Redesign Success Rubric

Description

This rubric is meant to support Redesign schools in measuring their success as it relates to the core elements of Redesign: the principles, the process and the conditions. As you move across the rubric, each category assumes successful completion of the column before; meaning, you can't achieve Modeling without having the necessary components of Designing and Implementing in place.

Purpose Statement

This rubric is meant to support a school from their Plan Year through their Ascent Years as a Redesign School.

The Kansas Can Redesign Project rests on three essential components - **the principles, the process and the conditions.**

This rubric is intended to be a reflection tool for the staff in a Redesign building. The results of this self-assessment don't need to be shared outside of your building. The results will remain amongst the staff in your building only if you so choose. Additionally, the rubric is intended to be a tool to propel (and reinvigorate) your building's redesign efforts moving forward.
Note: The Redesign Workbook is a living document that can, and should, be used in each year - not just the Plan Year. While you might begin this document during the Plan Year, revisit it multiple times each year and revise your strategies, lead measures and action plans to reflect your progress, pivots and innovations.

Connection to Launch Readiness Rubric

The Redesign Success Rubric is to be used once schools have successfully completed the Redesign Plan Year. During the Plan Year, schools will use the Launch Readiness Rubric to prepare for their Show and Launch presentation. Once schools have moved into their initial Launch Year and the following Ascent Years, this rubric can be used by the school to self-assess and monitor progress consistently along the redesign journey.

Defining the Success Categories

Each category on the rubric assumes completion of the prior category(ies). Meaning, in order to be Modeling, you must successfully have in place ALL of the criteria outlined in Designing and Implementing. The goal is for each school to be Modeling or Mentoring for each competency. Below is a brief description of each category.

Designing:	Implementing:	Modeling:	Mentoring:
• Schools have successfully completed the Launch Readiness process. • Schools are evaluating their Redesign Plan against the Launch Readiness Rubric and assess High in all categories. • Communication loops and processes for data collection are established.	In addition to Designing, schools can … • Execute under each competency. • Each strategy is being implemented, and implementation fidelity is being met. • Schools are collecting data on each strategy and using data to inform decisions. • Schools have necessary feedback loops within each competency and for each strategy.	In addition to Implementing, schools can … • Schools are collaborative internally and externally and can demonstrate effective implementation and monitoring of Redesign strategies. • Schools have a culture suitable for change and innovation and leaders work to preserve these conditions. • Schools are able to demonstrate, or show promise of, success using lead data.	In addition to Modeling, schools can … • Schools are actively modeling strategies through on-site and/or virtual visits and through presentations to their peers. • Staff take ownership of their work and success and actively seek out opportunities to train or mentor others. • Schools are able to show success using lead and lag data.

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Using the Rubric

The Redesign Success Rubric has four success categories which follow a progression from **designing your innovation to being able to mentor others** on the successful implementation of the strategy. While these categories do align with the Years of Redesign, your completion of a Year does not necessarily equate to progress across the rubric. Meaning, just because you have completed your Launch Year does not mean that you have successfully completed the Implementing criteria. During each year you are involved, you will want to use this rubric to assess your movement across the spectrum within each category. The goal is that all schools are modeling and/or mentoring in every category year after year - that you are continuously evaluating and monitoring your Redesign Plan and improving.

Keep in mind, Kansans Can Redesign rests on three key elements: **the principles, the process and the conditions.** The principles are the what of Redesign and the process is the how while the conditions are the state of being that must exist in order for the what and how to have impact and meaning. Each Redesign Principle, the Process and the Conditions are represented as a competency.

The Principles

The four principles of Kansans Can Redesign came from what Kansans said they wanted for their students and the educational system. The four principles include: Student Success Skills; Family, Business and Community Partnerships; Personalized Learning; and Real-World Application. You can review the definition of each principle below.

Student Success Skills	Family, Business, and Community Partnerships
There is an integrated approach to develop student social-emotional learning.	Partnerships are based on mutually beneficial relationships and collaboration.
Personalizing Learning	**Real World Application**
Personalized learning places the whole child at the center of instruction. It is informed by strong educator/student/family/community relationships to provide equity and choice in time, place, path, pace and demonstration of learning.	Project-based learning, internship, and civic engagement makes learning relevant.

Each principle of Redesign appears as a competency on this rubric. The principles tie to what you are doing (i.e. strategies) to leverage movement in your goal areas and toward your vision

The Process

The process utilized in Kansans Can Redesign is a strategic combination of Design Thinking and the Four Disciplines of Execution (McChesney, Huling and Covey, 2012). These two processes are woven together in the following manner:

(Liang, Scott and Mitchell, 2020)
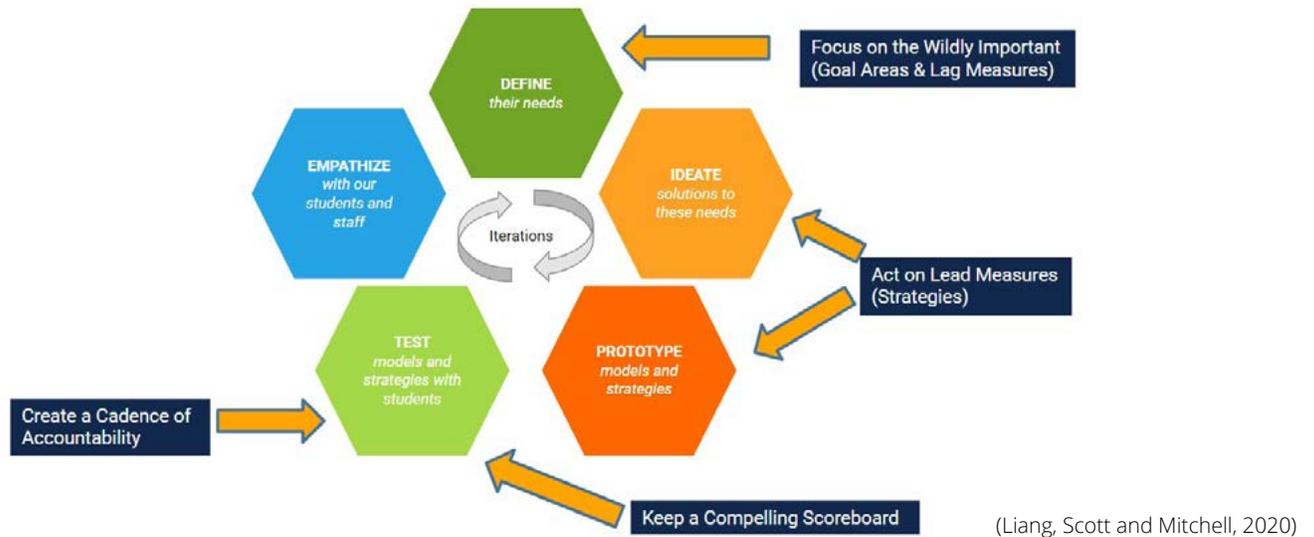
Design Thinking is not a linear process. Each year that you engage in Redesign, you should be working through the steps of Design Thinking: Empathize, Define, Ideate, Prototype and Test. While you should be able to achieve modeling/mentoring for some of your Redesign Strategies, you will need to continue working back through the stages of Designing and Implementing as you continuously grow and improve through the implementation of new strategies based on your student needs (as seen through data).

In addition to engaging in Design Thinking to address complex challenges, Redesign schools must also utilize the Four Disciplines of Execution (2012). These include:

(1)   Focus on the wildly important.
(2)   Act on lead measures.
(3)   Keep a compelling scoreboard.
(4)   Create a cadence of accountability.

As you utilize the Design Thinking process to continuously improve by acting on your lead measures, you will want to make sure that you keep a compelling scoreboard and review it frequently so that you can appropriately address needs or areas of concern. Schools can utilize the process section of this rubric to inform their understanding of what it means to model a system of continuous improvement.

The Conditions

Essential to the Redesign process is for school leaders to establish the conditions for the school's culture to develop into a learning organization. Kools and Stoll (2016), in their work to redesign schools in Wales, United Kingdom, define learning organizations as schools that have "the capacity to change and adapt routinely to new environments and circumstances as its members, individually and together, learn their way to realizing their vision." We believe this definition is extremely applicable to the current context in Kansas. A learning organization is built when the following constructs are intentionally developed:

- Shared Vision
- Inquiry, Innovation and Exploration
- Collective Efficacy
- Modeling Learning Leadership
- Psychological Safety
- Learning from External Environments

The conditions of a learning organization (i.e. your culture) must be developed and supported. This rubric also outlines the leadership conditions needed to successfully establish and sustain a system of continuous improvement.

In order for your organization to engage in continuous improvement, a Shared Leadership approach must be embedded in your organization. In Shared Leadership - and essential to Redesign - the organization must be flattened to allow for multiple voices to be included in the decision-making process. Shared Leadership also means embracing diverse perspectives and sharing the responsibility and accountability for vision, mission, and decisions of the organization. Thus, in order to have the right conditions for change, you must have in place a strong culture and shared leadership practices.

How to Complete the Rubric

After reading the definition of the competency, start on the left of each rubric, under Developing, and check each criteria that you feel your building has mastered. Continue doing this as you move from left to right/up and down from one performance level to the next. When you are finished, every criteria you feel your building has mastered should be check marked across all four performance levels

Rating options

Since this is a self-assessment, each building will decide how to rate the current performance level for each competency. Here are options to consider for how to rate your building's current performance:

1. Most rating - After you complete checking all the criteria your school has mastered, identify the level farthest to the right with most of the criteria checked. That level is your rating for this particular competency.

  a. Growth - What are the next steps toward competence within all success criteria for the performance level? What gaps exist for the level you assigned yourself? What can you do to address those missing criteria?

2. All rating - After you complete checking all the criteria your school has mastered, look at the level farthest to the right with all criteria checked. That level is your rating for this particular competency.

  a. Growth - What does the next performance level require? What criteria can you address first, next, last? Create an action plan for achieving competence in the next performance level.

  b. Reference – Appendix - At the end of this document, there are resources/tools to help facilitate growth in each competency.

Schools are encouraged to collect evidence (pictures, documents) to justify the ratings for each competency. It's important to share evidence any time your team would share the results of this rubric.

Reminder - To rate yourself at a particular performance level, ALL criteria in previous levels must be checked. For example, to assign a rating of Modeling in a competency, all of the criteria in Developing and Implementing must be check marked.

Reasons to use this rubric

1. It can reignite your schools' redesign effort by reviewing progress to this point, and then help your team to visualize where you want to go.

2. It can serve as a preassessment and post-assessment of progress each year or semester.

3. The results are an excellent way to communicate progress in Redesign with:
    a. All staff in your building.
    b. All families in your school community.
    d. Other buildings in your district.
    e. Your district office.
    f. Your local school board.
    g. Other schools across the state.
    h. Your district's Outside Visitation Team (OVT).

4. It outlines what competence looks like in each of the critical areas of Redesign, which should provide further clarity, direction and purpose. This tool allows your team to turn the abstract into concrete.

Putting the Rubric into Practice

Once you have moved across the rubric, that does not mean that your work is done. Rather, you should continuously be working across the rubric with each new strategy that you test and scale.

In this way, while you not only should strive to achieve modeling or mentoring for each competency, you should also strive to model the process of Design Thinking/Four Disciplines of Execution by utilizing the rubric to guide your implementation of new strategies as you continue to redesign your school to meet the needs of each student. This set of rubrics serves as a tool for continuous improvement. Just because currently your building may be at Modeling in Personalized Learning, for example, doesn't mean your building will always remain at that performance level.

To continually grow, whenever these rubrics are utilized, think solely of the current level of performance in that particular competency. By adopting this approach, your team will stay on the continuous improvement path, challenging the status quo, and iterating new and improved redesign strategies. Learning isn't finite or static and neither is this tool.

The Principles

Competency 1: A successful Redesign school can...

Place the whole child at the center of instruction through *personalized learning*.

Designing: Continue to make progress on the Readiness Rubric.	Implementing: You can execute on the competency.	Modeling: Collaborative; Open for site visits - Results	Mentoring: Can teach to others through demonstrated growth
Schools are investigating personalized learning strategies through:	In addition to Designing, schools can ...	In addition to Implementing, schools can ...	In addition to Modeling, schools can ...
Research On-Site Visits Communicating with stakeholders Schools are testing strategies for personalizing learning and collecting data on the strategies.	Personalize learning that is informed by strong educator/student/family/community relationships to provide equity and choice in time, place, path and pace, and demonstration of learning. Use data, scoreboards and accountability meetings (weekly or bimonthly) to make just-in-time decisions and pivots for students' success.	Identify and remove barriers that are preventing students from reaching their goals at the student and system level. Provide multiple entry points for each student to access and engage with content. Employ a variety of evidence-based instructional modes, strategies and activities. Exercise strong relationships to make learning relevant based on prior knowledge and student interests and passions. Enlisting students in the co-creation of individual learning paths and assessments (rubrics, etc.). Utilize a variety of instructional tools (including digital) to monitor, enhance and manage rigorous learning. Use instruction to move students through surface, deep, and transfer learning. Facilitating intrapersonal, interpersonal, and cognitive competency development. Valid and reliable student data is showing promising results.	Share valid and reliable data on student academic and SEL success through personalized learning strategies. Demonstrate experience, confidence and can teach personalized learning strategies to other teachers and schools. Share their expertise through webinars, breakout sessions, and conferences.

Competency 1 - Personalized Learning:

Based on your checkmarks above, what level of competence would you assign your school?

- Designing
- Implementing
- Modeling
- Mentoring

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Competency 2: A successful Redesign school can...

Integrate the approach to *student success skills,* which includes the five areas of a successful high school graduate:

Academics • Technical Skills • Cognitive Skills • Employability Skills, • Civic Engagement
including Social-Emotional skills

Designing: Continue to make progress on the Readiness Rubric.	**Implementing:** You can execute on the competency.	**Modeling:** Collaborative; Open for site visits - Results	**Mentoring:** Can teach to others through demonstrated growth.
The school is creating an integrated plan to actively address:	In addition to Designing, schools can ...	In addition to Implementing, schools can ...	In addition to Modeling, schools can ...
Academics Technical Skills Cognitive Skills Employability Skills (including Social-Emotional Skills) Civic Engagement	Implement an integrated approach to character, personal, and social-emotional development using the Kansas State Department of Education's Social-Emotional, Character Development standards. Actively measure their students' progress as it pertains to: • Academics • Technical Skills • Cognitive Skills • EmployabilitySkills • Civic Engagement Expose each student to different careers, job shadows, and/or internship experiences OR have earned an industry recognized certificate. Engage each student to take an active role in planning their IPS beginning in middle school/junior high school.	Demonstrate growth in all five areas of a successful high school graduate. Execute an integrated approach and can demonstrate data-driven improvements to behavior, attendance, and student engagement. Empower all students to actively participate in civic engagement learning experiences. Authorize students to utilize their IPS to select courses that support their educational goals.	Show sustained, substantial gains in all five areas of a successful high school graduate.

Competency 2 - Student Success Skills:

Based on your checkmarks above, what level of competence would you assign your school?

Designing

Implementing

Modeling

Mentoring

Competency 3: A successful Redesign school can...

Make learning relevant through *real-world application*.

Designing: Continue to make progress on the Readiness Rubric.	Implementing: You can execute on the competency	Modeling: Collaborative; Open for site visits - Results	Mentoring: Can teach to others through demonstrated growth
Schools are investigating personalized learning strategies through:	In addition to Designing, schools can ...	In addition to Implementing, schools can ...	In addition to Modeling, schools can ...
Schools are researching and developing strategies to engage students in real-world learning. This could be done through guest speakers, field trips (in-person or virtual), project-based learning, inquiry learning, internships or civic engagement. Schools are developing messaging plans to inform students, families and the community about the benefits of project-based learning, inquiry learning, internships and civic engagement.	Implement strategies that engage students in real-world learning. This could be done through guest speakers, field trips (in-person or virtual), project-based learning, inquiry learning, internships or civic engagement. Intentionally and consistently communicate with students, families, and the community about what students are learning and its real-world application.	Implement strategies that engage each student in real-world learning that is aligned to Kansas standards and competencies. Assess students authentically through these modes of instruction. This could be guest speakers, field trips (in-person or virtual), project-based learning, inquiry learning, internships or civic engagement. Share results and the impact of real-world application learning with families and the community.	Show proficiency and confidence in implementing and assessing real-world learning. Achieve a record of positive data and can teach others how to begin to implement similar instructional strategies. Share how they are sharing data with students, families and community members on the positive impact of real-world learning.

Competency 3 - Real World Application:

Based on your checkmarks above, what level of competence would you assign your school?

Designing

Implementing

Modeling

Mentoring

Competency 4: A successful Redesign school can...

Can develop *family, business, and community partnerships* based on mutually beneficial partnerships.

Designing:	Implementing:	Modeling:	Mentoring:
Continue to make progress on the Readiness Rubric.	You can execute on the competency.	Collaborative; Open for site visits - Results	Can teach to others through demonstrated growth.
Schools are investigating personalized learning strategies through:	In addition to Designing, schools can ...	In addition to Implementing, schools can ...	In addition to Modeling, schools can ...
Create and carry out a long-term external communication plan to engage stakeholders in timely, two-way communication and collaboration. School leadership values partnerships as an integral component of school improvement and embeds partnerships in all strategies. Professional development in partnership development provides relational, asset-based, and culturally responsive information. Continuous learning and improvement to use data to track partnerships as well as understand impact.	Develop partnerships with businesses and community members that benefit students learning and development through extended learning opportunities and resources. Develop partnerships with families, students, business and community that benefit the partners through school-driven initiatives (i.e. service projects, personalized learning experiences, etc.). Develop a culture that ensures partners feel welcomed, valued, and respected. Engage families, students, businesses and community members in on-going two-way communication that is culturally responsive. Engage families and students through in-person and/or virtual events and activities.	Develop partnerships with family, students, business and community that are based on mutually beneficial relationships that demonstrate the positive impact on both students and partners. Partner with families to provide appropriate support for students' learning and development. Partner with families and students to participate in co-creating each student's educational plan. Establish opportunities for families, students, business and community to provide feedback and help shape school strategies and plans.	Put structures in place to sustain and improve relationships with families, students, business and community members and can coach other schools on how to establish and strengthen these partnerships. Encourage community members to play an active role in making the school the hub of the community. Engage community members to participate in creating learning opportunities for students (i.e. internships, apprenticeships, speakers, career days, etc.). Encourage families to participate in school initiatives and embrace leadership positions. Empower families to be advocates for high-quality learning for all students.

Competency 4 - Family, Business, Community Partnerships:

Based on your checkmarks above, what level of competence would you assign your school?

Designing

Implementing

Modeling

Mentoring

The Process

Competency 5: A successful Redesign school can...

Implement and continuously improve using an iterative process that produces positive results.

Designing:	Implementing:	Modeling:	Mentoring:
Continue to make progress on the Readiness Rubric.	You can execute on the competency.	Collaborative; Open for site visits - Results	Can teach to others through demonstrated growth.
Establish a continuous improvement process in your school through:	**In addition to Designing, schools can …**	**In addition to Implementing, schools can …**	**In addition to Modeling, schools can …**
Empathizing and engaging with stakeholders to create a collective "Why and a Shared Vision.

Complete a comprehensive needs assessment to determine goals.

Creating teacher teams to diagnose, investigate and research an issue that becomes a goal.

Empowering goal teams to develop scoreboards that are public-facing, teacher or student-created, and track the effectiveness of each strategy.

Establishing a cadence of accountability for each goal. | Empathize and engage with stakeholders in a continual manner that is not event-focused, but an intentional two-way communication process.

Empower each goal team to establish scoreboards that are public and used to track the effectiveness of each strategy.

Establish a cadence of accountability for all staff including all staff meetings where each goal team reports progress. | Continuously empathize and engage with stakeholders or review goals to define what is wildly important.

Ideate or brainstorm possible solutions and innovations that through research and testing could become strategies.

Utilize scoreboards that are used frequently (weekly or biweekly) to track data on the effectiveness of strategies.

Create a cadence of weekly accountability and data-based decision-making that are established and are embedded school routines. | Objectively demonstrate growth and positive results based on using their process.

Effectively determine the new or improved strategies that are most likely to have the desired effect needed to reach each goal.

Teach their continuous improvement process to other schools with authentic examples from their own experiences. |

Competency 5 - Continuous Improvement Process:

Based on your checkmarks above, what level of competence would you assign your school?

- Designing
- Implementing
- Modeling
- Mentoring

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The Conditions

Competency 6: A successful Redesign school can...

Develop and grow a *collaborative learning culture* through *shared leadership.*

Designing: Continue to make progress on the Readiness Rubric.	**Implementing:** You can execute on the competency	**Modeling:** Collaborative; Open for site visits - Results	**Mentoring:** Can teach to others through demonstrated growth
Schools are creating structures and protocols to engage all staff, students, families and community members.	In addition to Designing, schools can ...	In addition to Implementing, schools can ...	In addition to Modeling, schools can ...
Honest, open communication exists among staff members. The school culture values caring, celebration and humor. Clearly define the redesign roles of: · Students · Teacher Leaders · Building Leaders · District Leaders · BOE members · Redesign Leadership Students, Teachers leaders, Building leaders, District leaders, BOE members each play a role in: · Developing a Shared Vision and associated Goals. · Contributing to and sustaining an internal and external communication plan. · Creating and completing and comprehensive Redesign workbook. · Planning to scaleRedesign in the building(s).	Maintain structures and protocols to engage all staff, students, families and community members that were created during the plan year. Empower teachers to share ownership in the redesign process. Empower students to have significant voice and choice in decisions regarding the redesign model. Teacher leaders, building leaders, district leaders and BOE members each play a role in: · Implementing strategies monitoring progress employing accountability measures which results in each redesign strategy being fully implemented. · Re-examine the school redesign team to expand leadership opportunities for multiple staff members. · Make decisions based on what provides the most leverage on student performance towards the Shared Vision.	Connect students, teachers, administrators, parents and the community to work as partners by creating the best possible learning environment to ensure that each student is successful Connect teacher leaders, building leaders, district leaders, BOE members to each play a role in: · Promoting the redesign efforts in their circles of influence. · Setting the bar high on student performance levels in Goal Areas · Supporting schools in innovating and making improvements using the notion of "safe enough to try." · Intentionally develop, expand and share leadership with multiple staff members. · Sustain shared leadership.	Mentor schools to seek out opportunities to help other schools with tips and tools to enhance their building culture and develop shared leadership. Be open and transparent with outside groups. Empower teacher leaders, building leaders, district leaders, BOE members to each play a role in: · Data-driven decision making is an integral part of school culture. · Student success is realized. · Teams show growth for students and staff in real time. · Demonstrate and articulate the positive impact of leadership on collaborative culture.

Competency 6 - Collaborative Culture and Shared Leadership:

Based on your checkmarks above, what level of competence would you assign your school?

Designing

Implementing

Modeling

Mentoring

Summary of Rubric Ratings

Competency	Performance (Designing, Implementing, Modeling, Mentoring)
1 – Personalized Learning	
2 – Student Success Skills	
3 – Real-World Application	
4 – Family, Business, Community Partnerships	
5 – Process	
6 – Shared Leadership & Culture	

Overall Performance Level Rating (Optional)	

Appendix:

Once you have completed the rubric, you and/or your teams may want to dive into resources for each competency. Go here for further information:

Kansans Can School Redesign Resource Site

For more information, contact:
Division of Learning Services
(785) 296-2303

Kansans
CAN

Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212

(785) 296-3201