructional Observations

Title I Focus Schools:

Avondale West Elementary School Instructional Observations

Chase Middle School Instructional Observations

Eisenhower Middle School Instructional Observations

Highland Park Central Elementary School Instructional Observations

Lowman Hill Elementary School Instructional Observations

Maude Bishop Elementary School Instructional Observations

Meadows Elementary School Instructional Observations

State Street Elementary School Instructional Observations

Whitson Elementary School Instructional Observations

Williams Science & Fine Arts Magnet School Instructional Observations

The following summary was taken from eWalkThrough observations of 766 classrooms in October 2012. These eWalkThroughs focused on identifying the highest cognitive levels demanded of the students during the time of the observation, the engagement of students through learning environment elements (including classroom management), the use of technology and resources to aid instruction and learning, use of differentiated instruction to meet diverse student learning needs, the use of effective instructional strategies, and the level of support staff engagement.

The data from these observations is designed to be reported in aggregate to avoid identification of any particular teacher or classroom. This is important in the improvement process to retain focus on systemic instructional characteristics and create technical assistance plans arising from those observed common characteristics.

eWalkThrough Observations

Cognitive Level

- There are discrepancies in the cognitive level of instruction observed in the four district Priority Schools and ten Focus Schools:

    28.6% of instruction at Quincy Elementary School was presented at the receiving knowledge (lowest) cognitive level

    46.9% of instruction at Ross Elementary School was presented at the receiving knowledge (lowest) cognitive level

    58.9% of instruction at Scott Magnet School was presented at the receiving knowledge (lowest) cognitive level

    36.5% of instruction at Shaner Elementary School was presented at the receiving knowledge (lowest) cognitive level

    63.8% of instruction at Avondale West Elementary School was presented at the receiving knowledge (lowest) cognitive level

    47.3% of instruction at Chase Middle School was presented at the receiving knowledge (lowest) cognitive level

    25.9% of instruction at Eisenhower Middle School was presented at the receiving knowledge (lowest) cognitive level

    38.2% of instruction at Highland Park Central Elementary School was presented at the receiving knowledge (lowest) cognitive level

17.4% of instruction at Lowman Hill Elementary School was presented at the receiving knowledge (lowest) cognitive level

30.6% of instruction at Maude Bishop Elementary School was presented at the receiving knowledge (lowest) cognitive level

42.9% of instruction at Meadows Elementary School was presented at the receiving knowledge (lowest) cognitive level

45.2% of instruction at State Street Elementary School was presented at the receiving knowledge (lowest) cognitive level

73.3% of instruction at Whitson Elementary School was presented at the receiving knowledge (lowest) cognitive level

17.2% of instruction at Williams Magnet School was presented at the receiving knowledge (lowest) cognitive level

District Average: 39.6% of instruction at was presented at the receiving knowledge (lowest) cognitive level

Learning Environment

- Classroom management procedures and behaviors were measured at the following rates:

  Managing classroom procedures

  Quincy Elementary School observed 32 of 35 times = 91%

  Ross Elementary School observed 61 of 64 times = 95%

  Scott Magnet School observed 50 of 56 times = 89%

  Shaner Elementary School observed 56 of 63 times = 89%

  Avondale West Elementary School observed 42 of 47 times = 89%

  Chase Middle School observed 39 of 55 times = 71 %

  Eisenhower Middle School observed 54 of 54 times = 100%

  Highland Park Central Elementary School observed 47 of 55 times = 85%

  Lowman Hill Elementary School observed 67 of 69 times = 97%

  Maude Bishop Elementary School observed 47 of 49 times = 96%

  Meadows Elementary School observed 38 of 49 times = 78%

State Street Elementary School observed 41 of 42 times = 98%

Whitson Elementary School observed 43 of 45 times = 96%

Williams Magnet School observed 42 of 64 times = 66%

District rate: 678 out of 766 observations (89% of the time)

Managing classroom behavior

Quincy Elementary School observed 27 of 35 times = 77%

Ross Elementary School observed 59 of 64 times = 92%

Scott Magnet School observed 52 of 56 times = 93%

Shaner Elementary School observed 56 of 63 times = 89%

Avondale West Elementary School observed 43 of 47 times = 91%

Chase Middle School observed 37 of 55 times = 67%

Eisenhower Middle School observed 52 of 54 times = 96%

Highland Park Central Elementary School observed 47 of 55 times = 85%

Lowman Hill Elementary School observed 67 of 69 times = 97%

Maude Bishop Elementary School observed 48 of 49 times = 98%

Meadows Elementary School observed 37 of 49 times = 76%

State Street Elementary School observed 41 of 42 times = 98%

Whitson Elementary School observed 44 of 45 times = 98%

Williams Magnet School observed 51 of 64 times = 80%

District rate: 680 out of 766 observations (89% of the time)

Resources

- According to eWalkThrough data, student use of technology in the Priority and Focus Schools varies from 0 in the observed classrooms at State Street Elementary School to 32% of the observed classrooms in Scott Magnet School (District average is 18%). Teacher use of technology was more consistent among the schools ranging from teachers using technology

in 11% of the observed classrooms at Ross Elementary to 45% in the observed classrooms at Scott Magnet School (District average 25%). The use of worksheets was revealed to be common among the schools with observed use of worksheets ranging from 20% of the classrooms at Williams Magnet School to 50% of the classrooms at Eisenhower Middle School (District average 36%). The data for these observed elements is outlined in the table below.

Resources			
School	Technology Student Use *% of Classrooms Observed*	Technology Teacher Use *% of Classrooms Observed*	Use of Worksheets *% of Classrooms Observed*
Quincy Elementary School	23%	14%	49%
Ross Elementary School	11%	11%	45%
Scott Magnet School	32%	43%	36%
Shaner Elementary School	19%	24%	40%
Avondale West Elementary School	15%	15%	43%
Chase Middle School	13%	20%	40%
Eisenhower Middle School	17%	19%	50%
Highland Park Central Elementary	18%	15%	38%
Lowman Hill Elementary School	29%	29%	22%
Maude Bishop Elementary School	14%	45%	45%
Meadows Elementary School	16%	24%	22%
State Street Elementary School	0	12%	26%
Whitson Elementary School	16%	33%	38%
Williams Magnet School	19%	31%	20%
District Average	*18%*	*24%*	*36%*

Instruction

- In the 766 classroom observations, the percent of classrooms where no instruction was occurring, where teachers were checking for understanding, and where teachers were differentiating instruction are noted in the table below.

Instruction			
School	No Instruction Observed *% of Classrooms Observed*	Checks for Understanding *% of Classrooms Observed*	Differentiates Instruction *% of Classrooms Observed*
Quincy Elementary School	9%	77%	23% *8 of 35 Classrooms*
Ross Elementary School	33%	67%	8% *5 of 64 Classrooms*
Scott Magnet School	2%	88%	16% *9 of 56 Classrooms*
Shaner Elementary School	5%	95%	17%

			11 of 63 Classrooms
Avondale West Elementary School	6%	87%	15% *7 of 47 Classrooms*
Chase Middle School	18%	60%	4% *2 of 55 Classrooms*
Eisenhower Middle School	17%	83%	9% *5 of 54 Classrooms*
Highland Park Central Elementary	11%	84%	9% *5 of 55 Classrooms*
Lowman Hill Elementary School	0	94%	42% *29 of 69 Classrooms*
Maude Bishop Elementary School	0	63%	39% *19 of 49 Classrooms*
Meadows Elementary School	20%	59%	14% *7 of 49 Classrooms*
State Street Elementary School	5%	83%	2% *1 of 42 Classrooms*
Whitson Elementary School	4%	87%	7% *3 of 45 Classrooms*
Williams Magnet School	16%	77%	28% *18 of 64 Classrooms*
District Average	*11%*	*79%*	*17% 133 of 766 Classrooms*

- For those classes at where differentiation was noted, the type of differentiation is recorded in the following table.

Types of Differentiation Observed				
School	Content	Process	Product	Environment
Quincy Elementary	38% *3 of 8 Classrooms*	75% *6 of 8 Classrooms*	75% *6 of 8 Classrooms*	25% *2 of 8 Classrooms*
Ross Elementary	100% *5 of 5 Classrooms*	20% *1 of 5 Classrooms*	20% *1 of 5 Classrooms*	60% *3 of 5 Classrooms*
Scott Magnet School	11% *1 of 9 Classrooms*	89% *8 of 9 Classrooms*	22% *2 of 9 Classrooms*	33% *3 of 9 Classrooms*
Shaner Elementary	82% *9 of 11 Classrooms*	64% *7 of 11 Classrooms*	55% *6 of 11 Classrooms*	0 *0 of 11 Classrooms*
Avondale West School	57% *4 of 7 Classrooms*	57% *4 of 7 Classrooms*	29% *2 of 7 Classrooms*	14% *1 of 7 Classrooms*
Chase Middle School	50% *1 of 2 Classrooms*	100% *2 of 2 Classrooms*	100% *2 of 2 Classrooms*	100% *2 of 2 Classrooms*
Eisenhower Middle School	80% *4 of 5 Classrooms*	40% *2 of 5 Classrooms*	40% *2 of 5 Classrooms*	80% *4 of 5 Classrooms*
Highland Park Central	40% *2 of 5 Classrooms*	40% *2 of 5 Classrooms*	20% *1 of 5 Classrooms*	0 *0 of 5 Classrooms*
Lowman Hill Elementary	79% *23 of 29 Classrooms*	93% *27 of 29 Classrooms*	52% *15 of 29 Classrooms*	69% *20 of 29 Classrooms*
Maude Bishop	79%	63%	63%	21%

Elementary	*15 of 19 Classrooms*	*12 of 19 Classrooms*	*12 of 19 Classrooms*	*4 of 19 Classrooms*
Meadows Elementary	100% *7 of 7 Classrooms*	100% *7 of 7 Classrooms*	100% *7 of 7 Classrooms*	100% *7 of 7 Classrooms*
State Street Elementary	100% *1 of 1 Classrooms*	100% *1 of 1 Classrooms*	0 *0 of 1 Classrooms*	0 *0 of 1 Classrooms*
Whitson Elementary	67% *2 of 3 Classrooms*	33% *1 of 3 Classrooms*	33% *1 of 3 Classrooms*	0 *0 of 3 Classrooms*
Williams Magnet	78% *14 of 18 Classrooms*	44% *8 of 18 Classrooms*	56% *10 of 18 Classrooms*	56% *10 of 18 Classrooms*
District Average	*71% 94 of 133 Classrooms*	*67% 89 of 133 Classrooms*	*52% 69 of 133 Classrooms*	*42% 56 of 133 Classrooms*

Learning Styles

- For a breakdown of the type of instructional differentiation observed based on student learning styles, please see the table below for frequency of the observed differentiation.

Learning Styles Differentiation							
School Name	Logical/Mathematical	Verbal/Linguistic	Intrapersonal	Interpersonal	Visual/Spatial	Kinesthetic	Musical/Rhythmic
Quincy Elementary School	43%	71%	14%	17%	69%	11%	11%
Ross Elementary School	27%	83%	9%	20%	61%	12%	14%
Scott Magnet School	34%	88%	5%	36%	25%	14%	14%
Shaner Elementary School	22%	75%	11%	5%	30%	8%	10%
Avondale West Elementary School	26%	83%	11%	21%	47%	4%	4%
Chase Middle School	29%	71%	13%	27%	55%	11%	4%
Eisenhower Middle School	26%	83%	4%	20%	41%	6%	9%
Highland Park Central Elementary	36%	91%	4%	20%	36%	11%	9%
Lowman Hill Elementary School	30%	100%	38%	38%	7%	23%	9%
Maude Bishop Elementary School	39%	86%	24%	29%	57%	16%	14%
Meadows Elementary School	35%	69%	37%	29%	57%	10%	6%
State Street Elementary School	40%	86%	0	14%	50%	19%	7%
Whitson Elementary School	20%	82%	2%	16%	22%	2%	9%
Williams Magnet School	30%	84%	9%	48%	64%	25%	6%
District Average	*31%*	*83%*	*13%*	*25%*	*43%*	*13%*	*9%*

Effective Instructional Strategies

- Of the nine Effective Instructional Strategies identified through McREL research two were noticeably present more often in the fourteen Priority and Focus Schools in Topeka: Use Homework & Practice Opportunities (present in an average of 50% of the observed classrooms) and Reinforce Efforts & Provide Recognition (present in an average of 55% of the observed classrooms). On the other end of the spectrum, least observed were the strategies of Summarize & Note Taking (present in an average of 12% of the observed classrooms), Identify Similarities & Difference (present in an average of 12% of the observed classrooms), and Generate & Test Hypothesis (present in an average of 4% of the observed classrooms). The data from the eWalkThroughs from each school and the district averages are presented in the following table.

Effective Instructional Strategies *Percentage of Observed Classrooms Where Strategy Was Employed*	Strategies								
School Name	Identify Similarities & Differences	Summarize & Note Taking	Reinforce Efforts & Provide Recognition	Use Homework & Practice Opportunities	Represent Knowledge Verbally & Non-Verbally	Organize Learning in Groups	Set Objectives & Provide Immediate Feedback	Generate & Test Hypothesis	Use Cues, Questions, & Advance Organizers
Quincy Elementary School	17%	29%	54%	60%	71%	37%	66%	0	40%
Ross Elementary School	8%	11%	70%	56%	11%	17%	0	0	45%
Scott Magnet School	5%	5%	16%	14%	18%	36%	16%	2%	75%
Shaner Elementary School	3%	13%	86%	86%	8%	27%	19%	6%	62%
Avondale West Elementary	9%	21%	72%	79%	40%	51%	57%	0	40%
Chase Middle School	5%	9%	44%	29%	5%	11%	44%	4%	9%
Eisenhower Middle School	2%	17%	61%	76%	17%	33%	9%	2%	59%
Highland Park Central	16%	5%	71%	65%	40%	36%	25%	5%	36%
Lowman Hill Elementary	12%	7%	68%	54%	32%	39%	48%	1%	38%
Maude Bishop Elementary	29%	20%	61%	51%	39%	53%	31%	2%	43%
Meadows Elementary	10%	0	20%	43%	29%	24%	10%	2%	22%
State Street Elementary	0	5%	57%	21%	29%	19%	38%	24%	17%
Whitson Elementary	7%	4%	18%	20%	20%	24%	4%	4%	71%
Williams Magnet School	39%	27%	58%	38%	38%	53%	41%	11%	27%
District Average	*12%*	*12%*	*55%*	*50%*	*27%*	*33%*	*27%*	*4%*	*43%*

Support Staff Engagement

- Support staff was present in 54% of the observed classrooms at Quincy Elementary School. In the classrooms where support staff was present, 100% of those staff members were engaged with students.

- Support staff was present in 55% of the observed classrooms at Ross Elementary School. In the classrooms where support staff was present, 69% of those staff members were engaged with students.

- Support staff was present in 30% of the observed classrooms at Scott Magnet School. In the classrooms where support staff was present, 82% of those staff members were engaged with students.

- Support staff was present in 30% of the observed classrooms at Shaner Elementary School. In the classrooms where support staff was present, 84% of those staff members were engaged with students.

- Support staff was present in 45% of the observed classrooms at Avondale West Elementary School. In the classrooms where support staff was present, 62% of those staff members were engaged with students.

- Support staff was present in 22% of the observed classrooms at Chase Middle School. In the classrooms where support staff was present, 75% of those staff members were engaged with students.

- Support staff was present in 46% of the observed classrooms at Eisenhower Middle School. In the classrooms where support staff was present, 72% of those staff members were engaged with students.

- Support staff was present in 31% of the observed classrooms at Highland Park Central Elementary School. In the classrooms where support staff was present, 65% of those staff members were engaged with students.

- Support staff was present in 49% of the observed classrooms at Lowman Hill Elementary School. In the classrooms where support staff was present, 100% of those staff members were engaged with students.

- Support staff was present in 29% of the observed classrooms at Maude Bishop Elementary School. In the classrooms where support staff was present, 100% of those staff members were engaged with students.

- Support staff was present in 51% of the observed classrooms at Meadows Elementary School. In the classrooms where support staff was present, 40% of those staff members were engaged with students.

- Support staff was present in 33% of the observed classrooms at State Street Elementary School. In the classrooms where support staff was present, 86% of those staff members were engaged with students.

- Support staff was present in 33% of the observed classrooms at Whitson Elementary School. In the classrooms where support staff was present, 80% of those staff members were engaged with students.

- Support staff was present in 31% of the observed classrooms at Williams Magnet School. In the classrooms where support staff was present, 65% of those staff members were engaged with students.

- Support staff was present in 38% of the observed classrooms in the district. In the classrooms where support staff was present, 77% of those staff members were engaged with students.

Commendations

USD 501 Commendations

- The 766 eWalkThrough observations revealed:
  - Over 75% of the observed classrooms had 90-100% student engagement
  - There was a consistent mixture of resources to reach all learners
  - In 79% of the observed classrooms, teachers checked for understanding
- The on-line curriculum is aligned to the Kansas Common Core Standards, and support is provided to ensure adoption of KCCS is a continuous process
- The presence of coaches has been well-received
- There is an emphasis on cooperative learning
- Teachers are committee to the students they serve and want to improve their practices through professional development, collaboration, and data-driven decision-making
- There is a significant development of Career Pathways and business partnerships
- Buildings in the district are well maintained
- PTOs and parents support the work of their children's schools, their teachers, their principals, and other staff members
- Student data is frequently collected, and teachers have access to and are working to use this data to inform instruction
- The walkthrough tool is available for use and allows for building-level customization
- Parent communication has improved through more frequent communication attempts and through the use of PowerSchool.
- The district has implemented District Benchmark Assessments (3-12) and District Speaking and Writing Performance Assessments that are aligned to the Kansas Common Core Standards. These assessments will help prepare students for the Smarter Balance assessments. Math assessments will be aligned during the 2013-2014 school year.

Recommendations

Title I Priority Schools Recommendations

Priority Schools are expected to implement the Turnaround Principles in a timely manner. Meaningful interventions designed to improve the academic achievement of students in Priority Schools must be aligned with all of the Turnaround Principles. In order to affect student achievement the following Turnaround Principles should be addressed in the 2012-2013 school year:

Provide Strong Leadership:

- Review the performance of the current principal
- Replace the principal if such a change is necessary to ensure strong and effective leadership; or demonstrate to the KSDE that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort.

Enable Effective Educators:

- Review the quality of all staff and retain only those who are determined to be effective and have the ability to be successful in the turnaround effort.

Maximize Learning Time:

- Redesign the school day, week, or year by adding time before and after school or additional time during the summer.

Additional Recommendations for Priority and Focus Schools:

- Implement targeted technical assistance and professional development that is based on data from the District Needs Assessment.
- Ensure that formal leadership teams exist at district, building and site levels and include representation from: administration, staff, learners, families, community collaborators.
- Ensure that the leadership teams clearly identify and implement the multiple indicators of academic and behavioral success and formally communicate those indicators as measures of learning.

- Provide job-embedded, ongoing professional development informed by teacher evaluation and teacher and student needs such as those identified by instructional data collected by progress monitoring in the areas of reading, math and positive behavior interventions.
- Develop long-term professional development plans for all staff and administrators with activities tied to practices that support the implementation and refinement of a multi-tier system based upon local data.
- Create a schedule that allows for the planning and implementation of team or co-teaching.
- Provide ongoing professional development in the use of academic core, supplemental and intense curricular materials and programs that teachers are responsible for providing which is aligned with the Kansas Common Core Standards.
- Promote continuous use of student data to differentiate the curriculum, inform tiered interventions and validate instructional strategies as described within a properly implemented MTSS framework.
- Establish school environments that improve school safety and discipline and address other non-academic factors that impact student achievement such as students' social, emotional, and health needs.
- Provide professional development to help the leadership team monitor and take actions to continue to improve the climate and culture of school.
- Analyze school safety and discipline data to determine if the structural component is in place to maintain a safe learning environment.
- Promote and support parent groups. Develop and implement a school family and community engagement plan that will provide information and data on a formal and frequent basis. The Kansas Parent Information Resource Center (KPIRC) will serve as a partner in this area.

Next Steps

Once district leadership has reviewed this report, the KSDE School Improvement Coordinator will contact the USD 501 Superintendent to begin the process of developing, implementing, and monitoring meaningful interventions over the next three years. Additionally, the KSDE School Improvement Coordinator will work with the district and focus school leadership to ensure the Kansas Title I School Improvement Section 1003(a) Funds Grant Application Package is submitted in a timely manner.

In accordance with the 2012 Kansas ESEA Flexibility Waiver, the Kansas State Department of Education (KSDE) School Improvement Coordinator will convene a team of educational professionals referred to as the KSDE Integrated Innovation Team or KIIT. The KIIT will work with the district and the Focus and Priority School leadership teams and the assigned USD 501 District Facilitator to address the preliminary recommendations listed above.

Continued analysis of the data generated through the KLN Changing the Odds Survey, eWalkThrough observations, and Focus Group interviews will be conducted and used to develop a District Action Plan and a School Action Plan to be implemented over the next three years. The KIIT team will monitor the progress of the action plans through Spring of 2015.

Information on the 2012 Kansas ESEA Flexibility Waiver can be found at: http://www.ksde.org/Default.aspx?tabid=5328

Appendix 3

Implementation Coach Contract and Responsibilities

FY14 KLN Implementation Coach

Role and Responsibilities

The role of the implementation coach (IC) in KLN is important as this position is the closest to the school team during the work of school improvement.   The IC becomes a critical friend as well as a resource to the school team. This can come in the form of time spent with the team at the school site or through phone calls, e-mails, coaching logs, and providing coaching comments between visits with the team. It is said that "the test of a good coach is that when they leave, others will carry on successfully." During the next two years, the focus of the IC should be to build the capacity of each school team to become more effective and able to carry out continuous school improvement.

During FY13, it was determined that additional clarity to the role of IC was needed and that all schools (both Priority and Focus) within the KLN needed access to ICs. To that end, it was established that Priority schools would receive 8 days of coaching and Focus schools would receive 6 days of coaching. Additionally, to accomplish the important work of coaching the school teams in the KLN, the following responsibilities are to be carried out by each IC in assigned schools:

- Establish a positive working relationship with each school team engaged in planning, implementing, and monitoring school improvement.
- Develop a working knowledge of district initiatives that each school is responsible for implementing.
- Intentionally plan dates that the coach will meet with each school team at the school.
- Establish other means of communication (phone, e-mail, go-to-meeting, etc.) that will be used with each school team
- Assist the school team in evaluating data related to areas of strengths and needs to ensure effective implementation of the improvement process. This should include assisting with the planning process and connecting the school with resources to support the implementation of interventions selected.
- After each coaching visit, an entry into the coach's log will be entered into KansaStar within 48 hours. To complete the log, answer the questions on the coaching log form in KansaStar and submit.
- Between visits, at least one coaching comment will be entered into KansaStar. This comment should entered as soon as possible after the visit/interaction. It should be specific, provide encouragement, suggestions, and questions that will help the team to focus, and reminders of next steps.
- Coaches will also engage in a periodic two-part review of each school's documentation of school improvement efforts in KansaStar.
    - Part 1 (prior to the due date of each school's submission):
        - determining that all required indicators are being worked on
        - determining that tasks for the indicators are in line with the school team's planning and the coach's understanding of what the team is trying to accomplish
    - Part 2: (after the KIIT review of each school's submission):
        - looking at the periodic review and comments provided by the KIITs at KSDE
    - Based on these reviews, responding to the school team and adjusting coaching strategies as necessary.
- If assigned as an IC in a district that also has a DF assigned, establish communication with the DF.

- Participate in the 4 KLN IC/DF training days.
- Participate in 2 additional training days from the provided list of options.
- If, in the carrying out of these responsibilities, the IC determines that a school team is struggling to make improvements or is in need of resources, or if the coaching relationship with the school is not working, the IC will contact the Network Service Providers as soon as possible.
- Submit request payment form to the KLN Project Director, Mike Ronen mike.ronen@swplains.org. This form should not be submitted until the coach's log is completed for each visit. After the form is approved, it will be processed for payment.

Professional Service Agreement/KLN Implementation Coach

This agreement is entered into on July 1, 2013 between the Kansas Learning Network, a division of the Kansas State Department of Education, and KLN Implementation Coaches.

Statement of Work

Date: July 1, 2013 – June 30, 2014

Scope: Provision of coaching services in accordance with the KLN guidelines

   8 days of site-based coaching in Priority Schools; 6 days of site-based coaching in Focus Schools

   4 days of prescribed coach training; 2 days of self-selected coach training

Fee: $800 per full coaching day;

   $400 per half coaching day;

   $400 per required coach training day; and

   $600 for each of 2 additional coaching training days selected by each coach

Day: Full day = 5+ hours in assigned building plus time for required comments, logs, and reviews

   Half day = 2+ hours in assigned building plus time for required comments, logs, and reviews

Payment

A request for payment form must be submitted to Mike Ronen at mike.ronen@swplains.org by the 20th of each month in order to receive payment by the 10th of the following month. The form will be reviewed and processed for payment following verification of the coaching log within KansaStar. Payment may be delayed due to incomplete logs.

Termination

Either party may terminate this agreement by giving notice to the other party, not less than 5 business days prior to their next scheduled coaching or training day.

Interpretation of Contract

This agreement may not be changed, except in writing, and signed by an agent of the Kansas Learning Network and the KLN Implementation Coach.

Contract Agency:	Contract Consultant:
Signature:	Signature:
Printed Name: Mike Ronen	Printed Name:
Title: KLN Project Director	Title: KLN Implementation Coach
Federal Tax ID Number: 48-1073726	Federal Tax ID Number:
Date:	Date:

Appendix 4

KansaStar Indicators of Effective Practice

Kansas / KansaSTAR

Indicator Report - School Indicators

Focus and Priority Leadership Indicators

Leadership and Decision-Making - Establishing a team structure with specific duties and time for instructional planning

KEY   A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)

KEY   The Leadership Team serves as a conduit of communication to the faculty and staff. (43)

KEY   The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (45)

KEY   Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (46)

Leadership and Decision-Making - Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction

KEY   The principal keeps a focus on instructional improvement and student learning outcomes. (57)

KEY   The principal monitors curriculum and classroom instruction regularly. (58)

KEY   The principal challenges and monitors unsound teaching practices and supports the correction of them. (60)

KEY   The principal provides timely, clear, constructive feedback to teachers. (1676)

Leadership and Decision-Making - Aligning classroom observations with evaluation criteria and professional development

KEY   Professional development of individual teachers includes an emphasis on indicators of effective teaching. (71)

KEY   Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)

KEY   Professional development is aligned with identified needs based on staff evaluation and student performance. (2879)

KEY   The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (2880)

KEY   The school offers an induction program to support new teachers in their first years of teaching. (2881)

Leadership and Decision-Making - Recruiting, evaluating, rewarding, and replacing staff

KEY   The school operates with a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (2882)

KEY   The school provides non-monetary staff incentives for performance. (2883)

KEY   The school provides several exit points for employees (e.g., voluntary departure of those

unwilling, unable to meet new goals, address identified problems). (2884)

KEY   The school communicates clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning. (2885)

KEY   The school facilitates swift exits to minimize further damage caused by underperforming employees. (2886)

KEY   The principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and reliable tools. (1671)

KEY   The principal includes evaluation of student outcomes in teacher evaluation. (1672)

Curriculum, Assessment, and Instructional Planning - Engaging teachers in aligning instruction with standards and benchmarks

KEY   Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88)

KEY   Units of instruction include standards-based objectives and criteria for mastery. (89)

Curriculum, Assessment, and Instructional Planning - Engaging teachers in assessing and monitoring student mastery

KEY   Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)

KEY   All teachers re-teach based on post-test results. (95)

Curriculum, Assessment, and Instructional Planning - Engaging teachers in differentiating and aligning learning activities

KEY   Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves. (97)

Curriculum, Assessment, and Instructional Planning - Assessing student learning frequently with standards-based assessments

KEY   Teams and teachers receive timely reports from the central database to assist in making decisions about each student's placement and instruction. (103)

KEY   The Leadership Team monitors school-level student learning data. (105)

KEY   Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106)

KEY   Instructional Teams use student learning data to plan instruction. (107)

KEY   Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (108)

Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Preparation

KEY   All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (110)

KEY   All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)

Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes -

Teacher-Directed Whole-Class or Small Group Instruction - Introduction

KEY   All teachers clearly state the lesson's topic, theme, and objectives. (118)

Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Teacher-Directed Whole-Class or Small Group Instruction - Presentation

KEY   All teachers explain directly and thoroughly. (122)

KEY   All teachers use prompting/cueing. (125)

Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Teacher-Student Interaction - Summary and Confirmation of Learning

KEY   All teachers re-teach when necessary. (126)

KEY   All teachers review with questioning. (128)

KEY   All teachers summarize key concepts. (129)

Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Student-Directed Small-Group and Independent Work - Teacher-Student Interaction

KEY   All teachers encourage peer interaction. (133)

KEY   All teachers encourage students to paraphrase, summarize, and relate. (134)

Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Student-Directed Small-Group and Independent Work - Facilitation

KEY   All teachers interact instructionally with students (explaining, checking, giving feedback). (140)

KEY   All teachers interact managerially with students (reinforcing rules, procedures). (141)

KEY   All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family). (142)

Classroom Instruction - Expecting and monitoring sound homework practices and communication with parents

KEY   All teachers systematically report to parents the student's mastery of specific standards-based objectives. (155)

Classroom Instruction - Expecting and monitoring sound classroom management

KEY   All teachers use a variety of instructional modes. (160)

KEY   All teachers reinforce classroom rules and procedures by positively teaching them. (165)

KEY   All teachers engage all students (e.g., encourage silent students to participate). (167)

Parent, School, and Community - Shared Leadership

KEY   Parent representatives advise the School Leadership Team on matters related to family-school relations. (1553)

Parent, School, and Community - Communication

KEY   The school regularly communicates with parents about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning). (1570)

Parent, School, and Community - Education

KEY Professional development programs for teachers include assistance in working effectively with parents. (1588)

KEY The school provides opportunities for members of the school community to meet for purposes related to students' learning. (2887)

KEY   The LEA/School creates and sustains partnerships to support extended learning. (967)

KEY   The LEA/School ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development. (968)

KEY   The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (969)

Tiered Support - Screening, Planning for Interventions, Implementing, and Monitoring in a Tiered System

KEY The school implements a reliable and valid system-wide screening process (such as practiced in Kansas MTSS) for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine those students in need of targeted intervention. (3411)

KEY The school implements a tiered instructional system (such as Kansas MTSS) that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. (3412)

KEY The school's tiered instructional system (such as Kansas MTSS) includes documentation that describes what interventions are provided and how interventions are selected and assigned to students and how fidelity will be monitored. (3413)

KEY The school implements a system-wide monitoring process (such as practiced in Kansas MTSS) that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers. (3410)

August 14, 2013

Appendix 5

MTSS Innovation Configuration Matrix

Leadership and Empowerment

Component 1: Effective Leadership Teams			
Not Implementing	Implementing	Transitioning	Modeling
LE1 No formal leadership teams exist.	Formal leadership is identified by position such as principal, superintendent, department chairs, or other titled positions within the district.	Formal leadership teams exist only at some levels or include representation from some but not all: • Administration • Staff • Learners • Families • Community Collaborators	Formal leadership teams exist at all levels (e.g., district, building, and site) and include representation from: • Administration • Staff • Learners • Families • Community Collaborators
LE2 There are no identified leadership teams attending to academics and/or behavior.	The leadership team is informally identified to address academics and/or behavioral concerns.	There are separate leadership teams identified to address academic and behavioral success that meet regularly.	The leadership team is known throughout the district/community and meets regularly to address learner academic and behavioral success in an integrated manner.
LE3 No clear role is identified for how each leadership team member will support MTSS.	General roles and responsibilities are identified for each leadership team member.	The roles and responsibilities of each leadership team member are determined by individual team members rather than by the team as a whole.	The roles and responsibilities of each leadership team member are clearly identified and agreed upon by the team as a whole.

Kansas Multi-Tier System of Supports
Innovation Configuration Matrix (ICM)

	Not Implementing	Implementing	Transitioning	Modeling
LE4	District/building/site level data are not reviewed regularly by the leadership team or shared with others.	District/building/site level data are reviewed by the leadership team, but results are not shared with others.	The leadership team has formal meetings to analyze district/building/site level data, but the data/software system does not provide all the necessary reports for the team to engage in a formal process of problem solving for academics and/or behavior. Data are shared with selected groups/individuals.	The leadership team regularly engages in formal problem solving using district/building/site level data which is supported by an agile data/software system that provides frequent and up-to-date reports that allow data-based decision making to occur for addressing both academics and behavior. Data are shared with district, building and community.
LE5	The only indicator of success is Adequate Yearly Progress (AYP).	The leadership team discusses indicators of progress, although Adequate Yearly Progress (AYP) is the primary indicator of success.	The leadership team has identified multiple indicators of success and is beginning to understand how to use those indicators as measures of learning.	The leadership team clearly identifies and implements multiple indicators of academic and behavioral success and formally communicates those indicators as measures of learning.
LE6	Professional development focuses on managerial/administrative issues.	The administration plans professional development based on perceived needs. Data and staff input are not used to plan professional development nor is there a plan to build behavior and academic expertise.	The leadership team asks staff and community collaborators for input regarding professional development needs and considers that input in relationship to academic and behavioral data. There is limited focus on developing academic and behavioral expertise at each tier of support.	The leadership team uses data and input from staff and community collaborators to determine professional development needs. The team plans and supports professional development for developing expertise specific to both academic and behavior to meet the needs of learners at each tier of support.

Kansas Multi-Tier System of Supports
Innovation Configuration Matrix (ICM)

	Not Implementing	Implementing	Transitioning	Modeling
LE7	No clear or consistent communication plan is in place to support implementation of MTSS.	Communication within the leadership team occurs but is not planned. Communication with community collaborators about MTSS does not occur nor is planned.	Communication within the leadership team and with community collaborators about MTSS is planned but does not occur frequently or as planned.	A communication plan that provides information and data on a formal and frequent basis is developed and utilized to communicate with district, building and community collaborators about MTSS.

Component 2: Creating an Empowering Culture

	Not Implementing	Implementing	Transitioning	Modeling
LE8	Staff relies on title, special education and other entitlement programs to meet the needs of struggling learners.	Supports for struggling learners beyond entitlement programs are left up to individual or small groups of staff to design and implement.	Supports for struggling learners beyond entitlement programs are designed for the system but are implemented inconsistently.	The system, including staff and families, impacts learning through the intentional design and redesign of the curriculum, instruction and environment.
LE9	There is no acknowledged responsibility for data-based decision making and problem solving to improve academic and behavioral achievement.	The administration has abdicated responsibility to staff for data-based decision making and problem solving to improve academic and behavioral achievement.	The leadership team takes responsibility for data-based decision making and problem solving for improved academic and behavioral achievement without including staff and families in the process.	The leadership team, all staff, and families have a collaborative responsibility for data-based decision making and problem solving to improve academic and behavioral achievement.
LE10	Knowledge about MTSS is gained individually by the staff based on individual interests.	The leadership team has shared information regarding MTSS.	The leadership team has a common understanding of the need to build knowledge and consensus around the implementation of MTSS and has a plan to do so.	The leadership team, all staff, families, and community collaborators have developed knowledge of and come to consensus regarding the implementation of MTSS.

Kansas Multi-Tier System of Supports
Innovation Configuration Matrix (ICM)

	Not Implementing	Implementing	Transitioning	Modeling
LE11	Participation in professional development is self-selected by individual staff members.	Professional development is directed by administration to address general topics related to achievement.	Professional development activities for staff members are aligned with the principles and practices of MTSS, but do not include ongoing support and coaching nor opportunities for family involvement.	Professional development for staff members and family involvement opportunities are aligned with the principles and practices of MTSS and include ongoing support and coaching.
LE12	Learners are provided instruction and expected to learn.	Struggling learners are matched to existing programs to receive support.	Learners are provided with content learning experiences which are customized to their interests without regard to learning needs.	Learner experiences are customized in ways that make content relevant and enable learning.
LE13	The data are publicly reported only if it is required by law/regulation to do so.	The data are publicly reported when it is positive.	The data are shared but implications for instruction are not discussed openly.	The data are openly shared and implications for instruction are discussed at all levels within the school, with families, and the community, including the celebration of improved indicators of success.
LE14	There is no parent involvement policy.	The parent involvement policy is developed but is not reflective of the six National Standards for Family School Partnerships.	The parent involvement policy is reflective of the National Standards for Family School Partnerships but does not address all six areas and/or strategies are not implemented.	The leadership team engages families in their child's education through the development of a parent involvement policy that supports the implementation of the strategies contained in the six areas of the National Standards for Family School Partnerships.

Assessment

Component 1: Comprehensive Assessment System

	Not Implementing	Implementing	Transitioning	Modeling
A1	The assessment system does not include tools to measure essential components of academics or behavior.	Some tools are in place, but they are either not available for both academics and behavior or they do not address all the essential components of each.	The assessment system includes tools to measure all essential components of academics and behavior but is not used consistently.	The assessment system includes tools to measure all essential components of academics and behavior and is used consistently.
A2	The assessment system includes assessment tools for outcomes only.	The assessment system includes some of these assessment tools for only academics or behavior: • Universal Screening • Diagnostics/ Functional Behavioral Assessment • Progress Monitoring • Outcomes	The assessment system includes all of these assessment tools for only academics or behavior: • Universal Screening • Diagnostics/ Functional Behavioral Assessment • Progress Monitoring • Outcomes	The assessment system for academics and behavior includes: • Universal Screening • Diagnostic /Functional Behavioral Assessment • Progress Monitoring • Outcomes

Component 2: Assessments are Valid and Reliable

	Not Implementing	Implementing	Transitioning	Modeling
A3	Staff members use instruments that are not technically adequate.	Staff members assume technical adequacy but no documentation is available.	Documentation of technical adequacy for each assessment instrument comes only from the publishing company.	Staff members have independently documented technical adequacy of each assessment tool used.
A4	The staff members having responsibility for data collection have not been adequately trained to reliably and validly administer the instruments.	The staff members having responsibility for data collection receive information and have been adequately trained to reliably and validly administer the instruments.	Data are collected by staff members who have been formally trained to reliably and validly administer the instruments but the fidelity of administration is not monitored.	Data are collected by staff members who have been formally trained to reliably and validly administer the instruments and the fidelity of administration is consistently monitored.

Kansas Multi-Tier System of Supports
Innovation Configuration Matrix (ICM)

Component 3: Adequate Capacity for Assessment System			
Not Implementing	**Implementing**	**Transitioning**	**Modeling**
A5 No universal screening for academics is used.	Universal screening for academics is used.	Universal screening for academics occurs as recommended for content and grade level.	Universal screening for academics occurs as recommended for content and grade level and the fidelity of administration is monitored.
A6 Behavior/office discipline referrals are not tracked in a systematic manner.	Behavioral/office discipline referrals are tracked using only the following variables: learner, grade, date, time, referring staff, problem behavior, and administrative decision.	Behavior/office discipline referrals are continually tracked by learner, grade, date, time, referring staff, problem behavior, location, persons involved, probable motivation and administrative decision.	Behavior/office discipline referrals are continually tracked by learner, grade, date, time, referring staff, problem behavior, location, persons involved, probable motivation and administrative decision and the fidelity of data collection is monitored.
A7 No diagnostic assessments are administered.	Staff members individually determine when diagnostic assessments are given.	Staff members do not consistently administer diagnostic/functional behavioral assessments following locally documented decision rules.	Staff members consistently administer diagnostic/functional behavioral assessments following locally documented decision rules.
A8 No progress monitoring tools are administered.	Progress monitoring does not regularly occur for learners receiving supplemental and intensive instruction.	Frequency of progress monitoring of learners receiving supplemental and intensive instruction in academics and behavior is left up to individual teams or staff members to determine.	Frequency of progress monitoring of learners receiving supplemental and intensive instruction in academics and behavior is documented, followed, and based upon research.

Component 4: Decision Making Rules are Clear

	Not Implementing	Implementing	Transitioning	Modeling
A9	No commonly agreed upon or understood decision rules for academics and behavior regarding: • Access to supports • Changing supports • Intensifying supports • Exiting supports	Teams have informal or missing decision rules for academics and behavior regarding: • Access to supports • Changing supports • Intensifying supports • Exiting supports	Teams have documented decision rules, but they are unknown or inconsistently used by staff members for academics and behavior regarding: • Access to supports • Changing supports • Intensifying supports • Exiting supports	Teams have clearly documented and consistently follow decision rules to ensure early identification for intervention for learners in both academics and behavior regarding: • Access to supports • Changing supports • Intensifying supports • Exiting supports

Curriculum

Component 1: Curriculum is Evidence Based

	Not Implementing	Implementing	Transitioning	Modeling
C1	Unknown or insufficient evidence base for academic and behavioral curricular materials across tiers.	Academic and behavioral curricular materials assumed to be evidence-based or not evidence-based for all tiers.	Staff members rely on the publishing company for documentation of the evidence bases for the academic and behavioral curricular materials used across tiers.	Staff members have formally evaluated and documented the adequacy of all the academic and behavioral curricular materials used across tiers and ensured alignment to learner needs, state standards and the evidence base.

Component 2: Curriculum Addresses Essential Components Appropriate to Grade Level				
	Not Implementing	Implementing	Transitioning	Modeling
C2	Academic curricular materials are not available to address essential academic components.	Academic curricular materials address only some essential components.	Academic curricular materials are available that address essential components.	Staff members have formally evaluated and documented that all curricular materials address essential academic components.
C3	There are no clear rules/behavioral expectations for the building/site or rules/behavioral expectations are negatively worded.	There is a code of conduct for the building/site.	Staff members have identified more than 5 rules/behavioral expectations.	Staff members have agreed to and documented 5 or fewer positively stated rules/behavioral expectations.
C4	There is formal curriculum/system for teaching the essential components of academics across some tiers and no formal curriculum to teach behavioral expectations.	There is formal curriculum/system for teaching the essential components of academics across some tiers and the behavioral expectations through correction of problem behaviors.	There is formal curriculum/system for teaching the essential components of academics across all tiers and an informal curriculum /system to teach the behavioral expectations.	There is a formal curriculum/system for teaching the essential components of academics and behavior across all tiers.
C5	All learners receive the same academic curricular materials at the same time and behavior is addressed randomly or not at all regardless of need.	Supplemental and intense curricula for behavior and academics are available but not based on learner need.	Staff members select academic curricula, behavioral instructional materials, and programs/process for supporting behavior that are an appropriate match for the needs of the learner at some tiers.	Staff members select academic curricula, behavioral instructional materials, and programs/processes for supporting learner behavior that are an appropriate match for the needs of the learners at all tiers, based upon data.

Component 3: All Curricula are Implemented with Fidelity			
Not Implementing	Implementing	Transitioning	Modeling
C6 Staff members receive academic and/or behavioral core, supplemental and intense curricular materials that they are responsible for providing and are expected to implement the curricula according to the teachers' manuals provided.	Staff members receive an overview of the academic and behavioral core, supplemental and intense curricular materials and programs that they are responsible for providing and/or reminders of concepts that must be taught prior to state assessments.	Some staff members are trained in using academic and behavioral core, supplemental and intense curricular materials and programs that they are responsible for providing. All staff members are provided the scope and sequence for introducing concepts to learners.	Staff members are specifically trained in using academic and behavioral core, supplemental and intense curricular materials and programs that they are responsible for providing. Coaching is provided as staff members implement the curricula and programs to ensure fidelity of implementation.
C7 It is assumed that all staff members are implementing the academic and behavioral curricula and programs at all tiers with fidelity.	The fidelity of implementation of the academic and behavioral curricula and programs at all tiers is checked only by having staff members turn in samples of lesson plans.	The fidelity of academic and behavioral curricula and program implementation at all tiers is specifically reviewed through the observation of staff members during personnel evaluation and feedback is provided at that time.	A process is in place to check the fidelity of academic and behavioral curricula and program implementation at all tiers with feedback and coaching to staff members provided throughout the year.

Instruction

Component 1: All Instructional Practices are Evidence Based			
Not Implementing	Implementing	Transitioning	Modeling
There is an insufficient or unknown evidence base for academic and behavioral instructional practices across tiers. All staff members are expected to read information about evidence- based instructional practices.	General information about evidence-based academic and behavioral instructional practices is disseminated to staff members.	Staff members have participated in discussions about the evidence-base of specific academic and behavioral instructional practices for different tiers.	Staff members have formally evaluated and documented the adequacy of all the academic and behavioral instructional practices used across all tiers.

Component 2: Instructional Practices are Implemented with Fidelity			
Not Implementing	Implementing	Transitioning	Modeling
The learning instructional practices/strategies are left up to individual staff members.	Selected staff members (e.g., reading coach, special education staff, title teacher, counselor, etc.) receives training in use of evidence-based instructional practices/strategies.	Some staff members are trained in the use of evidence-based instructional practices/strategies for academics and behavior and "take the information back" to their colleagues via Professional Learning Communities, etc.	All staff members are specifically trained in the use of targeted evidence-based instructional practices/strategies for academics and behavior. All staff members understand the critical features and application in all settings. Ongoing support and coaching is provided as staff members implement the instructional practices/strategies.

	Not Implementing	Implementing	Transitioning	Modeling
I3	Staff members use the same behavioral and academic instructional practices/strategies for all learners in all settings regardless of individual need.	The administration selects a set of behavioral and academic instructional practices/strategies for use with all learners in all settings regardless of individual need.	Staff members select instructional practices/strategies that are an appropriate match for the needs of the learner , academically and behaviorally.	Staff members select evidence-based instructional practices/strategies that are an appropriate match for the needs of the learner, academically and behaviorally.
I4	It is assumed that all staff members are implementing instructional practices/strategies with fidelity. Practices/strategies related to social/behavioral needs are not a concern.	The fidelity of instructional practices/strategies for academics is checked only by having staff members note example instructional practices on sample lesson plans turned into their supervisor. A plan is being developed to check for fidelity of implementation of practices related to social/behavioral needs of learners.	The fidelity of instructional practices/strategies for behavior and academics is specifically reviewed through observation of staff members during personnel evaluation, and feedback is provided at that time.	A process is in place to check the fidelity of instructional practices/strategies for behavior and academics across all settings with feedback and coaching to staff members provided throughout the year.

Component 3: Schedule Allows for Protected Instruction Time

	Not Implementing	Implementing	Transitioning	Modeling
I5	The schedule does not include specific time for core, supplemental and intensive instruction.	The schedule provides sufficient time for core, supplemental and intensive instruction and it's left up to individual staff members to ensure that planned time is actualized.	The schedule provides sufficient time for core, supplemental and intensive instruction but it is not protected from interruptions nor monitored to ensure that planned time is actualized.	The schedule provides sufficient time for core, supplemental and intensive instruction and is protected from all controllable interruptions and monitored to ensure that planned time is actualized.

Component 4: Flexible Grouping Allows for Appropriate Instruction			
Not Implementing	Implementing	Transitioning	Modeling
I6 Supplemental and intensive instruction is provided in groups.	Some attempts are made to lower group size for supplemental and/or intensive instruction.	Recommendations for instructional group sizes are met but instruction is not delivered by highly trained staff members.	Recommendations for instructional group sizes are met and instruction is delivered by highly trained staff members.

Data-Based Decision Making

Component 1: Structures for Data-Based Decision Making			
Not Implementing	Implementing	Transitioning	Modeling
DBDM1 No identified team conducts data-based decision making at any level.	Informal teams meet as time allows to conduct data-based decision making at some levels: • System (District/Building/Site) • Supplemental Instruction • Intensive Instruction	Teams are identified and conduct data-based decision making at some levels: • System (District/Building/Site) • Supplemental Instruction • Intensive Instruction	Clearly identified teams conduct data-based decision making at each level: • System (District/Building/Site) • Supplemental Instruction • Intensive Instruction
DBDM2 There is no common understanding of the roles and responsibilities of teams reviewing data.	The teams have vague understanding of their roles and responsibilities in reviewing and analyzing data at each level.	All teams have an understanding of their roles and responsibilities to make decisions about the effectiveness of curriculum and instruction but do not have a forum to influence changes.	All teams have a clear and consistent understanding of their roles and responsibilities to make decisions about the implementation, sufficiency and effectiveness of the curriculum and instruction, and have a forum to influence changes.

Kansas Multi-Tier System of Supports
Innovation Configuration Matrix (ICM)

	Not Implementing	Implementing	Transitioning	Modeling
DBDM3	The team does not use the problem solving process to guide decision making.	The team informally uses a problem solving process but has no decision rules.	Some staff members are involved and have been trained in the problem solving process and are beginning to formally implement, but inconsistently apply, decision rules.	All staff members are actively involved and have been trained in the problem solving process and use it consistently to guide decisions related to academics and behavior, including following clearly documented decision rules.
DBDM4	Staff members do not understand how to analyze data or how to interpret the results.	Staff members can analyze some of the simplest data elements but don't know how to interpret the results.	Most staff members can analyze much of the data and interpret the results but do so inconsistently and information shared with families is limited.	All staff members have a full and complete understanding of how to analyze collected data and how to interpret and report the results accurately and consistently, including helping families understand the meaning and use of the data.

Component 2: Data-Based Decision Making for Improving the System

	Not Implementing	Implementing	Transitioning	Modeling
DBDM5	System-wide data-based decision making does not occur for academics or behavior.	The administration reviews system-wide academic data. A plan is being developed to review behavioral data.	An informal team meets to review system-wide data academic and behavioral data.	A clearly identified team meets at regularly scheduled times to analyze system-wide data for academic and behavioral decision making.
DBDM6	System level decision making is based on outcome data only.	The administration makes system level decisions based on: • Outcome Assessments • Universal Screenings	The team conducting system level decision making uses data from: • Outcome Assessments • Universal Screenings	The team conducting system level decision making uses data from: • Outcome Assessments • Universal Screenings • Progress Monitoring

	Not Implementing	Implementing	Transitioning	Modeling
DBDM7	The team does not review effectiveness of or make adjustments in system.	The team analyzes: • Sufficiency of instructional procedures	The team analyzes: • Sufficiency of instructional procedures • Fidelity of implementation of all instruction • Sufficiency and effectiveness of the multi-tier system to meet the needs of all learners	The team makes recommendations for adjustments to the system by analyzing: • Sufficiency of instructional procedures • Fidelity of implementation of all instruction • Effectiveness in engaging learners, families and communities • Sufficiency and effectiveness of the multi-tier system to meet the needs of all learners

Component 3: Data-Based Decision Making for Improving Supplemental Instruction

	Not Implementing	Implementing	Transitioning	Modeling
DBDM8	A clearly identified team meets at regularly scheduled times to analyze academic and behavioral data from groups receiving supplemental instruction.	An informal team meets to analyze academic and behavioral intervention data for learners receiving supplemental instruction.	The administration reviews intervention data for academics and/or behavior for learners receiving supplemental instruction.	Supplemental instruction data-based decision making does not occur.

Kansas Multi-Tier System of Supports
Innovation Configuration Matrix (ICM)

	Not Implementing	Implementing	Transitioning	Modeling
DBDM9	Decision about supplemental instruction is based on universal screening data only.	The administration makes decisions for learners receiving supplemental instruction based on: • Universal Screenings • Progress Monitoring	The team conducting decision making for learners receiving supplemental instruction uses data from: • Universal Screenings • Diagnostic Assessments • Progress Monitoring	The team conducting decision making for learners receiving supplemental instruction uses data from: • Universal Screenings • Diagnostic Assessments • Progress Monitoring
DBDM10	The team looks at the general effectiveness of supplemental instruction.	The team analyzes data to make grouping decisions.	The team analyzes intervention data from supplemental instruction regarding grouping decisions and sufficiency of supplemental instruction.	The team analyzes intervention data from supplemental instruction regarding grouping decisions, sufficiency of supplemental instruction, fidelity of implementation of supplemental instruction and curriculum, effectiveness in engaging families and makes recommendations for adjustments to the system for curriculum and instruction and programs used for supplemental instruction.

Component 4: Data-based Decision Making for Improving Intensive Instruction

	Not Implementing	Implementing	Transitioning	Modeling
DBDM11	Data-based decision making addressing intensive instruction does not occur.	The process to conduct decision making addressing intensive instruction for academics and behavior is informal and does not meet regularly.	The team meets regularly to give suggestions for improving intensive instruction for academics and behavior. The team sometimes includes the family or utilizes input from the family.	A clearly identified team meets at regularly scheduled times to conduct decision making, addressing intensive instruction for academic and behavioral program decision making. This team includes the family or utilizes input and feedback from the family.
DBDM12	No team meets to conduct decision making for academic and/or behavior at the intensive level.	The teams conducting decision making for academic and/or behavior at the intensive level use data from universal screening.	The teams conducting decision making for academic and/or behavior at the intensive level use data from universal screening and diagnostic assessments.	The teams conducting decision making for academic and/or behavior at the intensive level use data from diagnostic assessments and progress monitoring.
DBDM13	The team discusses need to refer for evaluation for entitlement.	The team analyzes individual learner intervention data regarding: • Develop individual plans • Need to refer for evaluation for entitlement	The team analyzes individual learner intervention data regarding: • Customization of individual intervention plans • Progress of individual learners • Need to refer for evaluation for entitlement	The team analyzes individual learner intervention data regarding: • Customization of individual intervention plans • Effectiveness of customized intervention plans • Fidelity of implementation of intervention plans • Need to carry individual intervention plans forward into further evaluation

Integration and Sustainability

Component 1: Policies and Resources are Aligned within the System				
	Not Implementing	Implementing	Transitioning	Modeling
IS1	The policies and decisions (including curriculum, instruction, scheduling, staffing and, family involvement) are inconsistent with current evidence regarding effective practices.	The policies and decisions (including curriculum, instruction, scheduling, staffing and, family involvement) are decided at the administrative level and are consistent with current evidence regarding effective practices.	The policies and decisions (including curriculum, instruction, scheduling, staffing and, family involvement) are decided at the administrative level with input from individual building/site staff members and are consistent with current evidence regarding effective practices.	Policies and decisions (including curriculum, instruction, scheduling, staffing, and family involvement) are mutually determined based upon current evidence regarding effective practices.
IS2	The implementation of MTSS has no action plan.	The implementation of MTSS is guided by a plan for general or special education only.	The implementation of MTSS is guided by an informal action plan The administrative and building/site staff members are working on making academics and behavior the top goals including having policy documents and a plan for dissemination.	The implementation of MTSS is guided by a formalized multi-year action plan and has resulted in both academics and behavior becoming the top goals.
IS3	No policy documents have been developed.	Policy discussions focus on emphasizing MTSS within existing policy documents.	Development of policy documents has been initiated but not completed.	Policy documents are available describing the vision and implementation of MTSS.

Kansas Multi-Tier System of Supports
Innovation Configuration Matrix (ICM)

	Not Implementing	Implementing	Transitioning	Modeling
IS4	No change has occurred in the allocation of resources.	The realignment of resources and practices has occurred in a few programs.	The realignment of resources and practices has occurred in most but not all programs.	The realignment of resources and changes in educational practices within the entire educational system (including all state and federal programs and local resources) is occurring.

Component 2: Systems are Self-Correcting and Achieve Positive Outcomes for Learners

	Not Implementing	Implementing	Transitioning	Modeling
IS5	There is no process in place to review decisions made as a result of data-based decision making.	The building/site leadership team has a process to review implementation of decisions made as a result of data-based decision making.	All leadership teams have an informal process in place to annually review implementation of decisions made as a result of data-based decision making and new evidence/research.	All leadership teams have a formal process in place to annually review the implementation of decisions made as a result of data-based decision making and new evidence/research and to make changes as necessary.
IS6	There is no process in place to review and improve the data-based decision making process.	The building/site leadership team has a process to review data-based decision making process.	All leadership teams have an informal process in place to review all indicators of success and make necessary changes in the processes for data-based decision making, including data analysis, decision rules and system responsiveness.	All leadership teams have a formal process in place to review learner data across all tiers from all indicators of success and make necessary changes in the processes for data-based decision making, including data analysis, decision rules and system responsiveness.

	Not Implementing	Implementing	Transitioning	Modeling
IS7	There is no monitoring of the implementation of MTSS.	The implementation of MTSS principles and practices are monitored through initial implementation.	Implementation of core components of MTSS is monitored through full implementation.	There is a formal process to monitor fidelity of implementation, outcomes and sustainability of all principles and practices of MTSS to ensure that changes are positive for learner progress.
Component 3: Leadership Provide Staff Members Ongoing Support				
	Not Implementing	Implementing	Transitioning	Modeling
IS8	Professional development activities are not tied to a multi-tier system.	Professional development addresses multi-tier issues but lacks intentional, systematic planning to align appropriate educational practices.	The professional development plan only addresses teachers, with all activities directly tied to instructional practices that support the implementation of a multi-tier system based upon local data.	There is a formal, long term professional development plan for all staff members and administrators with all activities directly tied to practices that support the implementation and refinement of a multi-tier system based upon local data.
IS9	There are no activities or time allocated for group decision making.	The administration promotes leadership skills within staff but retains decision making authority at the administrative level.	Leadership informally involves the staff in decision making.	The leadership team actively works to enhance staff motivation and capacity to be actively involved in decision making and leading from within.

Appendix 6

Leading Indicator Report

USD Number & Name _____Name of School _____Grade Span_____Building Number _____

Indicator	Year 1 (Baseline)	Year 2	Year 3	Year 4
1. Number of minutes within the school year.				
2. Student participation rate on State Assessments in reading/language arts in mathematics by student subgroup				
3. Students proficient or above in reading				
4. Students proficient or above in math				
5. Dropout rate				
6. Student attendance rate				
7. Number and percentage of students completing advanced course work				

AP	/	/	/	/
IB	/	/	/	/
Early College High Schools	/	/	/	/
Dual enrollment classes	/	/	/	/

8. Discipline Incidents

✓ 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				
9. Truants				
10. Distribution of teachers by performance level on the LEA's teacher evaluation system				
11. Teacher Attendance Rate				

Appendix 7

State/Building Report Card Index
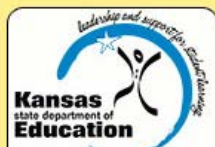
Shaner Elem
1600 SW 34th St
Topeka, KS 66611-2599
Compare to Similar Schools
Title 1 School
TOTAL ENROLLMENT:

USD 501
Topeka Public Schools
Current Accreditation Status:
Accredited

Building	District	State
212	14021	480149

Demographics
Definitions
Summary:
2003-2004
2004-2005
2005-2006
2006-2007
2007-2008
2008-2009
2009-2010
2010-2011
2011-2012
Display Report
Comparative Perf.
& Fiscal System

Achievement Performance Level Reports
Reading
All Students
Race/Ethnicity
Economically Disadvantaged
Students with Disabilities
English Language Learners
Migrant Students
Gender

Math
All Students
Race/Ethnicity
Economically Disadvantaged
Students with Disabilities
English Language Learners
Migrant Students
Gender

Science
All Students
Race/Ethnicity
Economically Disadvantaged
Students with Disabilities
English Language Learners
Migrant Students
Gender

History - Govt.
All Students
Race/Ethnicity
Economically Disadvantaged
Students with Disabilities
English Language Learners
Migrant Students
Gender

Writing

All Students
Race/Ethnicity
Economically
Disadvantaged
Students with
Disabilities
English
Language Learners
Migrant Students

Gender

Additional Academic Indicators

✓ Attendance Rate
✓ Graduation Rate
✓ Dropout Rate

Accountability

✓ AMO Reports
✓ Teacher Quality

Other Results

✓ ACT Scores
✓ College & Career
Ready

Student Demographics

✓ Enrollment
✓ Race/Ethnicity
✓ Economically
Disadvantaged
✓ Migrant
✓ ELL
✓ Students with
Disabilities
✓ Gender

Kansas State Assessment data is disaggregated as shown above by State, district and building.

Appendix 8

Intervention Model Selection Rubric

Kansas
state department of
Education
leadership and support for student learning

TITLE PROGRAM & SERVICES TEAM

Intervention Selection Model Rubrics for Four Intervention Models

Turnaround Model
Transformation Model
Restart Model
School Closure Model

1003(g) TRANSFORMATION MODEL for Tier I and Tier II

STANDARD: LEADERSHIP				
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
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 ✓ Data on student growth; ✓ Multiple observation -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 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.

STANDARD: LEADERSHIP				
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
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.

STANDARD: LEADERSHIP				
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
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.

***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.

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
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
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:* ✓ 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.
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:
    (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.

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.

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
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 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 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.

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 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

STANDARD: LEADERSHIP				
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
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: ✓ The school reports to a new "turnaround office" in the LEA. ✓ Hire a "turnaround leader" who reports directly to the superintendent. ✓ Enter into a multi - year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.	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.

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
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 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).

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
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	The school is investigating appropriate social-emotional services and supports to students.	The school offers no social-emotional services and supports to students.

		supports to students.		

STANDARD: CULTURE AND HUMAN CAPITAL				
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
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.

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*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
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 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

STANDARD: LEADERSHIP				
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
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
Option 1 – District –Local Board-School Leader	✓ District is governed by a Local board ✓ District hires leader(s) to run or operate school ✓ School Leader is held accountable for performance	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.
Option 2 – District- Local Board – Management Organization – School Leader	✓ District is governed by the Local Board ✓ Local Board hires a Management Organization ✓ Management Organization hires a	Two of the three components are implemented and operational . A Management Organization may be involved with more than	One components is implemented and operational	Option 2 is not operational or being implemented as agreed.

	School Leader	one school		
STANDARD: LEADERSHIP				
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
Option 3 – District – Management Organization – School Leader	✓ District charters or contracts directly with a Management Organization ✓ Management Organization hires a School Leader to manage the school. ✓ There is no decision made by the local board ✓ The management organization uses their board.	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				
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
Application Process - 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**			
	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
Quality Authorizing - Organizational structures, human resources, and financial resources including the following: ✓ Intent to improve quality, ✓ Support the State Charter School law, ✓ A catalyst for Charter school development, ✓ Clarity, consistency, and transparency in developing and implementing policies and procedures ✓ Flexibility for performance based opportunities ✓ Hold schools accountable for academic performance	✓ Implements plans, policies, processes that streamline and systematize the work to be accomplished. ✓ Evaluates work against national and state standards ✓ Recognizes the SEA as the authorizer ✓ Strive for higher critical thinking, cognitive and problem solving skills ✓ Prepare for career ready 21st century skills			Does not adhere to the authorizing elements, organizational structures and financial resources as defined by the application process led by the SEA.

✓ Determine objective and verifiable measures for performance ✓ Build parent and				

STANDARD: LEADERSHIP				
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
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.

STANDARD: LEADERSHIP				
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
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.

STANDARD: LEADERSHIP				
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
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.

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
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 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: ✓ Incentives, ✓ Increased career opportunities, ✓ Instructional flexibility	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.

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
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
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 data to identify and implement a research-based instructional program that aligned to State academic standards, horizontally and vertically aligned program and included 21st Century Skills.	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 21st Century Skills.	The school is investigating a research-based instructional program, that ensures horizontally, vertically, and State alignment to 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: ✓ Project based formats ✓ Formative assessments, ✓ Progress monitoring, and ✓ Summative assessments.	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.	The school has adopted formative assessments to include project based, progress monitoring assessments, summative assessments and is in the process of differentiating 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.

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

STANDARDS: LEADERSHIP, CULTURE AND HUMAN CAPITAL, CURRICULUM AND ASSESSMENT, 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
Leadership will devise a plan to address all standards (Leadership, Culture and Human Capital, Curriculum and Assessment, and Professional Development) that could include: ✓ Personnel placement ✓ Policy ✓ Board decisions ✓ Student Assignment ✓ Transfer of Records ✓ Transportation ✓ Resource Reassignment ✓ Transfer of equipment ✓ Building numbers ✓ Facility issues ✓ Community PR ✓ Parent Communication	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.

✓ Special Education Issues ✓ Title I Issues ✓ Records ✓ Fiscal Services ✓ Accreditation Issues ✓ Communication with state			

Appendix 9

District Action Plan

District Action Plan
For LEAs with Priority/Focus School(s)

As part of the ESEA Flexibility Waiver, districts will write a District Action Plan that will "outline the district-level plan for addressing the needs in the district and in each of the Focus and Priority Schools in the district."

Describe what district interventions are being implemented to support Focus and Priority schools.

How will the district ensure on-going targeted technical assistance and professional development are taking place to support the interventions?

How will the district monitor effectiveness of the interventions?

How will the district support Focus and Priority schools in implementing the interventions around engaging families and communities to support student learning?

Annual review of the Parent and Community Involvement Policy and School-Parent Compact (Title I, Section 1118).

How will the district support Focus and Priority schools in implementing interventions around students with disabilities and English Language Learner?

Additional LEA requirements:

- **Each district with at least one identified Focus school will set-aside 10% of the district's Title I allocation to support the interventions contained in the District Action Plan.**
- **Each district with at least one identified Priority school will set-aside 20% of the district's Title I allocation to support the interventions contained in the District Action Plan.**

Appendix 10

Sustainability Index

Sustainability Index

Calculate the Funding Gap

SIG Funds($) (How much funding do you expect to lose?)	+/-	Change in other grants for next year (What other annual funding do you expect to lose?)	+/-	Change in per pupil allocation (Is your allocation from the district likely to change? Can you estimate the change?)	+/-	Change in allocation for teachers/ other changes (Will the number of teachers or other building needs change due to an increase or decrease in student enrollment?)	=	Total funding gap**

** In calculating the funding gap, keep in mind areas/programs where there is less clarity. For instance, a school could have received funding to hire a Math coach this year but there is less clarity around whether the position will be funded going forward. A best practice is to include the cost of such programs in calculating the funding gap.

Identify key turnaround strategies and programs instituted under each:

Strategy (What are your key turnaround strategies?)	Programs (What are major current programs – grant- and local-funded?)

Identify the cost and impact associated with each program

Program	Number of students impacted (List the total number of students that the program impacts.)	Positive impact (high/medium/low) (How would you classify the impact of the program on student achievement?)	Cost (high, medium, low) (How would you classify the cost of running the program?)

Identify what to preserve and abandon using cost/impact table above.

After having rated the cost and impact of each program as high, medium or low, plot all the programs on the 2x2 matrix presented here in order to identify priorities. Plotting programs based on their total costs and impact places them in one of the four quadrants. The programs in the upper right hand quadrant (with low costs and high impact) are your "absolute priorities" that should be preserved or maintained at all cost. Programs in the lower left quadrant (high cost and low impact) are your lowest priorities and should be considered for abandonment.

2x2 Chart for *Comparing Programs' Return on Investment*

Academic Gains Learning Impact X Number of Students Helped	**High Costs/High Impact**
	High Impact/Low Costs **Absolute Priorities**
	Low Impact/High Costs **Abandon**
	Low Impact/Low Costs

Identify programs that <u>must</u> be preserved and those that <u>can</u> be abandoned

<u>Preserve:</u> *List programs from the upper right hand corner of the quadrant sort.*

       Program 1: _____

       Program 2: _____

<u>Preserve, if possible:</u> *List programs that you would preserve if there is access to additional funding.*

       Program 1: _____

       Program 2: _____

<u>Abandon:</u> *List programs from the lower left hand corner.*

       Program 1: _____

       Program 2: _____

Identify the new funding gap

Programs to Preserve	Assumptions	Cost of the Priority Programs
		+
		+
New Funding Gap		

Appendix 11

LEA Application

(please refer to separate attachment)

Appendix 12

Grant Award Letter and Statement
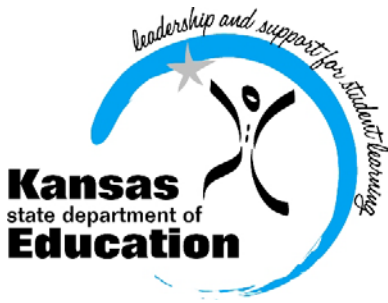
February XX, 2014

To: Superintendent
             USD

From: Colleen Riley, Director, Early Childhood, Special Education & Title Services
             Sandy Guidry, Assistant Director, Early Childhood, Special Education & Title Services
             Pat Hill, Education Program Consultant, Early Childhood, Special Education & Title
             Services

Re: 1003 (g) School Improvement Grant Application

The Kansas State Board of Education has approved the funding of the 1003 (g) School Improvement Grant in the amount of **$XXX,XXX** for the 2014-2015 school year for services at **Name of School**. As a recipient of the grant, please be advised of the following:

- The program operating period for FY 2014 will run from (Date, 2014) to September 30, 2015.

- Funds may be drawn down on a monthly basis by submitting Form 240 to the School Finance Team at the Kansas State Department of Education (KSDE).

- Written approval from the Kansas State Department of Education must be received prior to any budget or program changes.

The enclosed **"Statement of Grant Award",** which indicates your district's acceptance of the grant award, needs to be **signed and returned by (Date)**, **2014**. By signing and returning this award document, the grantee agrees to conduct the program and to expend the funds awarded in accordance with its approved budget and all applicable statutes and regulations governing this award.

If you need additional information, please contact Sandy Guidry at (785) 296-1101 or via e-mail at sguidry@ksde.org or Pat Hill at (785) 296-3137 or via e-mail at phill@ksde.org.

STATEMENT OF GRANT AWARD
1003 (g) School Improvement Grant CFD 84.377A
SY 2014-2015

The governing board of (**District Name and Number**) (Name of School) hereby agrees to accept the grant funds in the amount of **$XXX,XXX** as approved by the Kansas State Department of Education for the purpose of carrying out the approved 1003 (g) School Improvement Grant.

All funds must be deposited or transferred into a special fund, "**1003(g) School Improvement Grant**," established for the grant program. All expenses will be paid from this account.

The governing board agrees to spend funds as approved by the Kansas State Department of Education during the school year 2014-2015, which begins June 12, 2014 and ends September 30, 2015.

_____   _____

  Date   Signature of Chief School Administrator

_____   _____

  Date   Signature of Clerk of the Board

Return by: (Date)

Return to: Pat Hill
                 Early Childhood, Special Education, & Title Services
                 120 SE 10th Avenue
                 Topeka, KS 66612-1182

Appendix 13

LEA Grant Application Scoring Rubric

LEA Grant Scoring Rubric

5 pts.   The LEA must identify each Priority school the LEA commits to serve and identify the model that the LEA will use in each school.
    (a)   the name and NCES ID # of 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.)
Identification: • List of schools is missing. • Models have not been identified for each school.	Identification: • List of schools has been provided. • Some models have been identified for individual schools but the list is incomplete.	Identification: • List of schools has been provided. • Models of intervention have clearly been identified that will be implemented for each school.

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 Priority 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: • No evidence of a needs assessment process was provided. • Process does not include all required stakeholders.	Process: • Limited evidence of a needs assessment process was provided. • Limited evidence of consultation with stakeholders regarding the needs assessment process.	Process: • Substantial evidence of a needs assessment process was provided. • Relevant stakeholders were involved in the needs assessment process.

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: • few sources of data are included. • no summarization of the data is evident.	Summary: • three of the listed sources of data are included. • summarization of data is not clear.	Summary: • four of the listed sources of data are included. • a concise summarization of the data is evident.

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.)
• No evidence of causes and contributing factors with few connections to low student achievement and/or need for schoolwide intervention.	• Limited evidence of causes and contributing factors with few connections to low student achievement and/or need for schoolwide intervention.	• Clearly analysis of causes and contributing factors to low student achievement and/or need for schoolwide intervention is provided.

Points Awarded _____

Comments

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B 1b: For each Priority 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 Priority 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.)
• Needs assessment does not address all academic areas or subpopulations in which the school is underperforming or showing regression	• Needs assessment addresses all academic areas or subpopulations in which the school is underperforming or showing regression	• 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
• Non-academic needs and associated data are not linked to conditions that impact student achievement	• Non-academic needs and associated data are generally linked to conditions that impact student achievement	• Non-academic needs and associated data are clearly and logically linked to conditions that impact student achievement

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.)
• Unclear evidence of strengths and weaknesses was provided.	• Limited evidence of strengths and weaknesses was provided.	• Substantial evidence of strengths and weaknesses was provided.

Points Awarded _____

Comments

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.)
• School's capacity to use school improvement funds has not been addresses or has been minimally addressed.	• School's capacity to use school improvement funds has been addressed.	• School's capacity to use school improvement funds has been clearly demonstrated.

Points Awarded _____

Comments

B 2: 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.)
• Selected intervention model(s) does not address the needs identified in the school(s)'s needs assessment	• Selected intervention model(s) adequately addresses the needs identified in the school(s)'s needs assessment	• Selected model(s) fully addresses the needs identified in the school(s)'s needs assessment

Points Awarded _____

Comments

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.)
• Rationale for model selection is unclear or is not logical	• Rationale for model selection is logical and clear.	• Rationale for model selection is detailed, strong, and directly links the model to the needs assessment.

Points Awarded _____

Comments

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.)
• Interventions are not consistently designed and implemented to meet final requirements. • Selected intervention model(s) does not address the needs identified in the school(s)'s needs assessment	• Interventions are designed and implemented to be consistent with final requirements. • Selected intervention model(s) adequately addresses the needs identified in the school(s)'s needs assessment	• Interventions are carefully designed and implemented with integrity to be consistent with final requirements. • Selected model(s) fully addresses the needs identified in the school(s)'s needs assessment

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.)
• The application lacks documentation that thorough recruiting, screening and selecting of external providers was done to ensure their quality.	• Where applicable, the application describes the recruiting, screening and selecting of external providers to ensure their quality.	• Where applicable, the application clearly describes the recruiting, screening and selecting of external providers to ensure their quality.

Points Awarded _____

Comments

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.)
• Other resources are not aligned with the interventions.	• Other resources are aligned with the interventions to aid implementation.	• Other resources are carefully aligned with the interventions to aid implementation.

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.)
• Where necessary, changes in practices and policies have not fully taken place where these changes would enable the school(s) to implement interventions.	• Where necessary, practices and policies have been modified to enable the school(s) to implement interventions.	• Where necessary, practices and policies have been modified to enable the school(s) to implement interventions fully and effectively.

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.)
• The application does not clearly describe how the reforms will be sustained after the funding period ends.	• The application does not clearly describe how the reforms will be sustained after the funding period ends.	• The application clearly describes how the reforms will be sustained after the funding period ends.

Points Awarded _____

Comments

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B 3: The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Priority 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.)
• Provides a vague timeline without delineation of the steps that will be taken to implement the selected intervention.	• Provides a timeline for each step the LEA will take to implement the selected intervention.	• Provides a detailed timeline delineating each step the LEA will take to implement the selected intervention.

Points Awarded _____

Comments

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B 4: 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 Priority schools that receive school improvement funds..

15 pts.

Scoring Rubric

Marginal (0-5 pts.)	Somewhat Rigorous (6-10 pts.)	Most Rigorous (11-15 pts.)
• Goals for student achievement on the state reading/language arts and mathematics assessments are vague, insignificant, or unrealistic.	• Describes annual goals for student achievement on the reading/language arts and mathematics state assessments	• Clearly describes significant annual goals for student achievement on the reading/language arts and mathematics state assessments
• Goals are generic and do not address intervention models chosen	• There is a goal for each intervention model chosen	• Goals specifically address which intervention model will be implemented at which school(s) and there is a separate goal for each intervention model chosen
• Objectives are not directly related to the goal, the selected intervention, or the school(s)'s needs	• Objectives are related to the goal, selected intervention and the school(s)'s needs	• Objectives are directly related to the goal and selected intervention and clearly address each school(s)'s needs

Points Awarded _____

Comments

B 5: 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.)
• The proposal fails to identify the goals/objectives to document the effectiveness of activities for individual schools.	• The proposal establishes overall minimum achievement expectations.	• The proposal identifies goals/objectives, which are consistent with the desired outcomes and required activities of the grant (specific, measurable, attainable, and time-phased).
• The proposal fails to provide an evaluation plan, which would document the effectiveness of the activities in the schools.	• The proposal provides a vague evaluation plan, which would document the effectiveness of the activities in the schools.	• The proposal describes how evaluation plan will document effectiveness of the activities within the identified schools.
• The proposal lacks a clear description of how the LEA will determine the effectiveness of the school improvement funded activities.	• The proposal provides a vague plan on how evaluation data will be used to determine the effectiveness of the school improvement funded activities.	• The proposal describes how the district will use school evaluation data to determine the effectiveness of the school improvement funded activities.

Points Awarded _____

Comments

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B 6: As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Priority 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.)
• 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 Priority schools.	• The grant identified stakeholders whom the LEA consulted with concerning the application and the implementation of the school improvement models in its Priority schools, however it was not clear if these were relevant stakeholders.	• The grant identified key stakeholders whom the LEA consulted with concerning the application and the implementation of the school improvement models in its Priority schools. Resumes were included to determine their relevance.
• The grant fails to describe how the stakeholders were consulted with concerning the application and the implementation of the school improvement models in its Priority schools.	• 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 Priority schools.	• 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 Priority schools and what role they would play in the implementation of the funded activities.

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 Priority 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 Priority school it commits to serve;
   (b) Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Priority schools.

Scoring Rubric

Marginal (0-11 pts.)	Somewhat Rigorous (12-23 pts.)	Most Rigorous (24-35 pts.)
• Grant funds are not aligned or clearly tied to the goals, objectives, and strategies. • The budget does not fully support all required components of the intervention model selected. • Other state, local and federal funds supporting grant activities are not specified. • Budgeted items do not comply with supplement, not supplant, provisions of ESEA.	• Grant funds are tied to the goals, objectives, and strategies. • Budgeted items support all required components of the intervention model selected. • Other state, local and federal funds supporting grant activities are specified.	• Grant funds are clear and well defined an directly support the goals, objectives, and strategies. • Budgeted items are of sufficient scope and amount to ensure strategy success and full intervention model implementation. • Other state, local and federal funds clearly and logically support the plan. • All budgeted items comply with supplement, not supplant, provisions of ESEA, including Title I, Part A, §1114(a)(2)(B) and §1120A(b)

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.)

Appendix 14

SIG Final Requirements

address, please refer to "File No. 265–26'' on the subject line.

SEC's Internet Submission Form

http://www.sec.gov/rules/other.shtml.

Regular Mail

Commodity Futures Trading Commission, Three Lafayette Centre, 1155 21st Street, NW., Washington, DC 20581, attention Office of the Secretary or Elizabeth M. Murphy, Secretary, Securities and Exchange Commission, Mail Stop 1090, 100 F St., NE., Washington, DC 20549. Comments mailed to this address should be submitted in triplicate and should refer to File No. 265–26.

Fax

(202) 418–5521. Any statements submitted in connection with the committee meeting will be made available to the public.

FOR FURTHER INFORMATION CONTACT: Martin White, Committee Management Officer, at (202) 418–5129, Commodity Futures Trading Commission, Three Lafayette Centre, 1155 21st Street, NW., Washington, DC 20581; Ronesha Butler, Special Counsel, at (202) 551–5629, Division of Trading and Markets, Securities and Exchange Commission, 100 F St., NE., Washington, DC 20549; or Elizabeth M. Murphy, Committee Management Officer, at (202) 551–5400, Securities and Exchange Commission, 100 F St., NE., Washington, DC 20549

SUPPLEMENTARY INFORMATION: The meeting will be webcast on the CFTC's Web site, *http://www.cftc.gov.* Members of the public also can listen to the meeting by telephone. The public access call-in numbers will be announced at a later date. The CFTC and SEC are providing less than fifteen calendar days **Federal Register** notice of this meeting because of the urgency of the issues being addressed.

Authority: 5 U.S.C. app. 2 § 10(a)(2).

By the Commodity Futures Trading Commission.

Martin White,
Committee Management Officer.

By the Securities and Exchange Commission.

Dated: October 25, 2010.

Elizabeth M. Murphy,
Committee Management Officer.
[FR Doc. 2010–27315 Filed 10–27–10; 8:45 am]
BILLING CODE 6351–01–P; 8011–01–P

COMMODITY FUTURES TRADING COMMISSION

Sunshine Act Meetings

The following notice of scheduled meetings is published pursuant to the provisions of the Government in the Sunshine Act, Public Law 94–409, 5 U.S.C. 552b.

AGENCY HOLDING THE MEETINGS: Commodity Futures Trading Commission.

TIMES AND DATES: The Commission has scheduled four meetings for the following dates:

November 10 from 1 p.m. to 4 p.m.
November 19 from 9:30 a.m. to 5:30 p.m.
November 30 from 9:30 a.m. to 12:30 p.m.
December 1 from 9:30 a.m. to 12:30 p.m.

PLACE: Three Lafayette Center, 1155 21st St., NW., Washington, DC, Lobby Level Hearing Room (Room 1000).

STATUS: Open.

MATTERS TO BE CONSIDERED: The Commission has scheduled these meetings to consider the issuance of various proposed rules. Agendas for each of the scheduled meetings will be made available to the public and posted on the Commission's Web site at *http://www.cftc.gov* at least seven (7) days prior to the meeting. In the event that the times or dates of the meetings change, an announcement of the change, along with the new time and place of the meeting will be posted on the Commission's Web site.

CONTACT PERSON FOR MORE INFORMATION: David A. Stawick, Secretary of the Commission, 202–418–5071.

David A. Stawick,
Secretary of the Commission.
[FR Doc. 2010–27473 Filed 10–26–10; 4:15 pm]
BILLING CODE 6351–01–P

DEPARTMENT OF EDUCATION

[Docket ID ED–2009–OESE–0010]

RIN 1810–AB06

School Improvement Grants; American Recovery and Reinvestment Act of 2009 (ARRA); Title I of the Elementary and Secondary Education Act of 1965, as Amended (ESEA)

ACTION: Final requirements for School Improvement Grants authorized under section 1003(g) of Title I of the ESEA.

SUMMARY: The U.S. Secretary of Education (Secretary) is adopting as

final, without changes, interim final requirements for the School Improvement Grants (SIG) program authorized under section 1003(g) of Title I of the ESEA. These final requirements are needed to incorporate new authority included in the Consolidated Appropriations Act, 2010 (Pub. L. 111–117) applicable to fiscal year (FY) 2010 SIG funds and FY 2009 ARRA SIG funds. Specifically, the Consolidated Appropriations Act, 2010 expanded the group of schools that are eligible to receive SIG funds. In addition, the Consolidated Appropriations Act, 2010 raised the maximum amount of SIG funds that a State educational agency (SEA) may award to a local educational agency (LEA) for each participating school from $500,000 to $2,000,000. These final requirements amend the final requirements for the SIG program that were published on December 10, 2009.

DATES: These requirements are effective November 29, 2010.

FOR FURTHER INFORMATION CONTACT: Patricia McKee. *Telephone:* 202–260–0826 or by *e-mail*: *Patricia.McKee@ed.gov.*

If you use a telecommunications device for the deaf (TDD), call the Federal Relay Service (FRS), toll free, at 1–800–877–8339.

Individuals with disabilities can obtain this document in an accessible format (*e.g.,* braille, large print, audiotape, or computer diskette) on request to the contact person listed under **FOR FURTHER INFORMATION CONTACT**.

SUPPLEMENTARY INFORMATION: The Secretary published final requirements for the SIG program in the **Federal Register** on December 10, 2009 (74 FR 65618). Subsequently, on December 16, 2009, the President signed into law the Consolidated Appropriations Act, 2010, which contained FY 2010 appropriations for the Department, and which also included two provisions applicable to the use of both FY 2010 SIG funds and FY 2009 ARRA SIG funds. First, the Consolidated Appropriations Act, 2010 expanded eligibility for participation in the SIG program by permitting an SEA to award SIG funds for, and for an LEA to use those funds to serve, any school that is eligible to receive assistance under Title I, Part A and that: (1) Has not made adequate yearly progress (AYP) for at least two years; or (2) is in the State's lowest quintile of performance based on proficiency rates. With respect to secondary schools, the Consolidated Appropriations Act, 2010 gave priority to high schools with graduation rates

below 60 percent. Second, the Consolidated Appropriations Act, 2010 raised the maximum subgrant size for a participating school from $500,000 to $2,000,000.[1]

On January 21, 2010, the Secretary published interim final requirements for the SIG program in the **Federal Register** (75 FR 3375) to incorporate this new authority into the SIG final requirements that were published on December 10, 2009. The interim final requirements became effective February 8, 2010; however, at the time the interim final requirements were published, the Secretary invited public comment. During the public comment period, we received only one comment on the interim final requirements. That comment expressed general disagreement with the SIG final requirements published on December 10, 2009 but did not address the changes to those requirements made by the interim final requirements.

Absent any public comments addressing the changes to the December 10 SIG final requirements made in the January 21 interim final requirements, the Secretary has determined that no substantive changes to the interim final requirements are necessary; hence, with the exception of two technical changes described herein, there are no differences between the interim final requirements and these final requirements.

For the reasons explained in the preamble to the interim final requirements (75 FR 3375, 3376–80), the Secretary adopts as final the interim final requirements as follows:

1. *Section I.A.1—defining "greatest need":* The Secretary amends the definitions of Tier I, Tier II, and Tier III schools to incorporate the expanded eligibility provided for in the Consolidated Appropriations Act, 2010.

[1] These two provisions apply only to FY 2009 ARRA SIG funds and FY 2010 SIG funds; they do not apply to SIG funds made available through the Consolidated Appropriations Act, 2009 (*i.e.,* the regular FY 2009 SIG funds). Therefore, prior to October 1, 2010, regular FY 2009 SIG funds may not be spent pursuant to the flexibility in these provisions. Regular FY 2009 SIG funds, however, become subject to the requirements applicable to FY 2010 SIG funds on October 1, 2010 when they become carryover funds. See section 421(b)(2)(A) of the General Education Provisions Act (20 U.S.C. 1225(b)(2)(A)). Accordingly, in order to ensure compliance with the Consolidated Appropriations Act, 2010, we will consider LEAs' obligations of SIG funds in the State as a whole prior to October 1, 2010 to come from the State's allocation of FY 2009 ARRA SIG funds, which we believe in every State will be more than sufficient to cover those obligations. Beginning October 1, 2010, LEAs may use all SIG funds, including regular FY 2009 SIG funds, pursuant to the flexibility in these provisions, consistent with the final requirements as amended.

The final requirements do not change the definition of "persistently lowest-achieving schools" as that definition is used to define Tier I and Tier II schools but permit an SEA, at its option, to identify additional schools in each tier.

With respect to Tier I, in addition to the Title I schools in improvement, corrective action, or restructuring that an SEA identifies as persistently lowest-achieving schools, the SEA may identify any elementary school that (1) is eligible to receive Title I, Part A funds (including schools that receive Title I, Part A funds and those that do not); (2) either has not made AYP for at least two consecutive years or is in the State's lowest quintile of performance based on proficiency rates on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and (3) is no higher achieving on the State's assessments combined than the highest-achieving Tier I school that the SEA has identified under paragraph (a)(1)(i) of the definition of "persistently lowest-achieving schools." These newly eligible schools may be Title I schools that are not identified for improvement, corrective action, or restructuring or schools eligible for, but not receiving, Title I, Part A funds, provided they meet the criteria in section I.A.1(a)(ii) of these final requirements.

With respect to Tier II, in addition to the secondary schools that are eligible for, but do not receive, Title I, Part A funds that an SEA identifies as persistently lowest-achieving schools, the SEA may identify any secondary school that (1) is eligible to receive Title I, Part A funds (including schools that receive Title I, Part A funds and those that do not); (2) either has not made AYP for at least two consecutive years or is in the State's lowest quintile of performance based on proficiency rates on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and (3) either is no higher achieving on the State's assessments combined than the highest-achieving Tier II school that the SEA has identified under paragraph (a)(2)(i) of the definition of "persistently lowest-achieving schools" or is a high school that has had a graduation rate that is less than 60 percent over a number of years. Tier II secondary schools that an SEA has identified as persistently lowest-achieving schools—*i.e.,* secondary schools that are eligible for, but do not receive, Title I, Part A funds—are eligible without the need for an SEA or LEA to obtain a waiver of section 1003(g)'s limitation on serving only Title I schools in improvement,

corrective action, or restructuring. Tier II also may now include Title I secondary schools that are or are not in improvement, corrective action, or restructuring if those schools meet the criteria in section I.A.1(b)(ii) of these final requirements and are not already captured in Tier I.

With respect to Tier III, in addition to any Title I school in improvement, corrective action, or restructuring that is not a Tier I or Tier II school, an SEA may identify any school that (1) is eligible for Title I, Part A funds (including schools that receive Title I, Part A funds and those that do not); (2) has not made AYP for at least two years or is in the State's lowest quintile of performance based on proficiency rates on the State's assessments under section 1111(b)(3) of the ESEA in reading/ language arts and mathematics combined; and (3) does not meet the requirements to be a Tier I or Tier II school. Thus, a Tier III school may be a Title I school in improvement, corrective action, or restructuring, a school that receives Title I, Part A funds that is not in improvement, or a school that is eligible for, but does not receive, Title I, Part A funds, provided the school meets one of the two criteria in section I.A.1(c)(ii)(A) of these final requirements.

The Secretary makes a technical change in section I.A.1(c)(i) that was not in the interim final requirements to make clear that a Tier III school may be a Title I school in improvement, corrective action, or restructuring that is not a Tier I or a Tier II school. The addition of the phrase "or a Tier II" school in this section is necessary because a Title I secondary school in improvement, corrective action, or restructuring could be a newly eligible Tier II school at an SEA's option and, therefore, could not be a Tier III school.

2. *Section I.A.4—evidence of strongest commitment:* The Secretary amends section I.A.4 to refer to Tier I and Tier II schools rather than persistently lowest-achieving schools to reflect the possibility that an SEA has added newly eligible schools to Tier I and Tier II.

3. *Sections I.B.2 and I.B.3—waivers for Tier I and Tier II Title I participating schools:* The Secretary amends section I.B.2 to clarify that an SEA may seek a waiver of the school improvement timeline in section 1116(b) with respect to a Tier I or Tier II Title I participating school that implements a turnaround or restart model. The Secretary also amends section I.B.3 to clarify that an SEA may seek a waiver of the schoolwide program poverty threshold in section 1114(a) with respect to a Tier I or Tier II Title I participating school

below that threshold in order that the school may implement one of the school intervention models through a schoolwide program.

4. *Section I.B.4—waiver to serve non-Title I secondary schools:* The Secretary removes section I.B.4, which permitted an SEA to seek a waiver to enable an LEA to use SIG funds to serve secondary schools that are eligible for, but do not receive, Title I, Part A funds, because it is no longer needed.

5. *New section I.B.4 (formerly section I.B.5)—extending the period of availability:* In new section I.B.4, which permits an SEA to seek a waiver to extend the period of availability of SIG funds, the Secretary makes a technical change that was not in the interim final requirements to remove the phrase "beyond September 30, 2011". That phrase applied to FY 2009 SIG funds but is not applicable to FY 2010 SIG funds, which are available through September 30, 2012 without a waiver of the period of availability. We are removing the phrase to ensure there is no confusion about the period of availability of FY 2010 SIG funds. Thus, an SEA requesting a waiver to extend the period of availability for its FY 2010 SIG funds under this provision would be requesting a waiver for extension beyond September 30, 2012.

6. *Section II.A.1—LEA eligibility:* The Secretary amends section II.A.1 to make clear that an LEA may apply for a SIG grant if the LEA receives Title I, Part A funds and has one or more schools that qualify under the State's definition of a Tier I, Tier II, or Tier III school.

7. *Sections II.A.4 and II.A.5—LEA's budget:* The Secretary removes language that is no longer necessary from sections II.A.4 and II.A.5 regarding an LEA's budget because the Consolidated Appropriations Act, 2010 raised the maximum amount for each participating school from $500,000 to $2,000,000. Thus, an LEA's budget can reflect more accurately the actual amount needed to implement one of the four school intervention models in each Tier I and Tier II school the LEA commits to serve, and the LEA can budget more accurately for its Tier III schools without concern that they generate funds for the LEA's Tier I and Tier II schools.

8. *Section II.A.6—SIG funds are supplemental:* The Secretary adds section II.A.6, which requires an LEA that commits to serve one or more Tier I, Tier II, or Tier III schools that do not receive Title I, Part A funds to ensure that each of those schools receives all of the State and local funds it would have received in the absence of the SIG funds.

9. *Sections II.B.4 and II.B.7 (formerly II.B.8)—priority for funding Tier I and Tier II schools:* The Secretary amends sections II.B.4 and II.B.7 (as well as various other sections—*e.g.,* sections II.A.1, II.A.3) to give equal status to Tier I and Tier II schools. Accordingly, sections II.B.4 and II.B.7 make clear that an LEA that applies to serve either Tier I or Tier II schools receives priority before an LEA that applies to serve only Tier III schools. Moreover, as section II.B.7 makes clear, an SEA must award SIG funds to each LEA to serve the Tier I and Tier II schools that the SEA has approved the LEA to serve before awarding any funds to an LEA to serve a Tier III school. In other words, an SEA must ensure that all Tier I and Tier II schools are funded before it funds the Tier III schools identified in its LEAs' applications.

10. *Section II.B.5—size of LEA grant awards:* The Secretary amends section II.B.5 to clarify that the Consolidated Appropriations Act, 2010 raised the maximum amount an LEA may receive per year for each Tier I, Tier II, and Tier III school the LEA commits to serve from $500,000 to $2,000,000.

11. *Section II.B.6—allocating SIG funds to LEAs:* The Secretary removes section II.B.6, which governed the allocation of SIG funds to LEAs, because it is no longer needed after the Consolidated Appropriations Act, 2010 extended the maximum amount an LEA may receive for each school to $2,000,000.

12. *Section II.B.9 (formerly II.B.10)—2010 SIG appropriations:* The Secretary removes the phrase "(depending on the availability of appropriations)" in section II.B.9(a) and (b) because the Consolidated Appropriations Act, 2010 appropriated SIG funds for FY 2010.

13. *Section II.C—renewal for additional one-year periods:* These final requirements amend section II.C.1(a) to require Tier III schools that receive SIG funds to meet "goals established by the LEA and approved by the SEA."

Final Requirements

The Secretary adopts as final the interim final requirements (with the technical changes described herein) published in the **Federal Register** on January 21, 2010 (75 FR 3375). For the ease of the user of the final requirements, the Secretary has incorporated the changes made by these final requirements into the December 10, 2009 final requirements as published at 74 FR 65618 and is publishing a combined set of SIG final requirements as follows:

I. SEA Priorities in Awarding School Improvement Grants

A. *Defining key terms.* To award School Improvement Grants to its LEAs, consistent with section 1003(g)(6) of the ESEA, an SEA must define three tiers of schools, in accordance with the requirements in paragraph 1, to enable the SEA to select those LEAs with the greatest need for such funds. From among the LEAs in greatest need, the SEA must select, in accordance with paragraph 2, those LEAs that demonstrate the strongest commitment to ensuring that the funds are used to provide adequate resources to enable the lowest-achieving schools to meet the accountability requirements in this notice. Accordingly, an SEA must use the following definitions to define key terms:

1. *Greatest need.* An LEA with the greatest need for a School Improvement Grant must have one or more schools in at least one of the following tiers:

(a) *Tier I schools:* (i) A Tier I school is a Title I school in improvement, corrective action, or restructuring that is identified by the SEA under paragraph (a)(1) of the definition of "persistently lowest-achieving schools."

(ii) At its option, an SEA may also identify as a Tier I school an elementary school that is eligible for Title I, Part A funds that—

(A)(*1*) Has not made adequate yearly progress for at least two consecutive years; or

(*2*) Is in the State's lowest quintile of performance based on proficiency rates on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(B) Is no higher achieving than the highest-achieving school identified by the SEA under paragraph (a)(1)(i) of the definition of "persistently lowest-achieving schools."

(b) *Tier II schools:* (i) A Tier II school is a secondary school that is eligible for, but does not receive, Title I, Part A funds and is identified by the SEA under paragraph (a)(2) of the definition of "persistently lowest-achieving schools."

(ii) At its option, an SEA may also identify as a Tier II school a secondary school that is eligible for Title I, Part A funds that—

(A)(*1*) Has not made adequate yearly progress for at least two consecutive years; or

(*2*) Is in the State's lowest quintile of performance based on proficiency rates on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(B)(*1*) Is no higher achieving than the highest-achieving school identified by the SEA under paragraph (a)(2)(i) of the definition of "persistently lowest-achieving schools;" or

(*2*) 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.

(c) *Tier III schools:* (i) A Tier III school is a Title I school in improvement, corrective action, or restructuring that is not a Tier I or a Tier II school.

(ii) At its option, an SEA may also identify as a Tier III school a school that is eligible for Title I, Part A funds that—

(A)(*1*) Has not made adequate yearly progress for at least two years; or

(*2*) Is in the State's lowest quintile of performance based on proficiency rates on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(B) Does not meet the requirements to be a Tier I or Tier II school.

(iii) An SEA may establish additional criteria to use in setting priorities among LEA applications for funding and to encourage LEAs to differentiate among Tier III schools in their use of school improvement funds.

2. *Strongest Commitment.* An LEA with the strongest commitment is an LEA that agrees to implement, and demonstrates the capacity to implement fully and effectively, one of the following rigorous interventions in each Tier I and Tier II school that the LEA commits to serve:

(a) *Turnaround model:* (1) A turnaround model is one in which an LEA must—

(i) 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;

(ii) 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;

(iii) 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;

(iv) 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;

(v) 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;

(vi) 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;

(vii) 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;

(viii) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and

(ix) Provide appropriate social-emotional and community-oriented services and supports for students.

(2) A turnaround model may also implement other strategies such as—

(i) Any of the required and permissible activities under the transformation model; or

(ii) A new school model (*e.g.,* themed, dual language academy).

(b) *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 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.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

(c) *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) *Transformation model:* A transformation model is one in which an LEA implements each of the following strategies:

(1) *Developing and increasing teacher and school leader effectiveness.*

(i) *Required activities.* The LEA must—

(A) Replace the principal who led the school prior to commencement of the transformation model;

(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that—

(*1*) 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 graduations rates; and

(*2*) 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 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;

(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

(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.

(ii) *Permissible activities.* An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as—

(A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;

(B) Instituting a system for measuring changes in instructional practices resulting from professional development; or

(C) 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.

(2) *Comprehensive instructional reform strategies.*

(i) *Required activities.* The LEA must—

(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

(B) 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.

(ii) *Permissible activities.* An LEA may also implement comprehensive instructional reform strategies, such as—

(A) 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;

(B) Implementing a schoolwide "response-to-intervention" model;

(C) 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;

(D) Using and integrating technology-based supports and interventions as part of the instructional program; and

(E) In secondary schools—

(*1*) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), 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;

(*2*) Improving student transition from middle to high school through summer transition programs or freshman academies;

(*3*) 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

(*4*) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

(3) *Increasing learning time and creating community-oriented schools.*

(i) *Required activities.* The LEA must—

(*A*) Establish schedules and strategies that provide increased learning time (as defined in this notice); and

(*B*) Provide ongoing mechanisms for family and community engagement.

(ii) *Permissible activities.* An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as—

(A) 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;

(B) 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;

(C) 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

(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

(4) *Providing operational flexibility and sustained support.*

(i) *Required activities.* The LEA must—

(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

(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).

(ii) *Permissible activities.* The LEA may also implement other strategies for providing operational flexibility and intensive support, such as—

(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or

(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

3. *Definitions.*

Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.[2]

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) Any secondary school that is eligible for, but does not receive, Title I funds that—

[2] Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (See Frazier, Julie A.; Morrison, Frederick J. "The Influence of Extended-Year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School." Child Development. Vol. 69 (2), April 1998, pp.495–497 and research done by Mass2020.) Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition with encouragement to closely integrate and coordinate academic work between in school and out of school. (*See* James-Burdumy, Susanne; Dynarski, Mark; Deke, John. "When Elementary Schools Stay Open Late: Results from The National Evaluation of the 21st Century Community Learning Centers Program." Educational Evaluation and Policy Analysis, Vol. 29 (4), December 2007, Document No. PP07–121.) (*http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296*

(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.

(b) To identify the lowest-achieving schools, a State must take into account both—

(i) The academic achievement of the "all students" group in a school in terms of proficiency on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(ii) The school's lack of progress on those assessments over a number of years in the "all students" group.

Student growth means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

4. *Evidence of strongest commitment.* (a) In determining the strength of an LEA's commitment to ensuring that school improvement funds are used to provide adequate resources to enable Tier I and Tier II schools to improve student achievement substantially, an SEA must consider, at a minimum, the extent to which the LEA's application demonstrates that the LEA has taken, or will take, action to—

(i) Analyze the needs of its schools and select an intervention for each school;

(ii) Design and implement interventions consistent with these requirements;

(iii) Recruit, screen, and select external providers, if applicable, to ensure their quality;

(iv) Align other resources with the interventions;

(v) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and

(vi) Sustain the reforms after the funding period ends.

(b) The SEA must consider the LEA's capacity to implement the interventions and may approve the LEA to serve only those Tier I and Tier II schools for which the SEA determines that the LEA can implement fully and effectively one of the interventions.

B. Providing flexibility

1. An SEA may award school improvement funds to an LEA for a Tier I or Tier II school that has implemented, in whole or in part, an intervention that meets the requirements under section I.A.2(a), 2(b), or 2(d) of these requirements within the last two years so that the LEA and school can continue or complete the intervention being implemented in that school.

2. An SEA may seek a waiver from the Secretary of the requirements in section 1116(b) of the ESEA in order to permit a Tier I or Tier II Title I participating school implementing an intervention that meets the requirements under section I.A.2(a) or 2(b) of these requirements in an LEA that receives a School Improvement Grant to "start over" in the school improvement timeline. Even though a school implementing the waiver would no longer be in improvement, corrective action, or restructuring, it may receive school improvement funds.

3. An SEA may seek a waiver from the Secretary to enable a Tier I or Tier II Title I participating school that is ineligible to operate a Title I schoolwide program and is operating a Title I targeted assistance program to operate a schoolwide program in order to implement an intervention that meets the requirements under section I.A.2(a), 2(b), or 2(d) of these requirements.

4. An SEA may seek a waiver from the Secretary to extend the period of availability of school improvement funds so as to make those funds available to the SEA and its LEAs for up to three years.

5. If an SEA does not seek a waiver under section I.B.2, 3, or 4, an LEA may seek a waiver.

II. Awarding School Improvement Grants to LEAs

A. LEA Requirements

1. An LEA may apply for a School Improvement Grant if it receives Title I, Part A funds and has one or more schools that qualify under the State's definition of a Tier I, Tier II, or Tier III school.

2. In its application, in addition to other information that the SEA may require—

(a) The LEA must—

(i) Identify the Tier I, Tier II, and Tier III schools it commits to serve;

(ii) Identify the intervention it will implement in each Tier I and Tier II school it commits to serve;

(iii) Demonstrate that it has the capacity to use the school improvement funds to provide adequate resources and related support to each Tier I and Tier II school it commits to serve in order to implement fully and effectively one of the four interventions identified in section I.A.2 of these requirements;

(iv) Provide evidence of its strong commitment to use school improvement funds to implement the four interventions by addressing the factors in section I.A.4(a) of these requirements;

(v) Include a timeline delineating the steps the LEA will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application; and

(vi) Include a budget indicating how it will allocate school improvement funds among the Tier I, Tier II, and Tier III schools it commits to serve.

(b) If an LEA has nine or more Tier I and Tier II schools, the LEA may not implement the transformation model in more than 50 percent of those schools.

3. The LEA must serve each Tier I school unless the LEA demonstrates that it lacks sufficient capacity (which may be due, in part, to serving Tier II schools) to undertake one of these rigorous interventions in each Tier I school, in which case the LEA must indicate the Tier I schools that it can effectively serve. An LEA may not serve with school improvement funds awarded under section 1003(g) of the ESEA a Tier I or Tier II school in which it does not implement one of the four interventions identified in section I.A.2 of these requirements.

4. The LEA's budget for each Tier I and Tier II school it commits to serve must be of sufficient size and scope to ensure that the LEA can implement one of the rigorous interventions identified in section I.A.2 of these requirements. The LEA's budget must cover the period of availability of the school improvement funds, taking into account any waivers extending the period of availability received by the SEA or LEA.

5. The LEA's budget for each Tier III school it commits to serve must include the services it will provide the school, particularly if the school meets additional criteria established by the SEA.

6. An LEA that commits to serve one or more Tier I, Tier II, or Tier III schools that do not receive Title I, Part A funds must ensure that each such school it serves receives all of the State and local funds it would have received in the absence of the school improvement funds.

7. An LEA in which one or more Tier I schools are located and that does not apply to serve at least one of these schools may not apply for a grant to serve only Tier III schools.

8. (a) To monitor each Tier I and Tier II school that receives school improvement funds, an LEA must—

(i) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics; and

(ii) Measure progress on the leading indicators in section III of these requirements.

(b) The LEA must also meet the requirements with respect to adequate yearly progress in section 1111(b)(2) of the ESEA.

9. If an LEA implements a restart model, it must hold the charter school operator, CMO, or EMO accountable for meeting the final requirements.

B. SEA requirements

1. To receive a School Improvement Grant, an SEA must submit an application to the Department at such time, and containing such information, as the Secretary shall reasonably require.

2. (a) An SEA must review and approve, consistent with these requirements, an application for a School Improvement Grant that it receives from an LEA.

(b) Before approving an LEA's application, the SEA must ensure that the application meets these requirements, particularly with respect to—

(i) Whether the LEA has agreed to implement one of the four interventions identified in section I.A.2 of these requirements in each Tier I and Tier II school included in its application;

(ii) The extent to which the LEA's application shows the LEA's strong commitment to use school improvement funds to implement the four interventions by addressing the factors in section I.A.4(a) of these requirements;

(iii) Whether the LEA has the capacity to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in its application; and

(iv) Whether the LEA has submitted a budget that includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school it identifies in its application and whether the budget covers the period of availability of the funds, taking into account any waiver extending the period of availability received by either the SEA or the LEA.

(c) An SEA may, consistent with State law, take over an LEA or specific Tier I or Tier II schools in order to implement the interventions in these requirements.

(d) An SEA may not require an LEA to implement a particular model in one

or more schools unless the SEA has taken over the LEA or school.

(e) To the extent that a Tier I or Tier II school implementing a restart model becomes a charter school LEA, an SEA must hold the charter school LEA accountable, or ensure that the charter school authorizer holds it accountable, for complying with these requirements.

3. An SEA must post on its Web site, within 30 days of awarding School Improvement Grants to LEAs, all final LEA applications as well as a summary of those grants that includes the following information:

(a) Name and National Center for Education Statistics (NCES) identification number of each LEA awarded a grant.

(b) Amount of each LEA's grant.

(c) Name and NCES identification number of each school to be served.

(d) Type of intervention to be implemented in each Tier I and Tier II school.

4. If an SEA does not have sufficient school improvement funds to award, for up to three years, a grant to each LEA that submits an approvable application, the SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.

5. An SEA must award a School Improvement Grant to an LEA in an amount that is of sufficient size and scope to support the activities required under section 1116 of the ESEA and these requirements. The LEA's total grant may not be less than $50,000 or more than $2,000,000 per year for each Tier I, Tier II, and Tier III school that the LEA commits to serve.

6. If an SEA does not have sufficient school improvement funds to allocate to each LEA with a Tier I or Tier II school an amount sufficient to enable the school to implement fully and effectively the specified intervention throughout the period of availability, including any extension afforded through a waiver, the SEA 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.

7. An SEA must award funds to serve each Tier I and Tier II school that its LEAs commit to serve, and that the SEA determines its LEAs have the capacity to serve, prior to awarding funds to its LEAs to serve any Tier III schools. If an SEA has awarded school improvement funds to its LEAs for each Tier I and Tier II school that its LEAs commit to serve in accordance with these requirements, the SEA may then, consistent with section II.B.9, award remaining school improvement funds to

its LEAs for the Tier III schools that its LEAs commit to serve.

8. In awarding School Improvement Grants, an SEA must apportion its school improvement funds in order to make grants to LEAs, as applicable, that are renewable for the length of the period of availability of the funds, taking into account any waivers that may have been requested and received by the SEA or an individual LEA to extend the period of availability.

9. (a) If not every Tier I school in a State is served with FY 2009 school improvement funds, an SEA must carry over 25 percent of its FY 2009 funds, combine those funds with FY 2010 school improvement funds, and award those funds to eligible LEAs consistent with these requirements. This requirement does not apply in a State that does not have sufficient school improvement funds to serve all the Tier I schools in the State.

(b) If each Tier I school in a State is served with FY 2009 school improvement funds, an SEA may reserve up to 25 percent of its FY 2009 allocation and award those funds in combination with its FY 2010 funds consistent with these requirements.

10. In identifying Tier I and Tier II schools in a State for purposes of allocating funds appropriated for School Improvement Grants under section 1003(g) of the ESEA for any year subsequent to FY 2009, an SEA must exclude from consideration any school that was previously identified as a Tier I or Tier II school and in which an LEA is implementing one of the four interventions identified in these requirements using funds made available under section 1003(g) of the ESEA.

11. An SEA that is participating in the "differentiated accountability pilot" must ensure that its LEAs use school improvement funds available under section 1003(g) of the ESEA in a Tier I or Tier II school consistent with these requirements.

12. Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein and may consult with other stakeholders that have an interest in its application.

C. Renewal for Additional One-Year Periods

1. If an SEA or an individual LEA requests and receives a waiver of the period of availability of school improvement funds, an SEA—

(a) Must renew the School Improvement Grant for each affected LEA for additional one-year periods commensurate with the period of availability if the LEA demonstrates that its Tier I and Tier II schools are meeting the requirements in section II.A.8, and that its Tier III schools are meeting the goals established by the LEA and approved by the SEA; and

(b) May renew an LEA's School Improvement Grant if the SEA determines that the LEA's schools are making progress toward meeting the requirements in section II.A.8 or the goals established by the LEA.

2. If an SEA does not renew an LEA's School Improvement Grant because the LEA's participating schools are not meeting the requirements in section II.A.8 or the goals established by the LEA, the SEA may reallocate those funds to other eligible LEAs, consistent with these requirements.

D. State Reservation for Administration, Evaluation, and Technical Assistance

An SEA may reserve from the school improvement funds it receives under section 1003(g) of the ESEA in any given year no more than five percent for administration, evaluation, and technical assistance expenses. An SEA must describe in its application for a School Improvement Grant how the SEA will use these funds.

E. A State Whose School Improvement Grant Exceeds the Amount the State May Award to Eligible LEAs

In some States in which a limited number of Title I schools are identified for improvement, corrective action, or restructuring, the SEA may be able to make School Improvement Grants, renewable for additional years commensurate with the period of availability of the funds, to each LEA with a Tier I, Tier II, or Tier III school without using the State's full allocation under section 1003(g) of the ESEA. An SEA in this situation may reserve no more than five percent of its FY 2009 allocation of school improvement funds for administration, evaluation, and technical assistance expenses under section 1003(g)(8) of the ESEA. The SEA may retain sufficient school improvement funds to serve, for succeeding years, each Tier I, II, and III school that generates funds for an eligible LEA. The Secretary may reallocate to other States any remaining school improvement funds from States with surplus funds.

III. Reporting and Evaluation

A. Reporting Metrics

To inform and evaluate the effectiveness of the interventions identified in these requirements, the Secretary will collect data on the metrics in the following chart. The Department already collects most of these data through ED*Facts* and will collect data on two metrics through SFSF reporting. Accordingly, an SEA must only report the following new data with respect to school improvement funds:

1. A list of the LEAs, including their NCES identification numbers, that received a School Improvement Grant under section 1003(g) of the ESEA and the amount of the grant.

2. For each LEA that received a School Improvement Grant, a list of the schools that were served, their NCES identification numbers, and the amount of funds or value of services each school received.

3. For any Tier I or Tier II school, school-level data on the metrics designated on the following chart as "SIG" (School Improvement Grant):

Metric	Source	Achievement indicators	Leading indicators
SCHOOL DATA			
Which intervention the school used (*i.e.,* turnaround, restart, closure, or transformation).	NEW SIG.		
AYP status	ED*Facts*	✓	
Which AYP targets the school met and missed	ED*Facts*	✓	
School improvement status	ED*Facts*	✓	
Number of minutes within the school year	NEW SIG		✓
STUDENT OUTCOME/ACADEMIC PROGRESS DATA			
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (*e.g.,* Basic, Proficient, Advanced), by grade and by student subgroup.	ED*Facts*	✓	
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup.	ED*Facts*		✓
Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.	NEW SIG	✓	
Percentage of limited English proficient students who attain English language proficiency.	ED*Facts*	✓	
Graduation rate	ED*Facts*	✓	
Dropout rate	ED*Facts*		✓
Student attendance rate	ED*Facts*		✓

Metric	Source	Achievement indicators	Leading indicators
Number and percentage of students completing advanced coursework (*e.g.,* AP/IB), early-college high schools, or dual enrollment classes.	NEW SIG HS only		✓
College enrollment rates	NEW SFSF Phase II HS only.	✓	
STUDENT CONNECTION AND SCHOOL CLIMATE			
Discipline incidents	ED*Facts*		✓
Truants	ED*Facts*		✓
TALENT			
Distribution of teachers by performance level on LEA's teacher evaluation system	NEW SFSF Phase II		✓
Teacher attendance rate	NEW SIG		✓

4. An SEA must report these metrics for the school year prior to implementing the intervention, if the data are available, to serve as a baseline, and for each year thereafter for which the SEA allocates school improvement funds under section 1003(g) of the ESEA. With respect to a school that is closed, the SEA need report only the identity of the school and the intervention taken—*i.e.,* school closure.

B. Evaluation

An LEA that receives a School Improvement Grant must participate in any evaluation of that grant conducted by the Secretary.

Executive Order 12866

Under Executive Order 12866, the Secretary must determine whether a regulatory action is "significant" and therefore subject to the requirements of the Executive order and subject to review by the Office of Management and Budget (OMB). Section 3(f) of Executive Order 12866 defines a "significant regulatory action" as an action likely to result in a rule that may (1) have an annual effect on the economy of $100 million or more, or adversely affect a sector of the economy, productivity, competition, jobs, the environment, public health or safety, or State, local or tribal governments or communities in a material way (also referred to as an "economically significant" rule); (2) create serious inconsistency or otherwise interfere with an action taken or planned by another agency; (3) materially alter the budgetary impacts of entitlement grants, user fees, or local programs or the rights and obligations of recipients thereof; or (4) raise novel legal or policy issues arising out of legal mandates, the President's priorities, or the principles set forth in the Executive order. The Secretary has determined that this regulatory action is not significant under section 3(f) of the Executive order.

We have also determined that this regulatory action does not unduly interfere with State, local, and tribal governments in the exercise of their governmental functions.

We summarized the potential costs and benefits of these final requirements in the interim final requirements at 75 FR 3375, 3382.

Regulatory Flexibility Act Certification

The Secretary certifies that these final requirements will not have a significant economic impact on a substantial number of small entities for the reasons summarized in the interim final requirements at 75 FR 3375, 3382–3383.

Paperwork Reduction Act of 1995

These final requirements contain information collection requirements that are subject to review by OMB under the Paperwork Reduction Act of 1995 (44 U.S.C. 3501–3520). The Department received emergency approval for the information collections in the SIG final requirements published on December 10, 2009, under OMB Control Number 1810–0682. OMB approved changes described in the interim final requirements at 75 FR 3375, 3383 on January 20, 2010. On June 10, 2010, the Department submitted a request to OMB for regular approval of this collection and received approval on September 22, 2010, under the OMB control number 1810–0682, which lasts until September 30, 2013.

Intergovernmental Review

This program is not subject to Executive Order 12372 and the regulations in 34 CFR 79.

Electronic Access to This Document

You may view this document, as well as all other documents of this Department published in the **Federal Register**, in text or Adobe Portable Document Format (PDF) on the Internet at the following site: *http://www.ed.gov/ news/fedregister.*

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Note: The official version of this document is the document published in the **Federal Register**. Free Internet access to the official edition of the **Federal Register** and the Code of Federal Regulations is available on GPO Access at: *http://www.gpoaccess.gov/nara/ index.html.*

Dated: October 25, 2010.

Arne Duncan,
Secretary of Education.
[FR Doc. 2010–27313 Filed 10–27–10; 8:45 am]
BILLING CODE 4000–01–P

DEPARTMENT OF ENERGY

Federal Energy Regulatory Commission

Combined Notice of Filings #1

October 21, 2010.

Take notice that the Commission received the following electric corporate filings:

Docket Numbers: EC11–11–000
Applicants: Champion Energy Marketing LLC, EDF Trading North America, LLC
Description: Section 203 Application of Champion Energy Marketing LLC and EDF Trading North America, LLC.
Filed Date: 10/20/2010
Accession Number: 20101020–5152
Comment Date: 5 p.m. Eastern Time on Wednesday, November 10, 2010

Appendix 15

External Provider Toolkit

External Provider Toolkit

Introduction

Welcome to the External Provider Toolkit. This Toolkit is designed to help districts make informed decisions about recruiting, screening, selecting and monitoring external service providers. This brief introduction will help you understand and navigate the tools and resources available to support this work.

What is the Toolkit?

The process of recruiting, screening, selecting, and monitoring external service providers involves the consideration of a number of factors, and should only be undertaken in a district that has assessed its own needs and formulated a school improvement strategy. This Toolkit can help a district identify external providers, determine whether an external provider's model fits with the district's school improvement strategy, assess the quality of the services that an external provider offers, and evaluate whether an external provider's services continue to meet the needs of the district it serves over time.

How Can the Toolkit Help Our District?

External providers offer a number of services, such as professional development for teachers and school leaders, the provision of wraparound services to address students' social, emotional and health needs, and the development of data systems to assess student performance and provide targeting interventions based on this performance. Screening, selection, and monitoring processes are critical to ensure providers' services align with districts' needs assessments and that these services are consistently high quality and meet targeted goals in a cost efficient manner.

The External Provider Toolkit can help districts:

- Identify external providers who offer services responsive to the district's needs;

- Screen external providers to ensure that their services are high-quality and cost-effective;

- Select external providers with track records of success in similar schools and with models of change aligned with the district's school improvement strategies;

- Monitor external providers to ensure that their services are high quality and move the district to meet its performance goals in a timely way.

How Should the Toolkit Be Used?

The Toolkit is designed for district-level leadership and staff, to help them make initial assessments about external providers, and to evaluate the quality of these services over time. Before using this toolkit, district leadership should have performed a self-assessment and developed a school improvement strategy for each school that will be utilizing the services of external providers. Once the district has done so, this toolkit can be used to assist in identifying, evaluating, and monitoring external providers that align with these strategic goals. In addition to offering general guidance about the process of hiring and monitoring external providers, the toolkit provides samples of the types of evidence a district may request to evaluate providers and their performance.

Step 1: Recruit External Providers

Identify external providers who offer a variety of school-improvement services.

Step 2: Screen External Providers

Obtain information about external providers that may fit your school's needs.

Assess the quality of external providers.

Step 3: Select External Providers

Evaluate whether external providers have models that are aligned with the district's school improvement strategy.

Determine whether the external provider has been successful in the past in similar types of districts/schools.

Ensure that the external provider agrees to ambitious yet attainable performance benchmarks that are tailored to your school's needs.

Step 4: Monitor External Providers

Using agreed upon performance targets, assess whether external providers are meeting expectations towards reaching district/school reform goals.

Evaluate whether the providers' models continue to be aligned with district strategy.

The Toolkit identifies questions districts should consider asking providers. In this section, questions are separated into four categories: (1) Recruiting (2) Screening (3) Selecting External Providers and (4) Monitoring External Providers.

QUESTIONS TO ASK

Recruiting

1. How can districts identify providers that can address the specific needs of their school(s)?

2. How can districts find information about providers that have already been approved by the state to offer services under the Conditions for School Effectiveness RFR?

Screening

3. What is the external provider's model of change?

4. What types of communities does the provider have experience working with?

5. Does the provider commit to achieving measurable performance goals and benchmarks, and what have the results been?

6. What evidence does the external provider have that its actions produce the desired results? How does the provider measure its program's effectiveness?

7. Is the provider solving the problem it was created to address?

8. What quality controls does the provider have in place, i.e., what is its internal monitoring system, including mechanisms for holding staff accountable?

9. Does the external provider have a thorough understanding of the Massachusetts context and state standards?

10. What is the standard timeframe for the provider's engagements?

11. Under what circumstances has the provider been the most successful in the past? Least successful?

12. What have been the weaknesses of the provider's program and how have they been addressed?

13. Where applicable, how does the provider engage different stakeholders?

14. How has the provider integrated its services with those of other providers in the past? How has the provider communicated with appropriate district and school personnel in the past?

15. Are the external provider's services reasonably priced and cost-effective, and do they diminish over time?

16. Is the provider's model financially viable?

17. What is the provider's organizational capacity, and how does it address changes in key personnel?

18. What is the provider's problem resolution mechanism? Does the provider have an explicit arrangement for identifying and resolving problems that may arise?

Selecting

19. Does the provider's model of change align with the district's school improvement strategy? What are the underlying principles of the model?

20. Do the provider's performance goals and benchmarks align with the district's goals for its school(s)?

21. Does the provider have a process for data collection and self-assessment, including the use of feedback from the district and its school(s)?

22.   Is the provider's area of focus one of the primary areas for improvement under your district's school improvement strategy?

23.   Is the provider's internal monitoring system for holding its staff accountable sufficient to address concerns that may arise at your school(s)? Can the provider tailor its monitoring system to meet your school's individual needs?

24.   Does the external provider have a clear understanding of the needs of the district's school(s) and have the ability to meet those needs? How has the provider "learned" those needs? Is the provider willing to work with the district's school improvement initiatives?

25.   What is the timeframe for the work the provider will perform at your school(s)?

26.   Do the provider's pre-conditions for success align with the conditions present at your school(s)?

27.   If applicable, does the provider have a plan for engaging different stakeholders at your school(s)? For what purpose?

28.   Does the provider have a plan for integrating its services with those of the district and school as well as other providers at your school(s)?

29.   Has the provider presented a budget tailored to your school(s)? Does the cost seem reasonable for the services your school will receive?

Monitoring

30.   Has the district's school improvement strategy changed in response to data? If so, is the provider's model of change still aligned with the district's school improvement strategy?

31.   Is the provider meeting its stated performance goals and benchmarks?

32.   Are the provider's services having measurable effects?

33.   Do the provider's services continue to be of high quality? When appropriate, is the provider implementing and adjusting based on feedback received by the district, school staff and parents?

34.   Are the provider's services delivered such that they are consistent with state standards and the district's school improvement initiatives?

35.   Is the provider performing its work within its previously stated timeframe?

36.   Are any of the weaknesses in the provider's program – whether previously stated or newly identified – limiting the success of implementation at your school(s), and is the provider addressing this problem?

37.   Where applicable, is the provider successfully engaging different stakeholders?

38.   Is the provider successfully integrating its services with those of the school and district, as well as other providers?

39.   Is the provider staying within its projected budget, i.e., have the costs per task AND overall costs for the contract stayed within budget?

40.   Does the provider's model continue to be financially viable?

41.   Does the provider have a mechanism in place to inform the district and school of changes in its own personnel?

*KEY QUESTIONS ARE IDENTIFIED IN BOLD

Step 1: Recruiting External Providers

	Strategic Questions	Suggested Actions/Issues to Consider
1.	**How can districts identify providers that can address the specific needs of their school(s)?**	Consider hosting a "vendor fair," either live or over the web. Designate an individual at the district to research top providers from around the country. Speak with other superintendents with similar needs to see what providers have been most successful in their districts. TASN Directory of Resources
2.	**How can districts find information about providers that have already been approved by the state?**	A list of the providers that have been approved by the KLN listed in the Directory of Resources. Contact information can be found in the Directory of Resources, or you may contact TASN.

Step 2: Screening External Providers

	Strategic Questions	Suggested Actions/Issues to Consider
3.	**What is the external provider's model of change?** For example, if the provider offers tiered instruction services, is the provider's model to provide the instruction with its employees or to build teacher capacity to provide tiered instruction services internally?	Request and review the provider's foundational documents and frameworks, e.g., handbook, annual report, etc. Consider the district's long term capacity to partner with the provider and the sustainability of the particular model being offered.
4.	**What types of communities does the provider have experience working with?** For example, has the provider primarily offered its leadership services in low-poverty, suburban schools with few English language learners?	Request information about the student populations the provider has served, the reasons the provider worked with these communities, and how the provider's services addressed the particular needs of the populations served.
5.	**Does the provider commit to achieving measurable performance goals and benchmarks, and what have the results been?** For example, if the provider offers services addressing students' social, emotional and health needs, does the provider commit to reducing absenteeism among students referred for its services by X% by X date?	Request and review the provider's potential performance goals and benchmarks for work within the district to ensure that their goals are aligned with the district/school needs. Goals and benchmarks should articulate what will change, for whom, how much, and by when. Be sure to analyze evidence of previous goals the provider has committed to and whether they have been achieved in other districts.

	Strategic Questions	Suggested Actions/Issues to Consider
6.	**What evidence does the external provider have that its actions produce the desired results?** **How does the provider measure its program's effectiveness?** For example, if the provider works with principals to improve their ability to effectively recruit staff, has an independent evaluator attributed improvements in student achievement to the principal's increased capacity?	Ask the provider for data that demonstrates they have met their goals and benchmarks in the past. Review data the provider has collected. Data should be a driving force in external provider selection, and student achievement data is often the best measure of provider effectiveness. Other important evidence of success: attendance data, teacher retention data, teacher perception data, graduation rates, and family and community involvement. Also consider the rigor of the data collection: external evaluations may produce more reliable data than internal evaluations and surveys. Request information on <u>all</u> schools and districts the provider has served, not just a finite list of references. A provider that has been successful in less than half of the schools it has served may be a gamble your district is unwilling to take. Speak with select school and district leaders that have used the provider's services. The absence of references, or multiple negative references, may indicate that the provider's services will not meet your district's needs. Observe the provider in action: attend one of the provider's professional development sessions, visit a school that the provider operates, or shadow the provider's coordinators. Resistance to allowing district personnel to observe staff in action may be a sign of serious problems.
7.	**Is the provider solving the problem it was created to address?** For example, if the provider's program was created to develop and support teachers in low-performing schools with high poverty rates and large populations of English language learners, are the majority of the teachers in the provider's program currently serving in schools that match this description?	This is a particularly important consideration for providers that do not currently have achievement data but are able to provide other indicators of success.
8.	**What quality controls does the provider have in place, i.e., what is its internal monitoring system, including mechanisms for holding staff accountable?** For example, for principal coaching services, does the provider match new staff with more senior staff to provide a one-on-one model of oversight?	Make sure that any quality control system includes procedures for how to address unsatisfactory performance. Ask for examples of how the provider holds unsatisfactory employees accountable. Make sure the provider solicits client feedback for the purpose of program improvement and monitoring. Consider whether and to what degree district policies empower the provider to hold school personnel accountable for implementation.

	Strategic Questions	Suggested Actions/Issues to Consider
9.	**Does the external provider have a thorough understanding of the Massachusetts context and state standards?** For example, if the provider offers student assessment services, is there a high correlation between student performance on the provider's benchmarks and performance on the MCAS?	If they have done work in Massachusetts, ask for examples of how they have tailored their services to meet state standards. Be wary of selecting a provider that does not tailor its services to state standards, or providers that claim their services are suitable for all.
10.	**What is the standard timeframe for the provider's engagements?**	Request examples of the scope of work in similar schools and evidence of phased out programs. Ask about the provider's plan for building capacity to sustain the program after its departure, and consider the district's ability to sustain the efforts initiated by the provider in the years to come.
11.	**Under what circumstances has the provider been the most successful in the past? Least successful?** For example, is there a specific set of expectations for the principal's ongoing role and commitment for this provider to be effective, and has the provider made this explicit?	Speak with the provider's staff about optimal working conditions and challenges the provider has encountered in the past. Identify district policies that may hinder or support the providers' success. Consider asking when the provider's program has been unsuccessful in the past, and what the provider attributes this to.
12.	**What have been the weaknesses of the provider's program and how have they been addressed?** For example, for tiered instruction, if the provider had no experience with English language learners, has it hired staff to fill this gap?	Exercise caution if it appears that the provider is trying to accomplish too many things, lacks the human capital to meet some its goals, and/or does not know its own weaknesses. These characteristics may indicate inconsistency in the provider's services.
13.	**Where applicable, how does the provider engage different stakeholders?** For example, if the provider offers after-school services, how does it engage parents and teachers to ensure the alignment of its services?	For external providers that will play a major role in the district's school improvement efforts, consider requesting examples of how the provider has engaged key stakeholders: (1) principals and administrators, (2) families, (3) students, (4) teachers, (5) community members, and (6) school districts. Request to speak with different stakeholder groups from other schools and districts to which the provider has offered its services.

	Strategic Questions	Suggested Actions/Issues to Consider
14.	**How has the provider integrated its services with those of other providers in the past?** For example, if the provider offers professional development services, does it convene meetings with (1) relevant district and school personnel, (2) other professional development providers and (3) social and emotional support providers to coordinate efforts and align goals? **How has the provider communicated with appropriate district and school personnel in the past?**	Facilitate joint meetings across providers to ensure that there is alignment rather than overlap or contradictions between services being provided. Create clear pathways of reporting between the external providers and the district and school and coordinate a point person to oversee these efforts. If the provider has coordinated services with other providers in the past, request to speak with these other providers. Be wary of providers that claim that they do not need to coordinate services because they can provide all the services that a school needs. Also exercise caution when providers claim that integration of services is "too complicated."
15.	**Are the external provider's services reasonably priced and cost-effective, and do they diminish over time?**	Contact the ESE's Office of Targeted Assistance for a determination on the reasonableness of the provider's fees. Review the prices for the provider's services carefully. If the fees appear to be excessive and/or increase over time, there may be inefficiencies in the provider's model. Consider the financial sustainability of both the partnership and the district's/school's ability to continue the interventions the provider has introduced. One way to address this may be partnering with another district (when possible) to economize. Compare the fees proposed by the provider to at least one other company providing similar services.
16.	**Is the provider's model financially viable?** For example, if a large percentage of the provider's budget comes from grant funding, would it be able to continue providing services at the same level and price if its grant funding were terminated?	Request a copy of the provider's most recent financial audit. Has the provider ever received a qualified opinion on its audit? Have any of the last three audits identified substantial concerns with internal controls? What proportion of the provider's annual revenues is from client fees? What proportion is from grants and other funding sources? Consider the provider's financial capacity carefully: a provider that lacks financial capacity may be unable to offer consistent services for the contract period.

	Strategic Questions	Suggested Actions/Issues to Consider
17.	**What is the provider's organizational capacity, and how does it address changes in key personnel?** For example, if the provider offers school leadership training through consultants, does the provider have enough consultants available to serve the district's needs?	Make sure that the provider has a mechanism to ensure the consistency of its services through changes in staff. Consider asking whether the provider allows districts to interview key personnel prior to hiring, and the weight that is given to the district's assessment of interviewees.
18.	**What is the provider's problem resolution mechanism? Does the provider have an explicit arrangement for identifying and resolving problems that may arise?** For example, if a provider of family-school relationship services is not meeting its stated goals for family engagement because of perceived resistance on the part of families or school staff, how would it resolve this issue?	Ask the provider how it has resolved problems in the past and evaluate the degree to which the provider has concrete systems in place to address problems in the future. If the district/school has faced problems in the past with rolling out initiatives aligned with the provider's services, ask the provider how it may have addressed these problems.

Step 3: Selecting External Providers

	Strategic Questions	Suggested Actions/Issues to Consider
19.	**Does the provider's model of change align with the district's school improvement strategy? What are the underlying principles of the model?** For example, if the provider's model promotes distributed leadership, this may be incompatible with a school improvement strategy favoring strong centralized authority.	Even if the provider has a proven track record, if its model of change does not align with your school improvement strategy and/or the overarching values of the district regarding equity and access, the provider should not be selected.
20.	**Do the provider's performance goals and benchmarks align with the district's goals for its school(s)?** For example, if a provider of social and emotional services has a performance goal of reducing police-reported incidents by X% each year, is this a priority for your school(s)?	Request an action plan with measurable performance goals and benchmarks tailored to your school(s) and utilize these goals and benchmarks in the monitoring process. Review benchmarks prior to finalizing the contract to ensure rigor and alignment.
21.	**Does the provider have a process for data collection and self-assessment, including the use of feedback from the district and its school(s)?** For example, if the provider offers services to improve instruction, how does it determine instructing is improving? How does it get stakeholder input?	Request copies of the feedback forms and other tools the provider will use to assess and modify the quality of its services. Do you agree with their measures?
22.	**Is the provider's area of focus one of the primary areas for improvement under your district's school improvement strategy?** For example, if your district identified the absence of skilled math and science teachers as a top priority to be addressed, does the provider's program address this?	Make sure that the district has (1) developed a list of priorities for intervention and (2) researched which of the priorities can be best addressed internally. The remaining highest priority items which require external intervention should be those for which the district looks for external providers.

| 23.	**Is the provider's internal monitoring system for holding its staff accountable sufficient to address concerns that may arise at your school(s)? Can the provider tailor its monitoring system to meet your school's individual needs?**	Ask the provider to give you a list of the staff members that will be working with the school(s) and their qualifications. Request that the provider share with the organization's turnover statistics and its process of bringing on new employees and how it trains them to effectively enact their roles.
24.	**Does the external provider have a clear understanding of the needs of the district's school(s) and have the ability to meet those needs?** For example, if a large percentage of the students at your school(s) live at or below the poverty level, does the provider have an understanding of special challenges it may face in promoting family engagement. **Is the provider willing to work with the district's school improvement initiatives?**	Make sure the provider has experience working successfully in schools with populations comparable to the district's school(s). Keep in mind that not every good provider has experience working in every type of school: a provider with high rates of success with native English speakers may not be equipped to address the needs of a school with a high percentage of English language learners.
25.	**What is the timeframe for the work the provider will perform at your school(s)?** For example, if the provider offers data assessment services, does it have a schedule for rolling out its services, training school staff in how to use its assessment services and embed them in classroom practice, and reducing the need for its services over time?	Request a scope of work for the school(s) the provider will serve, including a plan for phase out of the provider's services.
26.	**Do the provider's pre-conditions for success align with the conditions present at your school(s)?** For example, if the provider's success is contingent upon a majority of the teaching staff participating in a week-long professional development training during the summer, are there the requisite funds to pay teachers to participate in the professional development, and are a sufficient number of teachers available to do so over the summer?	The district should exercise extreme caution in hiring a provider that has not been successful in working with populations similar to those at the school(s) in your district.
27.	**If applicable, does the provider have a plan for engaging different stakeholders at your school(s)? For what purpose?** For example, if a provider offers after-school services supporting students' social and emotional health, does it have a plan for engaging families, counselors and teachers in order to coordinate the most effective services?	Ask the provider to articulate the role of stakeholders in the planning, implementation, and monitoring of its interventions. Request that the provider present a plan for engaging stakeholder groups to introduce the substance of their intervention/program and solicit feedback.
28.	**Does the provider have a plan for integrating its services with those of the district and school as well as other providers at your school(s)?** For example, does a provider of effective instruction services have a plan for coordinating with professional development and aligned curriculum providers to ensure consistency, including a schedule for periodic check-ins?	Facilitate joint meetings across providers and school based personnel to ensure that there is alignment rather than overlap or contradictions between services being provided. Create clear pathways of reporting between the external providers and the district and school and coordinate a point person at the school to oversee these efforts.

	Strategic Questions	Suggested Actions/Issues to Consider
29.	**Has the provider presented a budget tailored to your school(s)? Does the cost seem reasonable for the services your school will receive?**	Make sure that the provider doesn't present a laundry list of the cost of services: the budget should be clearly linked to the provider's plan for your school, and should align with the district's school improvement strategy. Consider whether and to what degree both the partnership and the interventions/programs introduced by the provider are financially sustainable over time.

Step 4: Monitoring External Providers

	Strategic Questions	Suggested Actions/Issues to Consider
30.	**Has the district's school improvement strategy changed in response to data? If so, is the provider's model of change still aligned with the district's school improvement strategy?** For example, if student performance data after the first year indicates that the school's area of greatest need is improvement of math and science instruction, does a provider offering services to improve ELA performance by English Language Learners continue to be a good fit for your school(s)?	Using student performance data and other appropriate additional measures of performance, reevaluate the school improvement strategy at least annually to confirm alignment.
31.	**Is the provider meeting its stated performance goals and benchmarks?** For example, if the provider's stated goal was to increase parent engagement levels by X% every year, has the provider met its goal, or ramped up its programming if it appears that the goal will not be met?	Request that the provider give monthly updates on its progress towards agreed upon benchmarks. Request that the provider produce quarterly data demonstrating that it is meeting its stated performance goals and benchmarks. Insist on immediate corrective action if the provider is not on track. The district should not renew a provider that fails to meet its performance goals and benchmarks and does not get back on track.
32.	**Are the provider's services having measurable effects?** For example, if the provider offers aligned curriculum services, are at least X% of the teachers implementing the new curriculum with fidelity? Has student performance improved by at least X% in the newly targeted areas?	Require that the provider collect data relevant to the services that it provides, including achievement data. Plan time to review periodically throughout the year. Request an annual reapplication that includes submission of data.

33.	**Do the provider's services continue to be of high quality? When appropriate, is the provider implementing and adjusting based on feedback received by the district, school staff and parents?** For example, if a wraparound service provider receives feedback from schools that its services do not align with the school's curriculum, has the provider rectified the problem?	Require that the provider collect feedback from teachers and school leaders on a quarterly basis and that it be made available to the district. Require that the provider presents an overview of the changes it has made to its services, the reasons for these changes, and their alignment to the state standards and district and school goals.
34.	**Are the provider's services delivered such that they are consistent with state standards and the district's school improvement initiatives?** For example, if the provider offers ESL category training and has recently updated its training, does this professional development meet state standards and has the ESE approved the provider's syllabus, when this is required?	If the provider has made any changes to its programming since it was initially hired, the provider should provide an overview of how the new programming remains consistent with state standards.
35.	**Is the provider performing its work within its previously stated timeframe?** For example, if the provider builds the capacity of school staff to implement tiered instruction, have teachers refined their plans for instruction and remediation based on the provider's services, and does it appear that the provider's services can be phased out within the time set in the provider's proposal?	Assess the effectiveness of the provider's services on a quarterly basis, including whether those services are being offered in the prescribed timeframe. If it appears that the provider is not on track for completion of its services within the agreed upon time, request the provider's plan for getting back on track.
36.	**Are any of the weaknesses in the provider's program – whether previously stated or newly identified – limiting the success of implementation at your school(s), and is the provider addressing this problem?** For example, if the provider had no experience offering tiered instruction to English Language Learners and hired new staff to address this weakness, have these new staff members been successful in implementing the providers model, and are they effective with both native and non-native English speakers?	Pay special attention to areas in which the provider previously identified weaknesses or those that emerge, and evaluate whether the steps it has taken to address the issue are sufficient. If not, promptly communicate with the provider about alternative steps to be taken.
37.	**Where applicable, is the provider successfully engaging different stakeholders?** For example, if the provider offers professional development, have the school's leadership and parents been given the opportunity to observe a mini-session to familiarize themselves with the content and how it will impact student learning?	Request that the provider provide evidence of engaging stakeholders, the feedback the stakeholders gave, and any modifications the provider made as a result.
38.	**Is the provider successfully integrating its services with those of the school and district, as well as other providers?** For example, do teachers report feeling that they are receiving inconsistent or conflicting messages from multiple providers on the same issues?	District personnel should engage with teachers and administrators at provider sites to analyze the degree of coherence among initiatives including a whether there is a clear reporting system of how providers interact with the school and with each other. Based on this analysis, request that the provider(s) create a plan to more successfully work together towards the school and district goals.
39.	**Is the provider staying within its projected budget, i.e., have the costs per task AND overall costs for the contract stayed within budget?**	Request quarterly reports on budget expenditures and any changes to future spending needs.

40.	**Does the provider's model continue to be financially viable?**	Request annual updated audit information. If the provider ceases to receive grant funding, request immediate notification and a written explanation of how this will impact its provision of services.
41.	**Does the provider have a mechanism in place to inform the district and school of changes in its own personnel?**	Request prompt reporting of key personnel changes and opportunity to interview any personnel who will have close contact with school staff, students, or other key stakeholders.
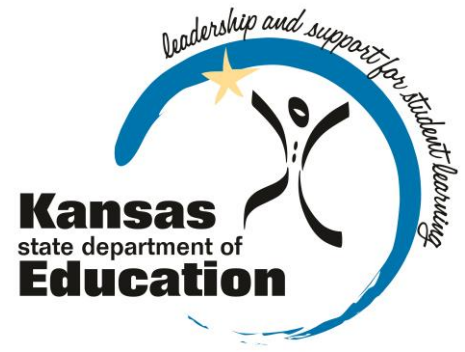
Appendix 16

Capacity Index

Measuring Capacity Rubric

Criteria	Poor 1 Point	Satisfactory 2 Points	Commendable 3 Points	Points Earned
Prior KLN Interventions	KLN interventions, before 2010	Prior KLN interventions, before 2012	No KLN interventions, before 2012	
Title I Monitoring Results	Findings in areas requiring a repayment of funds	Findings in areas noted – repayment of funds not required	No Finding in the Fiscal area	
LEA Overall Achievement Ranking	Bottom 5% = 19 districts	Middle 70% = 272 district	TOP 25% = 97 districts	
Approval of District Action Plan by SEA	Not approved by the SEA.	Approved by the SEA with revisions.	Approved by the SEA without revisions.	
In each LEA, Percentage of Title I Schools that Met the Achievement AMO.	0-51% of Title I schools met Achievement AMO.	51-75% of Title I schools met Achievement AMO.	76-100% of Title I schools met Achievement AMO.	
Development of Tiered Intervention Model, like MTSS	The school has not yet begun to address the practice of a tiered intervention model, like MTSS, or an effort has been made to address the practice of tiered instruction but has not yet begun to impact a critical mass of staff members.	A critical mass of staff has begun to engage a tiered intervention model, like MTSS. Members are being asked to modify their thinking as well as their traditional practice. Structural changes are being met to support the transition.	The practice of a tiered intervention model, like MTSS, is deeply embedded in the culture of the school. It is a driving force in the daily work of the staff. It is deeply internalized and staff would resist attempts to abandon the practice.	
Development of Schools as	The school has not yet begun to	A critical mass of staff has	The practice of PLCs is deeply	

Professional Learning Communities	address the practice of a PLC or an effort has been made to address the practice of PLCs but has not yet begun to impact a critical mass of staff members.	begun to engage in PLC practice. Members are being asked to modify their thinking as well as their traditional practice. Structural changes are being met to support the transition.	embedded in the culture of the school. It is a driving force in the daily work of the staff. It is deeply internalized and staff would resist attempts to abandon the practice.	
Identification of District Leadership Team and Assignment of Responsibilities	No district leadership team, nor identified person, has been assigned for monitoring implementation.	Lacks specific identification of personnel and roles and responsibilities for the district leadership team and for monitoring implementation.	A specific district leadership team is identified with a specific roles and responsibilities identified. One or more persons are assigned for monitoring implementation	
Building Leadership Team	Building leadership team members are identified on the district and school level, but little evidence is produced to document whether the requirements of the ESEA Flexibility Waiver have been met.	Building leadership team members are identified on the district and school level and evidence is produced to document whether the requirements of the ESEA Flexibility Waiver have been met.	Building leadership team members are identified on the district and school level and include a wide range of stakeholders (e.g., families, representatives of institutions of higher education; representatives of educational service centers or external providers. Evidence is produced to	

			document whether the requirements of the ESEA Flexibility Waiver have been met.	
Budget Analysis	The LEA has little or no capacity to support the selected intervention model and there is little or no analysis of state and federal funds.	The LEA has some capacity to support the selected intervention model with a budget that does some analysis and examination of state and federal funds utilized in the building.	The LEA has the capacity to support the selected intervention model with a detailed budget analysis, examining all state and federal funds utilized in the building.	
Sustainability Plan	No sustainability plan exists or the plan is not likely to sustain SIG efforts.	Plan is likely to sustain some SIG efforts.	Plan is likely to sustain most SIG efforts.	
			Total Points	