

**APPLICATION
KANSAS STATE DEPARTMENT OF EDUCATION
SCHOOL IMPROVEMENT FUND 1003(g)
2010-2011**

SECTION A: DISTRICT INFORMATION (5 points)	
USD Name and Number : Topeka Public Schools USD 501	
Name and Title of District Contact for Grant Application Bill Bagshaw, General Director of Curriculum and Instruction	
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<p>Qualifications:</p> <p>The school(s) in the district identified as <i>in improvement, corrective action</i> or <i>restructuring</i> and which demonstrate the greatest need and commitment.</p> <p><i>Schools listed on the following page(s)</i></p>	

Authorized District Signature	Date

SEA Approval/Date	Amount Awarded

Employment/Educational Opportunity Agency

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KSDE General Counsel
120 SE 10th Ave.
Topeka, KS 66612
785-296-3204

A. SCHOOLS TO BE SERVED

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

Please check (✓) the appropriate boxes.

School Name	NCES #	Identified Tier	Identify a Model (Tier 1 & 2 Only)	Requested Amount
Highland Park High School	201226001476	<input type="checkbox"/> Tier 1 <input checked="" type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> School Closure <input checked="" type="checkbox"/> Transformational	

SECTION B: DISTRICT INFORMATION (20 points)

EXPLORATION AND ADOPTION PROCESS (4 points)

Topeka Public Schools (TPS) is in the process of reforming its systems and procedures to become a district that is much more focused and efficient in providing the tools and supports necessary for teachers and school-based administrators to excel at educating students. The School Improvement Grant (SIG) process provides TPS with an excellent opportunity to speed up that reform process. Highland Park High School (HPHS), a school with a rich history and continued strong community support, will be the focus of TPS's SIG strategies.

As a school community HPHS has several challenges. With 74 percent of its student population receiving free or reduced lunch, the overwhelming majority of its families are economically disadvantaged. Seven percent of its students do not speak English as their first language, however it is extremely important to note that the actual ELL population served is significantly higher than this. The discrepancy is a result of some students being English language learners but not being documented as such (whether through personal preference or otherwise). Additionally, 25 percent of HPHS students are identified as having special needs.

Improvements in student achievement outcomes have been made in recent years. Yet it is clear that the school, and the district as a whole, is not meeting the needs of HPHS students. Average Daily Attendance (ADA) is approximately 85 percent, and the school has had a very high number of truancies, 315 during 2008-2009, and suspensions over the last five years. Approximately 900 students attend HPHS, with projections of 770 for 2010-2011, leaving the school significantly under-enrolled. Many of the school's gifted and talented students have chosen to transfer to other

schools. Furthermore, the achievement gap between whites and non-whites at the school has not narrowed significantly over the last seven years.

While HPHS has shown some positive trends in reading and math scores on the Kansas State Assessments, the improvements have been too small and much too slow to be acceptable. It is time for a much more intense strategy for the high school, and TPS is now embarking on a true *transformation* of HPHS.

Based on the recently completed internal and external assessments of TPS and HPHS, TPS is opting for a Transformation Model for the reform of HPHS under the Title 1 SIG process. The district and school have developed several SIG strategies to be implemented at HPHS over the next three years. These strategies will improve student achievement, teacher and principal performance, and they will be used district-wide, not just for underperforming schools, but for all schools throughout the district.

1. Needs Assessment

Topeka Public Schools applied several layers of needs assessments to Highland Park High School as it contemplated the need for a school improvement strategy. The first was the AdvancEd **Standards Assessment Report** (SARs) on the high school, filed in January 2009. This self-assessment reviews and rates seven separate areas of functioning of the school. This report was used more for its commentary on strengths and weaknesses at the school than for the specific ratings themselves.

Next, the district reviewed the **Needs Analysis** conducted by the Kansas Learning Network. That report identified several systemic issues with the management of the district and its schools that have contributed to the dysfunction at HPHS. The district critically reviewed the issues

at HPHS through the prism of the Needs Analysis to identify and separate problems that are symptomatic of the district-wide issues from school-based problems that can be addressed locally.

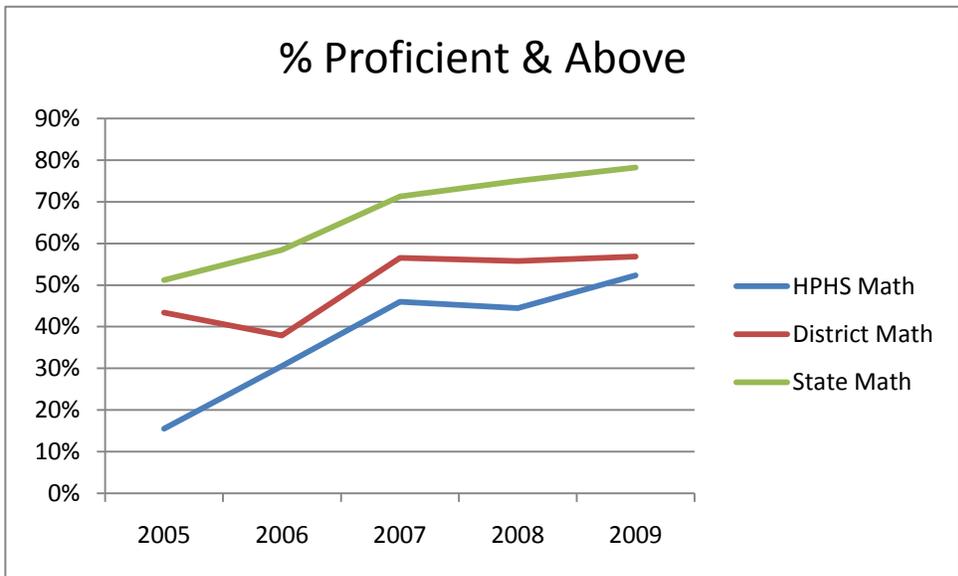
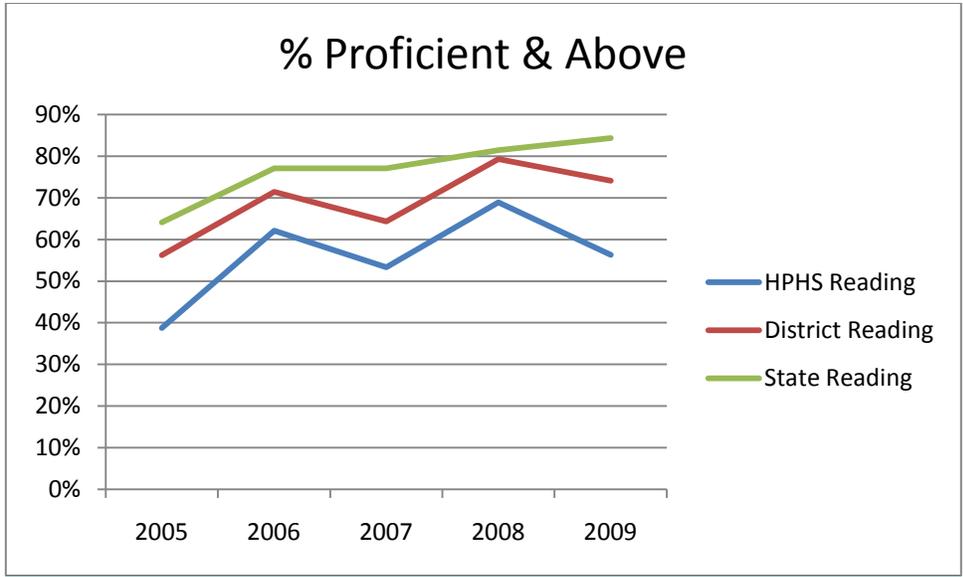
Finally, both a district team and the HPHS Restructuring Committee conducted the **Innovation Configuration Matrix (ICM)**. The district team felt it was important not only to gather district perspective, but the staff's perspective as well. The results are located in **Appendix B**. That self-assessment tool identified multiple areas for improvement, and overall both teams rated HPHS almost identical. Both components of the Leadership and Empowerment section were identified as "in progress," with LE 10 and LE 14 rated by both teams as "not implementing". LE 3 was rated as "in progress" by the district team, but as "not implementing" by the building team. Four of the 8 components were rated as "not implementing" by both teams in the Assessment section. The Instruction section conveyed similar results, with all 4 components receiving an "in progress" or "not implementing" rating. Data-based Decision Making was largely rated as "in progress." The lowest component was number three (DBDM8-DBDM10), Data-Based Decision Making for Improving Supplemental Instruction, rated as "not implementing." Finally, 7 of the 9 indicators were rated as "not implementing" in the Integration and Sustainability section, with only IS 4 and IS 9 rated as "in progress."

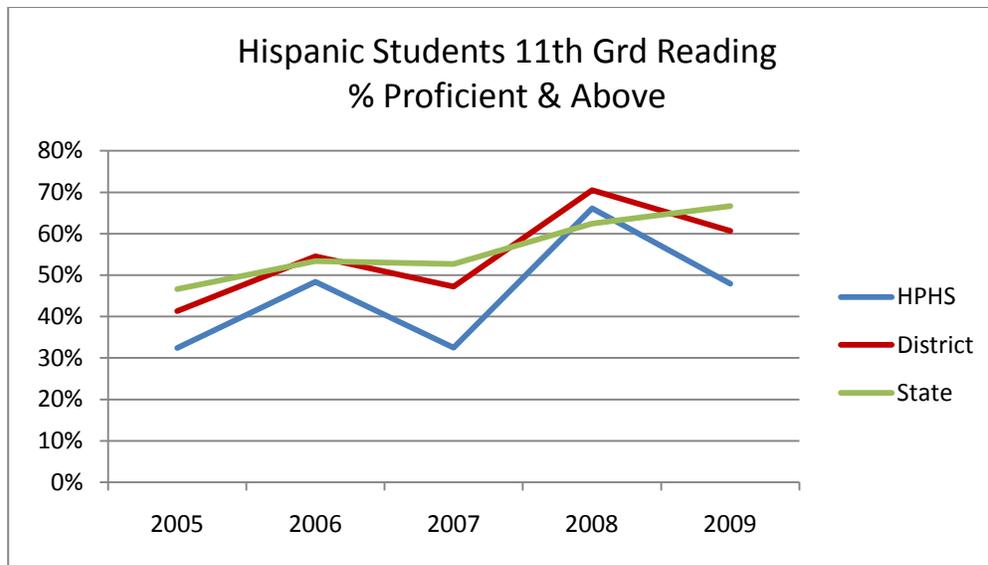
Through these tools and processes, TPS has identified the following data upon which it has based its plans for moving forward with its School Improvement strategies for HPHS:

Achievement data

The district as a whole has not performed well under a number of performance measures and indicators. The district lags behind the state averages in the percentage of students meeting or exceeding standards in math and reading. And the district did not make AYP for the fifth straight

year. Yet as poor as the district's performance has been overall, achievement at HPHS is even more disconcerting. Although significant improvement has been seen over the last seven years, student test scores remain far too low, with barely 50 percent of students at acceptable standards for math and not much higher for reading.





Demographic data

With a steady population around 900 students over the past five years, but a projection of 770 students for 2010-2011, Highland Park High School faces a declining enrollment and many challenges to meet goals set forth in No Child Left Behind. The statistics below highlight the “at-risk” nature of the school:

- A **highly diverse population** – 45.7% African American, 23% Hispanic, and 27.5% White during the 2009-2010 school year.
- A **large low socio-economic population** – 74% of the students receive free or reduced lunch during the 2009-2010 school year.
- A **special education population that exceeds state averages** – During the 2009-2010 school year, 24.5% of the students held Individual Education Plans. This number has steadily increased since the 2005-2006 school year
- An identified **English Language Learner population of 7.8%** during the 2009-2010 school year (It is important to note that not all ELL students are identified, but HPHS has worked to aid even those who are not identified).
- **Average Daily Attendance is 85 percent**

- **Truancies** filed in the Shawnee County Courts have steadily increased; from 37 filed in 2005-2006 to **315 filed in 2008-2009**
- **Graduation rates** have risen in recent years but stand at only **85 percent**
- **Suspension rates** overall are over **30 percent**; for African Americans the rate is 47%

Because of these challenges, Highland Park High School battles closing the achievement gap on Kansas State Assessments. This gap is experienced in the population that is identified with special needs and racial diversity. Also, while the gap is not large, it is also evident in the **free and reduced population that falls 1-2% below the building's actual assessment scores** each year in both math and reading.

□ Overall Performance

- On the Kansas Reading Assessment, the percentage of students at proficient or higher has shown as a crooked line on trend reports. The percentage in 2009 was 53.6%; prior to that, since 2003, the scores have been anywhere from 32.5% proficient to 68.9% proficient. However, **sustained and constant growth is not evident in the trends.**
- On the Kansas Math Assessment, the percentage of students at proficient or higher has been more of a steady, but **slow increase**. Starting at 12% of the students being proficient or higher in 2003, the students finished at 52.3% proficient in 2009.

□ Special Education - Data shows that **special education students are falling far behind** their general education peers demonstrating a growing need for support for these students.

- On the Kansas Reading Assessment in 2009, special education students who scored at proficient or above fell to 21.8%. This percentage has fluctuated since 2002-2003; however, **2009 saw the lowest score of proficiency or higher among this population.**
- On the Kansas Mathematics Assessment in 2009, special education students who scored at proficient or above **fell to 25.9%**. This percentage has fluctuated since 2002-2003 with the lowest population of proficiency falling in 2005-2006 to 4.6% proficient or higher.

□ Racial Diversity – The racial achievement gap shows a trend of **white students greatly outperforming their peers** on both the Kansas Reading and Mathematics Assessments.

- On the Kansas Reading Assessment in 2009, 76.6% of **white students** scored proficient or higher on the KRA; this is **0.1% below the target** for Adequate Yearly Progress. **African American students trailed 28.7%** behind white students while **Hispanic students trailed 33.1%** behind white students. While the achievement

gap came close to closing in 2008, 2009 and the years prior to 2008 show between 20-30% gaps between white students and students of color.

- On the Kansas Mathematics Assessment in 2009, 64.9% of **white students** scored proficient or higher on the KMA; this is **5.6% below the target** for Adequate Yearly Progress. **African American students trailed 12.7%** behind white students while **Hispanic students trailed 22.2%** behind white students. The achievement gap has existed in mathematics at HPHS since 2004 when white students scored 26.3% proficient or higher while African American students lagged behind at 9.5% proficient or higher and Hispanic students were even further behind at 6.8% proficient or higher.

Perception data

In addition to the performance and demographic data, the school faces a community-wide perception problem. Based on survey and focus group data, and a constant barrage of media reports relating to the school, here are some of the perceptions of HPHS:

- “Highland Park High School is by far one of the **worst schools in Topeka** [...] I don't believe these faults are by teachers or even students, but by a lack of attention from the district and city - Highland Park needs to be seen as a unique learning environment for any improvement to occur” (http://www.trulia.com/schools/KS-Topeka/Highland_Park_High_School/)
- A “**dangerous inner-city school**”;
- A school whose students are “**unruly**”;
- The school “**offers nothing to high-achieving students**” and even “waters down” advanced classes so more students can take them;
- Teachers have **low academic expectations for poor children**; and
- The school “marginalizes” parents and community members and is an “**unwelcoming**” place for adults.

Whether or not they are true, these lingering perceptions certainly impact the ability of the school to attract and retain students and garner the support of parents and community members.

Contextual Information

The neighborhoods surrounding HPHS have become increasingly African American and Hispanic. Many stakeholders feel that the other district high schools have better facilities, more resources and receive more attention from district officials than HPHS. Real or imagined, these underlying concerns fuel a fear of unequal treatment or benign neglect.

However, because the community genuinely feels so strongly about this high school, the opportunity for true community collaboration throughout the school improvement process and beyond is very real. If TPS can tap into the drive in the community to see HPHS succeed by providing meaningful opportunities for involvement, implementation and long-term sustainability will be much easier.

Root Cause Analysis

Identifying the **root causes** of problems is meant to allow an organization to focus resources on **underlying, systemic issues** rather than on symptomatic manifestations of the real problem. Therefore, an important part of the grant application process is to identify root cause or **causes for the lack of student achievement**. While this is a worthwhile endeavor, TPS also recognizes that an organization is unlikely to uncover *all* root causes to all problems and TPS must continually refine and improve the organization over time to address these root causes. As such, the root causes of the problems facing HPHS that TPS has identified thus far are listed below. As has been noted above, many of these root causes originate **outside the walls of HPHS** and their correction must therefore involve the district's central office as part of the school reform effort.

- Inadequate follow-through of articulated school improvement strategies.
- The district has not been organized to provide adequate supports to principals and teachers, particularly when it comes to instructional focus and professional development.
- There are no policy documents for MTSS, nor is there a district-wide implementation plan.
- There are few systematic supports for struggling learners, and struggling learners are fit into existing programs (rather than receiving customized supports tailored to their individual needs).
- Supplemental and intense instruction is provided and allocated based on staff availability not on need, and no data-based analysis of the effectiveness of these supports is conducted.

- Decisions about differentiation and supplemental instruction are based entirely on screening data.
- Data is not systematically collected, reviewed and disseminated to manage performance.
- Staff has not had adequate training to use the district’s data for decision-making.
- Professional development at the district level is not focused or systemic, tends to be driven by program rather than district goals or student/teacher needs, is not tied to state standards, has not been evaluated, is not results-based, and does not support teachers’ needs in the areas of classroom management, safety, technology, ELL instruction, and differentiated instruction.
- There has not been a coherent district or school strategy for using or coordinating the coaches paid for by the district or the Gear Up grant with the University of Kansas.
- The collaboration time that appears to be so effective in the middle schools has not been applied at the high school level, despite the fact that teachers at HPHS have a 90-minute planning period every day.
- There is little curricular or instructional consistency across TPS, especially true at the high school level. For example, there are no Pre-K–12 curriculum guides available in any instructional area.
- There is no formal curriculum around behavioral expectations.
- There is no parent involvement policy.

Being mindful of the root causes listed above and the specific population at HPHS, creating an environment of **high levels of student engagement is critical to improving both attendance and academic outcomes**. Detailed teaching strategies, cross-curricular collaboration designed to reduce redundancy in content delivery and a **Community Court** established to **increase student accountability** will be primary focal points of the transformation.

The next level of detail begins with the **master schedule**. Semester courses should be taught every day on an **hourly basis**. **Short, intense delivery of core content** will provide appropriate **rigor**, formative assessment opportunities and an opportunity to **respond to student needs** via acceleration of rigor or student enrichment with the use of the extended learning center and

mentoring/tutoring for those struggling with the expected rigor of a given course. Students must be given the opportunity to demonstrate mastery and move forward without regard to those not able to keep up. This strategy enables staff to **increase expectations for all** without holding back students for the benefit of those needing more time.

The Extended Learning Center provides an **immediate academic intervention system** whereby students are always working toward course completion and earning credit for their efforts.

Students will examine the work of their peers in writing and math. A standards-based grading approach as outlined by O'Connor and Marzano shall be employed. Students will, with the use of a rubric, be able to **monitor their own progress**. Additionally, students will **utilize technology to identify authentic sources of information**. It is suggested that Alan November "Teaching with Technology" be brought to Topeka to provide this training to staff and perhaps even students during the summer of 2010.

2. Selection of a Model

Based on the various **needs assessments** the district completed, the **model selection rubrics**, the **analysis of the capacity of the district**, and the **goals** the district has set for the school and the school has set for itself, TPS is selecting the **Transformation Model** for Highland Park High School's SIG. Perhaps the most significant finding that led to the selection of the Transformation Model is the systemic issues facing the district. Without a comprehensive reform of those systems, it is unfair to place the blame for failure completely on school-based problems and it is unlikely that focusing solely on school-based reforms would result in meaningful improvement in student achievement. As such, the Turnaround Model is not appropriate at this time.

The approach TPS is adopting for HPHS is to **reform systemic processes**—including the systems of support from central office to the school. These reforms, when successful, will then be rolled out to other schools in an effort to address other low-performing schools, to prevent marginal schools from slipping into poor performance, and to change the teaching and managing behaviors of all educators district-wide. In essence, HPHS will become the pilot for a district-wide reform effort.

The Transformation Model is an **appropriate fit for HPHS for a number of reasons**. The **staff members** at the school, especially the teachers, are **energized and motivated** to reform the school. In fact, many of the school improvement strategies outlined in this proposal emanated from a group of HPHS teachers long before the district had any intentions of applying of a school improvement grant (this group’s work is detailed in Section C).

Likewise, the **level of interest and involvement among local community members** and other stakeholders is **high**. From **local pastors** who have suggested methods for their involvement in mentoring to **college officials** offering their students for tutoring programs to the outpouring of interest to serve on the **Advisory Committee**, there is a **strong community attachment** to this high school and a correspondingly high willingness to work on its behalf.

Furthermore, the district’s central office team has been working over the last several months to attempt to repair some of the systemic problems identified over the last year. They have been **retooling programs** and **retraining staff** in an effort to develop stronger school-based programs and better-prepared teachers and administrators.

Closing HPHS or Restarting the school and bringing in an outside operator to run it would negate the work that has gone on at the school and would likely quash the high level of enthusiasm

currently being exhibited for this reform effort. By contrast, with the Transformation Model, TPS can **capitalize on the efforts of HPHS's stakeholders**, put into place a set of major reforms, and create a higher level of buy-in along the way, even for holding school officials accountable. Teachers and administrators alike will more easily accept an accountability system they helped to create than one that is imposed upon them.

The school improvement strategies (embedded in the narrative in Section C, and compiled in a list in **Appendix E**) laid out in this proposal are meant to be **comprehensive, complementary, and sustainable** beyond the three-year grant period the district is seeking. Taken together, they also address every aspect of the final requirements of the grant. The table in **Appendix D** summarizes those grant application requirements and how the Transformation Model addresses them.

3. Capacity of School

As stated earlier, TPS has created the infrastructure necessary to successfully implement all identified strategies, including a centrally located **Turnaround Office** responsible for managing the transformation strategies and an **Advisory Committee** made up of community stakeholders. In addition, the education consulting firm Cross & Joftus will provide **ongoing technical assistance** to TPS's Turnaround Office over the course of the Transformation. Please see **Appendix B and H** for further detail on district and school capacity.

4. Goal Setting and Timeline – using Steps 1-4 of the School Improvement Process

TPS used the steps in the **School Improvement Process**, outlined in the Kansas School Improvement notebook, along with grant guidelines to inform this application process. The SIG

application calls for districts to assist the school through Stages 1-4. Stage 1 is “Orientation and Readiness,” Stage 2 is “Gather and Organize Data,” and Stage 3 is “Analyze Data.” A committed group of staff members at Highland Park organized and began meeting in October 2009 as a part of this process (this group and its focus are detailed in the Section C narrative). Through their book study and discussion, they developed a clear picture of the improvement process (Stage 1) and gathered a lot of data to discuss, including GPA, ACT/SAT scores, graduation rate, and state assessment scores. Furthermore, they began trying to pinpoint the root cause of the problems facing HPHS (Stage 3). Please see the “School Improvement Stages 1-4 timeline” (see **Appendix G**).

Description of annual SMART goals for student achievement, based on state assessments in reading and math and other goals tied to implementation are listed in **Appendix E**.

Identify relevant stakeholders, internal and external, who were consulted when completing Steps 1-4 in the School Improvement Process

Highland Park High School, with its proud past and promising future, has many stakeholders with whom to consult. Teachers, counselors, administrators, support staff, parents, community members, alumni, and community organizations were asked at various points in the compilation of the SIG grant for input and feedback. The process was aimed at transparency and gathering meaningful data to inform all decisions.

The district has estimated the number of Tier 3 schools and how many may be adopting a model.

The PowerPoint presentation (Appendix K, slide 3) identifies Tier III schools and their potential alignment to the Highland Park SIG. TPS has four Tier III schools; Chase Middle School, Lungren, Scott and Shaner Elementary Schools. **TPS plans to seek School Improvement Grant funds to address the inadequacies of all four of those schools in the next program year.**

Many of the reforms planned for Highland Park High School will be adopted for those Tier III

schools as well. Some, such as the Early Warning System, may not be appropriate for the elementary schools, but the details of the planned initiatives will be included in the SIG applications for each school next year. We expect those to be strong applications as they will be supported with a year's worth of implementation experience and results from the Highland Park High School grant.

SECTION C: DESCRIPTIVE INFORMATION FOR EACH SCHOOL (30 points)

The staff at Highland Park High School has been aware of a need to change the status quo before the announcement of this grant. In fact, in October 2009 16 staff members, including teachers, instructional coaches, the curriculum coordinator, and administrators initiated a steering committee to transform HPHS into a professional learning community (PLC) next year. This group requested and received district professional development funds to purchase books, *Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn* by Richard and Rebecca DuFour, for a book study. The group met once a week to talk about the book and its implications on HPHS.

The book states that the PLC offers “the most powerful conceptual model for transforming schools to meet their new challenges” (DuFour et al 2). Furthermore, the authors assert “We suggested that PLCs differ from more traditional schools in the following substantive ways: shared mission, vision, values, and goals; collaborative teams; collective inquiry; action orientation and experimentation; continuous improvement; results orientation” (2-6). The book offers the following 3 questions to guide decisions at schools:

1. **What do we want them to learn?**
2. **How do we know that they learned?**
3. **What do we do if they haven't learned?**

All of the principles of professional learning communities support the purpose of the School Improvement Grant – to transform HPHS from a persistently low-achieving school into an **innovative, high-achieving, student-centered school.**

A requirement of this funding opportunity was to involve the staff in shaping a plan for change. In addition to the ongoing book study and discussion, once the grant was announced and Highland Park was named a Tier 2 school, the TPS superintendent, Dr. Kevin Singer, addressed the

staff at their weekly collaboration meeting twice. Every staff member was invited to participate in the HPHS Restructuring Committee. Twenty-six people, or 37 percent of the staff, committed themselves and met after school, evenings, lunch periods, weekends and over spring break to solicit input from our **community stakeholders**, including staff, alumni, parents, students, and community members. In addition, they divided into **subcommittees** to **research, analyze, and present information** for required grant and school improvement components. The subcommittees were:

Needs Assessment, including all stakeholders (staff, alumni, parents, students, and community members)

School reform model research

Research-based instructional strategies

Principal attributes

Increasing learning time

Student growth and assessment

Curriculum mapping, progress monitoring, and vertical and horizontal alignment

Recruiting, placing, retaining, and rewarding teachers who increase student learning

As a result of all of their hard work, a school reform model matrix was created to identify the strengths and potential weaknesses of school reform models (**Appendix A**). They narrowed the models to three: Career Academies, First Things First, and the Harlem Community Schools. They also agreed that transforming HPHS into a PLC will support the successful implementation of the school reform model. A representative group from the HPHS Restructuring Committee met with the grant writer and district representatives to provide the results of their research, and to talk about the transformation of HPHS. During this meeting the district, including the superintendent, Dr. Singer, and the turnaround officer, Bill Bagshaw, proclaimed the district's commitment to

transforming the school, while the restructuring committee proclaimed its commitment to successfully implement a plan for significant, transformational change.

Additionally, Special Education staff was included in the school- and district-based needs assessment and planning that set the stage for the District's application. Expectations are that:

- Strategies will reduce the number of students with IEPs.
- Graduation rates will rise for students with IEPs.
- Reduction in time special needs students spend outside the regular classroom.

Most of the reform strategies are aimed at raising the level of achievement for those students who are currently not meeting proficiency standards.

The achievement gap continued to close this year at HPHS. The District's goals and objectives for this reform effort reflect this focus, including "reduction of the achievement gap between African American and white students."

Moreover, TPS intends to track and evaluate the success of key instructional reforms for effectiveness. This will provide the school and district with valuable information on precisely which reform measures are the most successful at bridging the achievement gap and meeting the expectations of NCLB.

According to draft performance data from 2010 state assessments, the gap between African American and Anglo students was reduced by 3.4% in reading and 3.4% in math.

NEEDS ASSESSMENT (5 points)

In order to establish a communication medium for community members, staff, and alumni, the Highland Park High School Restructuring Committee created a **Facebook** page entitled *Help Transform HP*. Using **Survey Monkey** (an online survey-making tool), the group created a 10-question **online survey** to assess the post-secondary experiences of Highland Park High School

students and gather **feedback to inform the needs assessment process**. While the survey was open to all alumni, the target group was graduates from 2007 to 2009. Of the **148 respondents**, one-third were from the target group and two-thirds were graduates from 2000 to 2009. The following represents the questions and results:

	Agree	Neutral	Disagree
1. Do you feel that the quality of education offered at HPHS was appropriate for what you needed to be successful in the work force after high school?	113	19	20
2. Do you believe you were prepared for post-secondary education while a student at Highland Park High School?	95	29	36
3. Of the relationships you developed during your time at Highland Park, which would you consider to be the most important?	Teacher: 118 Coach: 27 Administrator: 16 Counselor: 24 Social Worker: 6 Para-Educator: 4 Other: 17		
4. How many years did you attend HPHS?	1 year: 3 2 years: 6 3 years: 25 4 years: 114 5 years: 1		
5. What year did you graduate from Highland Park?	2007-2009: 50 2000-2006: 48 1990-1999: 18 1980-1989: 15 1970-1979: 12 1960-1969: 2 1940-1959: 1 Did not graduate: 3		
6. Are you currently enrolled in college?	Vocational: 6 Junior College: 16 4-Year College: 49 Not currently enrolled: 80		
7. How long did you attend college?	1 semester: 29 1 year: 24 2 years: 26 3 years: 10 4 years: 29 5+ years: 31		
8. If you did not complete post-secondary education, please indicate why.	Money: 15 Marriage: 8 Job: 17 Family: 14		

	Other: 22
9. What is your current occupation?	Students: 29 Office work: 20 (3 administrative assistants, 3 office assistants, 4 customer service reps, 3 supervisors, etc.) Health care: 17 Education: 15 (10 teachers, 2 administrators, 3 para-educators) Restaurant/fast food: 8 Retail: 6 Government employees: 5 Unemployed: 5 Stay-at-home Moms: 4 Social work: 4 Law enforcement: 3 Military: 1 Several other single occupations: (factory worker, railroad, plumber, photographer, make-up artist, draftsman, construction)
10. Name two things about HPHS that you like and would not want to see changed. Name two things about HPHS that you do not agree with and believe should be changed if given the opportunity.	Liked: 60 : The bond with teachers, support, family atmosphere 33: Activities at the school (10 ROTC, 8 Art Dept, 10 clubs & org., 5 sports) 21: Diversity of the school 15: The freshman academy 8: Mr. Cushinberry 4: block schedule Would Change: 20: Need higher academic expectations 14: More discipline and accountability 13: Better help with scholarships and college applications 12: Too many privileges for athletes and emphasis on sports 11: More college prep and AP classes 7: Need more active role with parents & community 7: Lack of spirit, lack of student involvement 6: Academy dress code 5: Freshman academy 4: fights 4: poor reputation and image 3: physical look of the building, cleanliness

SELECTION OF INTERVENTION MODEL (13 points)

KSDE and Cross and Jofus have pointed out that **no single high school reform model currently on the market adequately addresses all of the required strategies**. Further, schools and districts that **carefully piece together reform models** and complementary strategies can meet the federal grant requirements and dramatically improve the education and services provided to students.

The **Highland Park High School Restructuring Committee** met after school, evenings, and during spring break to research what school reform models would be most beneficial and appropriate for HPHS. They started with 20 models suggested by KSDE through Cross and Jofus. After many hours of researching, they presented their research to the committee. Moreover, they created and filled out a **school reform model matrix** to compare the various elements within the models.

Many components within each of the school reform models overlapped with one another, but the top components that appealed to **all empowerment groups** included **assessment, collaboration, community partnerships, cooperative learning, cultural diversity, discipline, extra help and tutoring, math, parent involvement, professional development, and rigor**. Therefore, these components served as a **starting point for building a customized reform model for Highland Park High School**. In addition, HPHS will address the Special Education and ELL populations to better serve their needs. ELL and Special Education programs have been extensively evaluated and are in a redesign mode at this time. A new Director of ELL/Migrant Programs has been on duty this past year. A comprehensive improvement plan for ELL was received by the Board of Education on May 6, 2010. Full implementation will begin in August 2010. Excerpts of this plan are attached to this document.

A new General Director of Special Education has recently been hired and will begin implementing strategically identified efforts beginning July 1, 2010. We feel this staff change will greatly enhance student services to special needs children, as a vision for improvement is eminent.

The following is a summary of the strategies in the customized, proposed model to transform Highland Park High School.

The school described the actions the school will take to design and implement interventions consistent with the final requirements of the grant. (2 points)

TPS attempted to chart out timelines for each strategy selected. This was a challenge given the amount of time available for the development of the reform strategies. The District intends to project plan each strategy further with more detailed implementation time lines, line item budgets, and specific staff assignments for each task item. Full Gantt charts will be developed for the project plans.

The school described what practices or policies, if necessary, will need to be modified to enable the school to implement the interventions fully and effectively. (2 points)

The district will modify hiring and placement policies to reflect the greater school-level authority and flexibility to be provided to the new Principal at HPHS. There will also be some ongoing budgetary changes necessary to support the extended operating day at the school. These changes will be built into the district's long-term budget process. There are also several operational changes that will accompany the Transformation of HPHS. Expanded building hours will require additional funds for custodial services, utilities, security, transportation and food service. In addition, the need for administrative coverage of the building during all operating hours will require additional resources for the school-based administration. And the addition of the AVID program for all grades, combined with the need for blocks of collaborative planning time for core teachers on a weekly basis, may require additional teachers at HPHS. Some of these changes may also require

changes to negotiated employee agreements and handbooks. These considerations are currently part of contract conversations.

The establishment of 12 hours of course offerings in year one of the Transformation will require significant planning and outreach to students and families during the summer. This work will require counselors and other student support services staff to work for intense periods of time over the summer to ensure a smooth transition to the new schedule in Fall 2010. This may also require contractual changes for some employees.

The reforms outlined in this proposal require a significant amount of resources to establish them and transfer capacity to the school and district officials. However, once fully operational, the planned strategies will require an additional \$800,000 per year in ongoing operating costs. TPS anticipates that with the proposed changes, HPHS's student population will increase over the three-year period of the grant. If anticipated student body increases materialize, the additional per capital revenue will more than cover the added program costs. If HPHS does not reach its target student population, Board policy on per capita funding will need to be altered to sustain the reforms.

(Appendix K, slide 5)

Strategy #1: Effective Teaching Techniques

Research continues to show that the quality of a student's teacher is the single most powerful factor in their academic growth. A teacher's effectiveness has more impact on student learning than any other factor under the control of school systems, including class size, school size, and the quality of after-school programs. Further, there is research that supports the notion that specific techniques and styles of teaching are more effective at improving student achievement.

TPS will identify **discrete, measurable teaching tactics** from **Doug Lemov's** *Teach Like a Champion* taxonomy and apply them to **Robert Marzano's** Nine Strategies of Effective Teaching. The district will train HPHS teachers and administrators in the tactics, and **monitor the fidelity of implementation and the effectiveness of them**. The training in these techniques will be coordinated with retraining in the district's curriculum and instruction model. Moreover, **differentiating instruction** based upon these techniques and strategies is vital to meeting the needs of all students. A **structured, data-driven performance management model** will be employed to track performance, drive accountability and culture change, and foster collaboration in the implementation and practice of these techniques and the use of the curriculum and instruction model.

Rationale:

Improving the quality of instruction by each TPS teacher is the single most powerful lever to school improvement. In the past, district professional development and supports for teachers have been loosely coordinated, implementation has been optional, not linked to student achievement outcomes, and seldom specific enough to measure and track whether they are improving performance. TPS is making a concerted effort at both the building and district levels to provide

very detailed and specific training that can be monitored and tracked over time. In addition, administrative support will be focused on ensuring teachers have the training and the opportunity to master the techniques.

TPS believes in the maxim “What gets measured gets managed, and what gets managed gets done.” With the use of a data-based, structured performance management process to track and manage the implementation of teacher professional development at the school and classroom levels, TPS will establish a level of focus and accountability not previously associated with the district’s professional development programs.

These efforts will lead to improved teaching and learning in the classroom and should result in growth in student achievement as measured by formative, benchmark and summative assessments.

Details:

1. Train all core subject matter teachers and HPHS administrators in the District’s Curriculum and Assessment (C&A) program in July, after June curriculum standards work is complete.
2. Develop program **curriculum and teaching techniques diagnostic** rubrics for teacher observations.
3. Re-tool the learning **“Walk Through”** process to include observation of adherence to the C&I standards and use of the specific teaching techniques associated with the Marzano Nine.
4. Train all HPHS teachers in the **discrete techniques** of the **Doug Lemov** and the instructional strategies of **Robert Marzano**. Training of math and language arts teachers and school administrators are the highest priority, followed by science and social studies teachers and AVID instructors in the second wave. All other teachers should complete the training by the start of year two of the grant.
5. Train key central office staff, school administration and HPHS teachers in a structured, data-based performance management process.
6. Establish two separate structured, **data-based performance management processes:**

- a. A central administration function to track teachers on their fidelity to the teaching techniques and the C&A model. This performance management process will be conducted in a collaborative manner to maximize peer-to-peer learning among teachers.
 - b. A school-based administration function to track teachers on their fidelity to the teaching techniques and the C&A model. This performance management process will be conducted in a collaborative manner to maximize peer-to-peer learning among teachers.
7. As part of the school environment changes (see Strategy #3), establish a weekly collaborative plan for teachers to meet as a group and discuss their data and instructional tactics. The collaboration block will cycle over three weeks. Week one will group core teachers by subject area. Week two will group core teachers by grade. Finally, week three will be used for a formal structured session for data review, analysis and strategy development. Core teacher attendance at the structured sessions will be mandatory.

Expected Outcomes:

- **Improvements in instructional effectiveness over the course of the school year (measured by walk-throughs).** *Goal: 90% deep implementation of selected school improvements strategies (e.g. Marzano and Lemov) over years 1-3.*
- **Improved attendance and reduction in tardiness as students become more engaged in classroom activities.** *Goals: 89 percent attendance by the end of year one; 92 percent attendance by the end of year two; 95 percent attendance by the end of year three. 25 percent reduction in tardiness by the end of year one (measured against 2010 rates); 50 percent reduction in tardiness by the end of year two; 75 percent reduction in tardiness by the end of year three.*
- **Improved outcomes on the year-end statewide assessments in math and language arts.** *Goals: HPHS students' average scores in Math and Language Arts are within 25 percentage points of the state average by the end of year one; within 20 percentage points of the state average by the end of year two; and within 15 percentage points of the state average by year three.*
- **Reduction in the achievement gap between demographic sub-groups of student population.** *Goals: Reduce the achievement gap between whites and African Americans by 3 percentage points per year; reduce the achievement gap between whites and Hispanics by 3 percentage points per year.*

Strategy #2: Disciplined Use of Formative Assessments

Research supports the use of **formative assessments** as a way to **monitor** more closely that which is being learned by students over short intervals. Teachers can then use the **data** to understand areas of student needs, to re-teach subject areas of weakness, to **differentiate instruction** as needed, or to apply more intensive Tier 2 and 3 MTSS interventions before a student falls too far behind. There is also evidence that the use of formative assessments *for* learning (providing students with positive evidence of their learning in small, frequent doses) can help improve students' attitude toward learning. TPS will develop a formative assessment system for math and language arts for implementation in the 2010-11 school year, with science and social studies being developed and implemented during Year 2 of the SIG.

Rationale:

High stakes testing is a necessary and useful source of data to measure performance for accountability. But by the time summative assessment data are available, it is too late for the students who took those tests to benefit from any program changes or course corrections that might result after the test data have been analyzed. The data most beneficial to the improvement of instruction provide teachers and principals with feedback on the effect of their teaching. Teachers need to know, long before the end of the school year, precisely where they need to provide added focus in order for their students to succeed.

In order to effectively monitor and assess the MTSS Tier 1 and Tier 2 classroom teaching strategies at the school level and provide more useful short-cycle assessment data to teachers and school-based administrators as they attempt to keep their students on track, formative and benchmark assessment tools must be established and implemented. Furthermore, if these short-

cycle assessment tools are to be useful in impacting student performance, teachers and school-based administrators must have structured, focused time to analyze and discuss the results, and learn from each other about what is working and why. If the teachers are not afforded the time and structure for an effective accountability method and if this process is not supported by school administrators, the data from a formative assessment system will not easily become *information* that can be acted upon by teachers.

TPS's plan to wrap a structured, data-based performance management and accountability model around a formative and benchmark assessment system is intended to ensure fidelity of implementation and allow for collaborative strategizing among teachers. This is intended to maximize the effectiveness of the district's MTSS Tier 1 and Tier 2 teaching strategies at HPHS and to make most efficient use of the district's Tier 3 resources.

Details:

1. Fully implement **Scantron's formative assessment system** for math and language arts. Although the normed assessments only reach to the 9th grade, the infrastructure of the Scantron system will allow for the district to create additional formative and benchmark assessments for grades 9 – 12 and add them to the system.
2. During the summer of 2010, develop **tailored formative and benchmark assessment devices** for math and language arts for grades 9 – 12. This process will involve mapping standards, question writing, released item deconstruction, item construction, creation of item pool for use beyond the test, and entry into the Scantron system.
3. During the summer of 2011, develop tailored formative and benchmark assessment devices for science and social studies for grades 9 – 12. This process will involve mapping standards, question writing, item construction, and entry into the Scantron system.
4. Train teachers in the appropriate use and interpretation of the formative assessments, and in how the assessments should be used to foster increased focus on learning by students. Train students in appropriate test-wise strategies.
5. Establish a structured, data-based performance management process that tracks the performance of individual students on the formative assessments against the use of effective teaching techniques, adherence to the district's C&I construct, and other factors (i.e., attendance, discipline, etc.).

Expected Outcomes:

- **More effective targeting of Tier 2 interventions** (measured by reduction in the amount of time students spend in Tier 2 interventions and their formative assessment scores after Tier 2 interventions). Fewer Tier 3 interventions as classroom teachers become better at isolating learning issues and addressing student needs through re-teaching and differentiated instruction. *Goal: Five percent per year reduction in the number of special education (Tier 3) referrals for HPHS students.*
- **Improved outcomes on the year-end statewide assessments in math and language arts.** *Goals: HPHS students' average scores in Math and Language Arts are within 25 percentage points of the state average by the end of year one; within 20 percentage points of the state average by the end of year two; and within 15 percentage points of the state average by year three.*
- **Narrowing in the gap between HPHS and the other two district high schools' performance on science and social studies year-end tests.** *Goal: HPHS scores on 10th grade science and 11th grade history are equal to those of Topeka West and Topeka High by the end of year three.*
- **Reduction in the achievement gap between demographic sub-groups of student population.** *Goals: Reduce the achievement gap between whites and African Americans by 3 percentage points per year; reduce the achievement gap between whites and Hispanics by 3 percentage points per year.*

Strategy #3: School Environment Innovations

Because HPHS has been losing student population, it is important to provide additional “services” and offerings to students—and the community—to make the school more attractive to students and families who have left or are contemplating leaving HPHS for other high schools. In addition, it is important that the district send a message to students, families and teachers alike that it is serious and **committed to truly *transforming* HPHS**. That message cannot be effectively communicated by merely tinkering around the edges of reform. As such, **major scheduling, leadership and site-based management changes will be implemented** beginning with the 2010-11 school year in order to make HPHS more responsive to the learning needs of its students and to make the school more inviting to the community in general. In addition, these strategies seek to create a more direct role for community partners in the reforms at HPHS and to help turn the high school into a **true community school**.

Rationale:

Public schools can no longer pretend that they are the only options for parents and students. There are more private school options for primary and secondary education today than at any previous time. Many families will move to a neighboring county to take advantage of what they may perceive as better schools. Charter schools are also flourishing which provides even poor families the option of choice. In Topeka, and specifically at HPHS, many students are choosing to transfer to Topeka High and Topeka West because they feel the offerings and/or atmosphere of those schools is more desirable than that of HPHS.

Still other students are dropping out entirely—not only at HPHS but at the other two high schools as well—because the traditional fare and structure of high school has not captured their

imagination. Many students have other life concerns (i.e., work, family responsibilities, vocational opportunities, etc.) that might be standing in the way of their completing a “traditional” high school program.

TPS plans to truly transform HPHS into a more **community-oriented institution** that provides a **wider range of education options for students and families in a non-traditional manner** meant to accommodate anyone who wants a full secondary education.

Details:

1. TPS has already **hired a new principal** for HPHS who has organizational reform, accountability and school redesign experience along with strong leadership skills.
2. TPS will provide the new HPHS principal with **increased flexibility for hiring and assigning teachers and administrators**. Greater budgetary flexibility will also be provided to ensure smooth operation of the building during its extended day.
3. HPHS will switch from block time to a **7-period schedule**. This change will address attention span issues of both students and teachers, and it will allow for more collaboration time for teachers. This change will also facilitate MTSS Tier 3 interventions that do not take time and attention away from Tier 1 and classroom-based Tier 2 efforts (see SIG Strategy #4).
4. TPS will **expand the time HPHS is open for school from 7:00 am to 7:00 pm**. Students will be given the freedom to select any consecutive seven-hour schedule of classes. The expanded school day will allow students to take extra classes, such as credit recovery courses, Extended Learning Center and technology electives, in addition to their normal 7-course load of classes.
5. HPHS will **expand its daycare center** and keep it open from 7:00 am to 7:00 pm.
 - a. Daycare services will be extended, on a monthly fee basis, to the children of teachers, administrators, school-based staff, part-time students, and general community members. By year 3, the enrollment will be high enough that some of the fees from these paying customers will help subsidize the cost of care for full-time students.
 - b. Students can take course work in child care and early childhood education with supervised experiential learning opportunities in the day care center (see SIG Strategy #4), and there will be opportunities for before-school and after-school work opportunities for students in the center.

6. HPHS will establish a weekend and evening mentorship program, run by community groups, to provide tutoring, life skills lessons, computer training, and other services to HPHS students. In conjunction with the high school's technology, television production, and theatre programs, the mentorship program will help coordinate the student production of a Foxfire-style cultural heritage film program that will allow students to interview on camera members of the Highland Park community who have historical anecdotes about the high school.
7. In partnership between HPHS and several local organizations, the school will host a series of **community discussions** involving students, parents and other HSHS stakeholders on school climate, tolerance, preparing for college, and other important issues (such as Courageous Conversations).
8. HPHS will establish **remote computer centers at several local community-based organizations** in order to facilitate off-site and off-hours learning activities for HPHS students. These remote computer centers will allow students to access the same information and software that is available in the school's computer lab.
9. Using resources from the district's capital budget, TPS will complete several facility renovations to HPHS prior to school opening in the Fall of 2010. These improvements will include a **keyless entry system, a surveillance camera system, and an entry door system** that will require visitors to pass through the office. These modifications will provide a level of security and control to the building administrators with the building's extended hours.
10. HPHS will coordinate a **"Facility Revitalization" campaign** over the summer of 2010 to upgrade the aesthetics of the building. The project will be designed to maximize community participation and "ownership" in the transformation process at HPHS. Cosmetic improvements to the building (i.e., painting, lighting, signage, landscaping, artwork, etc.) will serve to make the building more inviting, but the activities—which will bring students, parents and community members to HPHS over the summertime—will serve to reconnect HPHS to the surrounding community.
11. HPHS will require **school uniforms for all students** (expanding the current uniform requirement for freshman only). The school will conduct a design competition this Spring, and TPS will negotiate with suppliers to provide discounted uniforms to HPHS students. The high school will purchase several uniforms in different sizes to keep on hand at the school.

Expected Outcomes:

- **Reduction in the number of transfer requests to other TPS high schools.** *Goal: 50 percent reduction in out-of-zone transfer request per year in each of the three years.*
- **Improved attendance and reduction in tardiness as students become more engaged in classroom activities.** *Goals: 89 percent attendance by the end of year one; 92 percent attendance by the end of year two; 95 percent attendance by the end of year three. 25 percent reduction in tardiness by the*

end of year one (measured against 2010 rates); 50 percent reduction in tardiness by the end of year two; 75 percent reduction in tardiness by the end of year three.

- **Increase in graduation and advancement rates.** *Goals: 87 percent graduation rate in year one; 90 percent graduation rate in year two; a 93 percent graduation rate in year three; and a 25 percent year over year reduction in the number of students in all grades who fail to advance to the next grade by the end of the standard school year.*
- **Increased involvement in, and satisfaction with, HPHS among parents and community members** (as measured by event participation counts and climate surveys). *Goals: 10 percent increase in attendance numbers (year over year) at all recurring school-wide events each year; and 80 percent or higher proportion of parents who report being “satisfied” or “very satisfied” with HPHS on annual climate surveys.*
- **Increase in total student enrollment over the course of the Transformation implementation.** *Goals: Total student enrollment of 825 in year one; 875 in year two; and 925 in year three.*

Strategy #4: New Course Offerings

In order to better align course offerings with the mission of the school and district to prepare *all* students for a productive, positive life after high school, HPHS will offer several new programs to address the needs of all levels of students. These will include **Extended Learning Center courses** for those falling behind or in need of targeted assistance mastering a particular concept; additional **AVID** electives, eventually for each grade, for students “in the middle” who may require extra academic and social supports to keep them on track for college; and an **environmental science experiential learning program** that takes advantage of the prairie lands recently purchased by the district from the State of Kansas and will provide college credit opportunities in the pure sciences. HPHS will also implement **three “Career Academies”** for upper classmen to provide specific job skills to interested students.

Rationale:

Students excel when they are engaged by learning. As part of the transformation of HPHS, the school must deliver new options and supports for its student body while at the same time conveying the message that we **expect excellence from all students**, not just the gifted and talented ones. At the same time, the focus of the school—and by extension, the district—cannot solely be on addressing the needs of struggling students. HPHS is fighting the perception—real or imagined—that its advanced courses have been “watered down” to enable more students to take them.

To that end, HPHS’s transformation will need to include **expanded and coordinated course offerings aimed at pushing all students up in achievement.** This is critical to attracting students back to HPHS, and keeping them there.

Details:

1. In conjunction with a local college or university, TPS will begin to develop an **advanced Environmental Science elective seminar program** for juniors and seniors. The program will include regularly scheduled fieldwork at the district's prairie site, lab work and research. A series of four semester-long courses, completed sequentially, will result in an Environmental Science "minor" degree from HPHS (if all other required coursework is completed). TPS will explore options with its college partner to have that school recognize the program for college credit. Development of the course will take place in the 2010-11 school year with classes beginning in 2011-12.
2. HPHS will establish an **AVID elective** for each of the four high school grade levels. The AVID instructors will teach the AVID elective, staff Extended Learning Center offerings and manage student teachers and classroom volunteers. In addition, all core subject matter teachers in math, language arts, science and social studies will receive training in the AVID model. These changes will ensure that the AVID approach, tactics and expectations permeate throughout the high school and are reinforced at every turn.
3. HPHS will establish **three Extended Learning Center periods per day**, spread throughout the day (i.e., 7:00, 11:00 and 3:00) so that students can enroll in Center offerings without interfering with their 7-period schedule.
 - a. Students identified (based on formative assessments) as needing Tier 3 interventions will have targeted assistance from special education teachers during this time period. This will allow for small group or one-on-one teaching that does not remove students from valuable class time.
 - b. Students identified (based on formative assessments) as needing Tier 2 interventions that cannot be effectively delivered during class time will have targeted assistance from student teachers and volunteers (operating under the supervision of AVID teachers) during these structured classes.
 - c. Students who have an incomplete, have failed a class or are otherwise behind in credits can attend the Center for "credit recovery" classes.
4. TPS will establish three Career Academies at HPHS for juniors and seniors. These will include programs for **Certified Nurse Assistant, Sports Medicine and Dental Assistant**. The programs will provide all required training and coursework to be registered with the state and will include preparation for all respective competency tests. The program will also arrange for students to complete their clinical requirements at local health care facilities. These "career exploration" options will allow upper classmen to obtain real world experience in professions that will prepare them for a pre-med college program, an advanced physical therapy program or a nursing college.
5. HPHS will provide an on-line distance learning options for several core courses, including courses in language arts, math, science, and social studies. Students will be able to access lessons and assignments via the internet, work at their own pace, take practice tests, and take

timed end-of-unit assessments. Student use and performance in the on-line courses will be automatically tracked.

Expected Outcomes:

- **Reduction in the number of transfer requests to other TPS high schools.** *Goal: 50 percent reduction in out-of-zone transfer request per year in each of the three years.*
- **Increased enrollment in AP and other advanced classes** (as gifted and talented students stay at HPHS, and as more students enroll in more challenging course work). *Goal: Increased participation in advanced coursework by 25% in year one; 37% in year two; and 50% in year three.*
- **Increase in total student enrollment over the course of the Transformation implementation.** *Goals: Total student enrollment of 825 in year one; 875 in year two; and 925 in year three.*
- **Improved attendance and reduction in tardiness as students become more engaged in classroom activities.** *Goals: 89 percent attendance by the end of year one; 92 percent attendance by the end of year two; 95 percent attendance by the end of year three. 25 percent reduction in tardiness by the end of year one (measured against 2010 rates); 50 percent reduction in tardiness by the end of year two; 75 percent reduction in tardiness by the end of year three.*
- **Increase in graduation and advancement rates.** *Goals: 87 percent graduation rate in year one; 90 percent graduation rate in year two; a 93 percent graduation rate in year three; and a 25 percent year over year reduction in the number of students in all grades who fail to advance to the next grade by the end of the standard school year.*
- **Improved outcomes on the year-end statewide assessments in math and language arts.** *Goals: HPHS students' average scores in Math and Language Arts are within 25 percentage points of the state average by the end of year one; within 20 percentage points of the state average by the end of year two; and within 15 percentage points of the state average by year three.*
- **Improved scores on summative assessments (Scantron Performance Series) over the course of the transition.** *Goals: HPHS students' average scores in Math and Language Arts on Scantron are within 10 percentage points of the district average by the end of year one; within 5 percentage points by the end of year two; and equal to the district average by year three.*

Strategy #5: Early Warning System

As a response to the high drop-out rate and the inadequate graduation rate at HPHS, TPS will develop a **robust Early Warning System for drop-out prevention**, establish a **decision-tree intervention model**, develop a **case management strategy** and processes for managing “at risk” students identified by the Early Warning System, and establish a data-driven performance management and accountability model to monitor and analyze early warning data and review the program’s effectiveness.

Rationale:

Catching students *before they fail* is a hallmark of Multi-Tier System of Supports and other Response to Intervention models. The same concept is true as applied to high school drop-outs as well. High schools and middle schools in the Chicago Public Schools, Milwaukee Public Schools, the Dallas Independent School District and others have had great success implementing a drop-out early warning system. An early warning system identifies factors that are highly predictive of student’s dropping out, identifies students in need of intervention, and monitors the provision of interventions. Since the implementation of these programs, both Chicago and Dallas have seen more than a 30 percent reduction in drop out early warning factors among high school students.

But an early warning system is only useful if there are effective interventions for students at-risk of dropping out, and those interventions are quickly and consistently applied. Developing a robust intervention and case management process for responding to the early warning system’s information is critical to the success of this program.

Details:

1. Develop early warning metrics, reaching back to middle school data.
2. Establish easy to understand early warning reports for teacher, principals, and school counselors in the TPS student information system.
3. Develop a structured decision tree of interventions based on specific warning signs.
4. Develop an intervention case management system to help teachers, principals, and counselors manage supports to students identified as “at risk.”
5. Train counselors, teachers and administrators on the system and the interventions.
6. Establish a “Community Court” for chronic absenteeism. HPHS will empanel a group of community members to hear “cases” on students with three or more unexcused absences. The panel will meet periodically (weekly?), hear presentations from the administration and from students, and make recommendations to the Principal for corrective action. For example, students may be required attend Extended Learning Center sessions for credit recovery, they may be required to do “community service” at the school (i.e., assisting with custodial work in the building), or they may be required to write a letter of apology to their teachers. Second hearings before the Community Court will require parent attendance.
7. Establish a bi-weekly data-based performance management process to facilitate the review of early warning data, to track the speed and fidelity with which counselors apply the interventions, and to evaluate the effectiveness of the intervention strategies.

Expected Outcomes:

- **Increase in graduation and advancement rates.** *Goals: 87 percent graduation rate in year one; 90 percent graduation rate in year two; a 93 percent graduation rate in year three; and a 25 percent year over year reduction in the number of students in all grades who fail to advance to the next grade by the end of the standard school year.*
- **Improved attendance and reduction in tardiness as students become more engaged in classroom activities.** *Goals: 89 percent attendance by the end of year one; 92 percent attendance by the end of year two; 95 percent attendance by the end of year three. 25 percent reduction in tardiness by the end of year one (measured against 2010 rates); 50 percent reduction in tardiness by the end of year two; 75 percent reduction in tardiness by the end of year three.*
- **Increased parent involvement** (as measured by attendance at parent/ counselor conferences). *Goals: 85 percent attendance at parent-teacher-student conferences scheduled as a result of EWS interventions.*

Strategy #6: Teacher and Principal Effectiveness-Driven Human Capital Approach

By framing teacher performance in terms of student performance, districts can align incentives, professional development, and teacher and principal evaluations to the habits and practices that improve student outcomes. Districts have several options in using this data, including strategic compensation, effectiveness-based teacher placement, performance-based teacher evaluations, and differentiated professional development.

TPS will develop a metric of teacher effectiveness based on student performance for use in a comprehensive human capital development program. In preparation for including student performance in the evaluation of teachers and school-based administrators—among other measures—TPS will develop the systems to provide teachers and administrators with data on student performance in ways that seek to identify the individual growth of each student over the course of a year with each teacher. This information will be provided to HPHS teachers and administrators for informational purposes only in the first two years of the transformation. In year 3, TPS will incorporate student growth into the teacher and administrator evaluation model.

Rationale:

As the TPS needs assessments have pointed out, there are many systemic issues with how the district has operated in the past that have had an adverse effect on how schools are operated, the supports (or lack thereof) provided to teachers, and, ultimately, on student performance. It is unreasonable to expect teachers alone to immediately change these outcomes without first addressing these systemic issues. However, as TPS extends to teachers and administrators more resources to improve their performance, they will also expect educators to be accountable for the growth of their students.

Researchers and managers in districts that have successfully implemented value-added models agree that it is not appropriate to attach measures of teacher effectiveness to accountability programs in the first two years of implementation. However, these data offer deep insights in to the instructional practices that promote student growth and on the specific areas where teachers require support. In years 1 and 2, the program will be used to target professional development to discrete teacher needs and conduct research on the levers of teacher effectiveness such as teacher preparation programs, alternative certification programs, and specific instructional programs used by teachers scoring high on the metric.

Although eventually the model will be used in part for evaluative purposes, the evaluation model TPS intends to build is one that tracks group performance of teachers across vertical and horizontal dimensions. The model will evaluate each grade's teachers across the board in all subjects for the performance of that grade's students in math, language arts, science and social studies on the Kansas State Assessments (KSAs). The model will also evaluate each core subject area's teachers—across grades for the performance of students each year in the respective subject area (math, language arts, science and social studies) on the KSAs.

The use of teacher effectiveness measures can make the biggest impact when placed in the context of both individual and groups incentives. Rewarding the growth of all science teachers or 9th grade teachers, for example, recognizes that teaching is a “team sport.” If a 12th grade math teacher is evaluated for all math students, she will be more likely to work with the lower grade math teachers to make sure there is a smooth continuum of teaching and learning throughout the building. Similarly, a social studies teacher might become more willing to discuss what is going on in science and language arts to see if there are some common themes he can incorporate into his lesson plans. It is the objective of TPS to foster this type of “cross fertilization” at HPHS and thereby help

to create a better overall learning experience for HPHS students. And the more interesting, connected and relevant the school experience is for HPHS students, the better they will perform on formative, benchmark and summative assessments.

Details:

1. Conduct a gap analysis on the health of district longitudinal data to build a measure of teacher effectiveness.
2. Develop a set of options for building a metric including which assessments to use, which factors to track, and which factors to control in the regression model.
3. Conduct research using the metric on the levers of teacher effectiveness.
4. Based on the findings of the research, develop policies that push the levers. These could include strategic compensation, performance-based evaluations, performance-based tenure, targeted professional development, and studying specific effective teaching strategies to scale to other teachers.
5. In negotiations with the teachers' union, establish a new teacher evaluation model that takes these data into account.

Expected Outcomes:

- **Improved scores on summative assessments (Scantron Performance Series) over the course of the transition.** *Goals: HPHS students' average scores in Math and Language Arts on Scantron are within 10 percentage points of the district average by the end of year one; within 5 percentage points by the end of year two; and equal to the district average by year three.*
- **Improved outcomes on the year-end statewide assessments in math and language arts.** *Goals: HPHS students' average scores in Math and Language Arts are within 25 percentage points of the state average by the end of year one; within 20 percentage points of the state average by the end of year two; and within 15 percentage points of the state average by year three.*
- **Narrowing in the gap between HPHS and the other two district high schools' performance on science and social studies year-end tests.** *Goal: HPHS scores on 10th grade science and 11th grade history are equal to those of Topeka West and Topeka High by the end of year three.*
- **Reduction in the achievement gap between demographic sub-groups of student population.** *Goals: Reduce the achievement gap between whites and African Americans by 3 percentage points per year; reduce the achievement gap between whites and Hispanics by 3 percentage points per year.*

- **Improved teacher morale** (as measured by teacher surveys). *Goals: Over 50 percent of HPHS teachers reporting that the value-added model is being developed fairly on anonymous teacher surveys in year one; 67 percent in year two; and 75 reporting that the model is fair in its implementation in year three.*

Strategy #7: Blended Technology

In order to provide HPHS students with **technology tools and training** to improve their **study and research skills** and **prepare them for meaningful jobs** as well, HPHS will establish a **blended technology program** that will provide students with laptop, notebook , pad, or i-Touch computers. Distribution of this technology will be **tied to achievement** and **coupled with coursework in all curricular areas**.

Rationale:

The Digital Divide first loomed as a public policy issue in the 1990s. Much was made about the growing technology gap that was leaving poor households behind. Since the User Revolution (Web 2.0) emerged as a new factor in technology design in recent years, the Digital Divide debate has shifted to the masses in emerging markets, particularly in Asia. But in the US, many communities are still far behind in terms of computer use, internet access and modern technological skills.

By providing HPHS students with computer equipment and research-, analysis- and presentation-focused technology skills, we will be preparing students for modern day life in college and on the job. Starting out at HPHS underclassmen will have the opportunity to use technology to further enrich and engage them in their studies, by using tools such as i-Touch. As the students progress, technology will as well, resulting in a laptop for use in the senior year. By limiting access to laptops to upper classmen and tying the program to achievement in earlier grades, HPHS will be creating both an attraction to the school and an incentive to perform at a high level, while still providing access to current technology while students are freshmen and sophomores.

Details:

1. Establish a blended technology program that provides a portable laptop computer or i-Pad/i-Touch to returning juniors who have fulfilled the following requirements:
 - a. Successfully completed 9th and 10th grades on time
 - b. Received a grade of 70 percent or better in all core subject courses
 - c. Exhibited good attendance in 9th and 10th grade (to be determined by the building team)
 - d. This program may be called “Earn It to Own It,” with the idea that seniors who have earned a laptop will be able to keep the laptop upon graduating for use in post-secondary education.
2. Entering juniors who did not attend HPHS for 9th and 10th grades can earn a computer in their senior year by receiving 70 percent or better on all core courses and exhibiting good attendance in their junior year.
3. Entering freshmen and sophomores will receive technology, such as Netbooks or i-Touch to use, directly tied to instruction, and will be informed of the requirements of the “Earn It to Own It” program for their junior and senior years.
4. Require recipients of computers to enroll in two semester-long computer use courses at HPHS. These courses must be taken in addition to the normal 7-class schedule.
5. Every computer recipient who is accepted into college for the Fall following his or her senior year will be allowed to keep the computer.

Expected Outcomes:

- **Increase in graduation and advancement rates.** *Goals: 87 percent graduation rate in year one; 90 percent graduation rate in year two; a 93 percent graduation rate in year three; and a 25 percent year over year reduction in the number of students in all grades who fail to advance to the next grade by the end of the standard school year.*
- **Improved attendance and reduction in tardiness as students become more engaged in classroom activities.** *Goals: 89 percent attendance by the end of year one; 92 percent attendance by the end of year two; 95 percent attendance by the end of year three. 25 percent reduction in tardiness by the end of year one (measured against 2010 rates); 50 percent reduction in tardiness by the end of year two; 75 percent reduction in tardiness by the end of year three.*

Within the application, KSDE asks the following to be addressed:

Data has been displayed and analyzed.

TPS responded with fidelity to each requirement in this section, including descriptive information on each of the eight bulleted sources of data in the application, and all data were shared widely with the teachers' group, the Advisory Committee, and the general public. (See Appendix K, slides 3 -4) describe those who will benefit from the data collected previously and in the future.

School explained how it used needs assessment for model selection (1 point)

Through the collecting of information and data, several things became apparent. First, the **school is the heart of the community**, so increased community involvement and empowerment is a key to the transformation. Second, HPHS has a **reputation among many as being unsafe**. Third, although the school has made a lot of progress over the years in regards to achievement, it started so much farther behind other schools that it is still not where it should be. Fourth, **instruction needs to improve**. Although many staff are caring and capable, some struggle and need help to deliver effective instruction. Fifth, **some students will be more successful in small learning communities focused on a strand or theme**. Sixth, things need to be in place to “show” a transformation of the school, such as increased security, facility and technology upgrades, and school-wide school uniforms.

School described why the model will be an appropriate fit (2 points)

As a result of the needs assessment, the model selected needs to address community involvement, small learning communities, and improved instruction. First Things First is a research-based school reform model in which outcomes include:

- Setting high standards

- Increased instructional time
- Small learning communities (Career Academies)
- Improve Instructional practices
- Collective responsibility for student achievement

School described the actions to be taken to design and implement interventions meeting the requirements of the grant (2 points)

After the grant is funded, there will be an overwhelming amount of work to do in the summer, which will require a lot of district and building staff to work to begin attending to the details of the plan. The implementation timeline (**Appendix C**) details the actions to be taken in gearing up for August 2010 implementation.

School described how it used the School Intervention Model Selection Rubrics to choose a model. (2 points)

Based on the various **needs assessments** the district completed, the **model selection rubrics**, the **analysis of the capacity of the district**, and the **goals** the district has set for the school, TPS is selecting the **Transformation Model** for Highland Park High School's School Improvement Grant. A process of elimination was used to identify the reform model. Given the aggressive nature of the timeline several of the options did not seem viable.

The school described how the school will align other resources with the interventions. (2 points)

TPS has made a commitment of \$200,000 to HPHS for the transformation efforts. In addition to these extra funds, other resources aligned to the efforts at HPHS include district-wide Curriculum and Assessment teams, who will revise course and grade level standards in Language Arts, Math, Science and Social Studies and create an online curriculum database. This collaboration

between HPHS staff and the staff at the other two TPS high schools ensures equitable resources, training, and communication that addresses the systemic inadequacies identified in the root cause analysis.

The school described what practices or policies, if necessary, will need to be modified to enable the school to implement the interventions fully and effectively. (2 points)

There will be a much greater reliance on **data-based decision-making** for the implementation and ongoing administration of the Transformation strategies. This will involve structured, data-based performance management processes at both the school and district levels. Also, the district will need to change its hiring and placement policies to reflect **greater school-level authority and flexibility** to be provided to the new Principal as described above. Finally, there will be some ongoing budgetary changes necessary to support the extended operating day at HPHS. These changes will need to be built into the district's long-term budget process.

Explain how the school will sustain the reforms after the funding period ends. (2 points)

TPS has created a plan that will be sustained long after the grant period ends. Essential components include:

- Developing teacher capacity and improving instructional efficacy
- Developing administrative leadership skills
- Addressing the systemic problems pinpointed in the Cross and Jofus evaluation
- Investing a minimal budget in salary expense that would have to be sustained

SCHOOL CAPACITY (4 points)

As detailed in Section B of the grant application, under district information, the school capacity was determined using the ICM by both a district and a building team. Results were discussed in that section and are available in full in **Appendix B**.

TIMELINE AND GOAL SETTING (8 points)

After the grant is funded, there will be an overwhelming amount of work to do in the summer, which will require a lot of district and building staff to work to begin attending to the details of the plan. The implementation timeline (**Appendix C**) details the actions to be taken in gearing up for August 2010 implementation.

The school wrote description of the annual goals for student achievement that the school has established based on the State’s assessments in both reading/language arts and mathematics. The school wrote a description of other annual goals tied to implementation of the model.

TPS used the steps in the School Improvement Process, outlined in the Kansas School Improvement notebook, along with grant guidelines to inform this application process. The SIG application calls for districts to assist school through Stages 1-4. Stage 1 is “Orientation and Readiness,” Stage 2 is “Gather and Organize Data,” and Stage 3 is “Analyze Data.” A committed group of staff members at Highland Park organized and began meeting in October 2009 as a part of this process (this group and its focus are detailed in the Section C narrative). Through their book study and discussion, they developed a clear picture of the improvement process (Stage 1) and gather a lot of data to discuss, including GPA, ACT/SAT scores, graduation rate, and state assessment scores. Furthermore, they began trying to pinpoint the root cause of the problems facing HPHS (Stage 3). Please see the “School Improvements Stages 1-4 timeline” (see **Appendix G**).

Description of annual SMART goals for student achievement, based on state assessments in reading and math and other goals tied to implementation are listed in **Appendix E**.

The school identified the relevant stakeholders, both internal and external, who were consulted by the school when completing Stages 1 through 4 of the school improvement plan.

Highland Park High School, with its proud past and promising future, has many stakeholders with whom to consult. Teachers, counselors, administrators, support staff, parents, community members, parents, alumni, community organizations, and students were asked at various points in the compilation of the SIG grant for input and feedback. The process was aimed at transparency and gathering meaningful data to inform all decisions.

In addition, **Cross & Jofus** is a **Critical Friend** to the District and was instrumental in completing the School Improvement Stages 1 through 4. C&J provided quick and thorough feedback on the district's approach, and provided useful research and best-practice documentation of reform strategies.

How will the LEA enable the new leader to make strategic staff replacements? (5 points)

As stated in the application and reiterated during the district's presentation to the State, the State's assessment of TPS and the district's own **needs assessment** pointed out the systemic district-wide issues that have impeded achievement at HPHS. Therefore, district leadership did not feel it was fair to hold the teaching staff fully accountable for the school's low achievement without first addressing the **systemic problems** and providing an **adequate reform program** for the school.

TPS has committed in this application to establishing a **teacher and administrator evaluation system that factors student achievement into the evaluation.**

Moreover, there is a **new principal, associate principal, and a new freshman academy principal**. Two other assistants will re-apply for their respective positions.

Teacher(s) not highly qualified have been placed elsewhere around the district in positions where they are highly qualified.

What changes in decision making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the transformation? (5 points)

The new principal has been given **much greater latitude** than any other district principal in developing a **flexible master schedule** and in the selection of key staff hires. A newly formed **Site Advisory Council**, comprised of teachers and committee members who contributed to the writing of the grant application, will provide suggestions to the principal on academic program matters. (See Appendix K, slides 1,2,5) Examples of site-based decisions have included the selection of a principal, school uniforms, master scheduling and course offerings.

Section D: Descriptive Information for Each School (25 points)

1. How will the LEA select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?

TPS acknowledges how important the selection of the new principal is to this reform effort. In anticipation of the transformation of HPHS, TPS has already begun the process of identifying and selecting a new principal for the school. The new school leader will have relevant change management experience, collaborative leadership skills, and strong relationships with the general community. The new principal will be in place by June 1, 2010. The following steps illustrate the selection process:

1. An administrative committee was formed (Ms. Tammy Austin, Dr. Stephen Burkholder, Mr. Larry Robbins and Dr. Linda Wiley) to screen the 13 applicants. Six applicants were chosen to interview using a rubric.
2. The six candidates were interviewed by the team that also included Dr. Kevin Singer. The applicant pool was narrowed to four finalists.
3. A district committee of 17 patrons, staff and community leaders was formed to interview the four candidates. The committee was given 18 questions to ask each candidate and rated on a scale of 1-5 for each question. The team made a recommendation to the administrative committee.
4. The committee will meet and give the Board their recommendation.

2. How will the LEA enable the new leader to make strategic staff replacements?

All current administrators (including Assistant and Associate principals) will be required to reapply for their positions and interview with the new principal. In recognition of the fact that the

school and district, to this point in time, have not had the appropriate systems and supports in place to maximize teacher effectiveness, the review of each teacher's performance and fit with the new Transformation model will begin in year two, after the systems and supports have been implemented. By year three, student achievement data will factor into those evaluations as well. As with the APs, however, once the new teacher evaluation system is developed and implemented, the new Principal will have input in assigning and removing teachers at HPHS.

As a result of the use of the identified teacher observation/evaluation tool, the principal and administrative designees will objectively observe the quality of classroom instruction and make judgment with regard to teacher effectiveness. These thoughtful, objective judgments will lead to recommendation to the district Human Resources office that results in action supported by the negotiated agreement. Such recommendations will be supported by central office in an effort to increase quality teacher performance. Teacher capacity will be developed in this process and expectations will be transparent. Ineffective teachers will not be transferred as a result of sub-par performance. This process has been overwhelmingly supported across all empowerment groups during the grant writing process.

3. What is the LEA's own capacity to support the transformation, including the implementation of required, recommended, and diagnostically determined strategies?

TPS has created the infrastructure necessary to successfully implement all identified strategies. A centrally located "**Turnaround Office**," staffed with a Director and an Academic Specialist, will be responsible for managing the transformation strategies. The Turnaround Office will be informed by an **Advisory Committee** made up of community stakeholders. In addition, the education consulting firm Cross & Jofus, in its capacity as the State's turnaround specialist, will provide ongoing technical assistance to TPS's Turnaround Office over the course of the Transformation. Finally, the district intends to augment its internal capacity by enlisting outside

contractors to assist in the implementation of several of the Transformation Strategies. Contractors will be selected through competitive bid processes overseen by the Turnaround Office.

4. What changes in decision making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the transformation?

As stated above, there will be a much greater reliance on **data-based decision-making** for the implementation and ongoing administration of the Transformation strategies. This will involve structured, data-based performance management processes at both the school and district levels. Also, the district will need to change its hiring and placement policies to reflect the **greater school-level authority and flexibility** to be provided to the new Principal as described above. Finally, there will be some ongoing budgetary changes necessary to support the extended operating day at HPHS. These changes will need to be built into the district's long-term budget process.

5. What changes in operational practice must accompany the Transformation and how will these changes be brought about and sustained?

There are several operational changes that will accompany the Transformation of HPHS. These include the following:

- **Expanding the hours of operation** of the school building which will necessitate additional funds for custodial services, utilities, security, transportation and food service. In addition, the need for administrative coverage of the building during all operating hours may require additional resources for the school-based administration.
- The addition of the **AVID program** for all grades (by year 3), combined with the need for blocks of collaborative planning time for core teachers on a weekly basis, will require additional teachers at HPHS. Until the scheduling process is completed, it is difficult to pinpoint the precise need, but it is likely to require at least two new positions.
- The establishment of **12 hours of course offerings** in year one of the Transformation will require significant planning and outreach to students and families during the summer. This work will require counselors, schedulers and other student support services staff to work for intense periods of time over the summer to ensure a smooth transition to the new schedule in Fall 2010.

Section E: Budget (20 points)

Each line item for the district and school budgets had a detailed explanation of all activities associated with the grant.

Please see **Appendix C** for the detailed budget with explanations.

Assurances

Topeka Public Schools will use its School Improvement Grant to implement fully and effectively an intervention at Highland Park High School that the district commits to serve consistent with the final requirements.

The Topeka Public Schools will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor Highland Park High School's performance under the School Improvement Grant.

The Topeka Public Schools will report to the SEA the school-level data required under section III of the final requirements.

Waivers

TPS is seeking a waiver to be able to serve a Tier II school.

TPS is also seeking a waiver to extend the period of availability of school improvement funds to three years.

Appendix List

Appendix A: School Reform Model Matrix (HPHS Restructuring Committee) - Dr. Hollie Becker

Appendix B: Innovation Configuration Matrix (ICM) Results and Matrix - Dr. Kevin Singer

Appendix C: Detailed Budget – Mr. Doug Austin

Appendix D: SIG Grant Requirements Chart - Dr. Kevin Singer

Appendix E: SMART Goals for Years 1-3 - Dr. Stephen Burkholder

Appendix F: Principal Job Posting and Selection - Ms. Tammy Austin

Appendix G: School Improvement Stages 1-4 Timeline - Dr. Hollie Becker

Appendix H: Systemic Coherence Matrix: C&J to SIG - Dr. Kevin Singer

Appendix I: Leading Indicator Report (KSDE Application Packet Appendix E)- Dr. Kevin Singer

Appendix J: Alignment of Lemov to Danielson’s Framework for Teaching - Dr. Hollie Becker

Appendix K: KSDE Grant Presentation PowerPoint presentation

Appendix L: Excerpts from the Comprehensive Improvement Plan for ELL

Referenced Documents

Document 1: Structured Interviews - Dr. Kevin Singer

Document 2: 2009 AYP Report - Dr. Stephen Burkholder

Document 3: Robert Marzano and Doug Lemov strategies - Dr. Stephen Burkholder

Document 4: School Observation Log - Mr. Bill Bagshaw

Document 5: Cross and Jofus: Needs Analysis of TPS - Dr. Kevin Singer

Document 6: Cross and Jofus: HS Models - Dr. Hollie Becker

Document 7: TPS Table of Organization - Dr. Kevin Singer

Document 8: AdvancEd Standards Assessment Report (SAR) - Dr. Hollie Becker