Title I Schoolwide and KansaStar

What to know for 2020-2021
Title I Schoolwide

• Advantages
  ➢ Effectively leverage federal funds
  ➢ Upgrade your entire educational program
  ➢ Flexibility
    • Serving all students
    • Opportunity to consolidate federal, state, and local funds

• Supporting School Reform
  ➢ Emphasis on
    • lowest-achieving students
    • underserved populations
Federal Core Requirements

➢ **Comprehensive Needs Assessment**
  • Examination of Relevant Academic Data
  • Determination of Root Cause(s)
  • Note: This may be from another process/source

➢ **Schoolwide Plan**
  • Evidence-Based Strategies for Implementation -- Resources
  • Opportunities and Learning Needs of All Students
  • Note: This plan may be integrated into existing plans (KESA, Redesign, etc.)

➢ **Annual Evaluation**
  • Data Driven Decisions
  • Multiple Data Points
Other Components

- Instruction by qualified Kansas licensed staff
- Quality and on-going professional development
- Strategies to attract qualified licensed teachers to high need schools
- Increase parental involvement
- Supporting preschool children with transition to Kindergarten
- Measures to include teachers in decision-making
- Providing students with effective, timely, additional support
KansaStar believes...
If you change behavior, you can change results.

To improve results, change to the desired behaviors.
Kansas leads the world in the success of each student.
What is KansaStar

➢ Online school improvement process
  • Streamlined navigation
  • Resource enhanced

➢ Created by ADI (Academic Development Institute), the parent company of Indistar.

➢ Provided to Kansas school districts/buildings at no cost.
Before you start

➢ How to get access
  • Apply and request an account through KSDE. An email will provide the registration form and what information is need to establish an account.
  • The completed information needs to be emailed back to KSDE and directions will include who to copy at ADI (Academic Development Institute).

➢ Account information
  • Login and passwords will be sent by email from Stephanie or Luann @ ADI.

➢ First step – complete the supplemental form
Title I Schoolwide Supplemental Form

After you login to the portal, the KansaStar home page will appear.

Go to “Complete Forms” and click on Title I Schoolwide Supplemental Form

Answer the three questions:
- Comprehensive Needs Assessment
- Transition for pre-school students
- Coordination of Programs (Federal, State, Local)

and review the Assurances:
- School/Parent community involvement policy
- Parent-School Compact
- ESOL endorsed teachers for ELL students

Sign and date
The following Title I Schoolwide requirements are not addressed in the KansaStar indicators. Please briefly describe how each have been implemented in your schoolwide plan.

1. Comprehensive Needs Assessment
Briefly explain what you did for your Comprehensive Needs Assessment.

Qualitative - surveys (students, parents, staff, community perceptions), focus groups, inventories
Quantitative - data formats: formative, summative, Lagging Indicators (graduation rate)
Getting started

➢ Four basic processes within KansaStar
  • Setting Direction (Our Direction)
  • Focused Collaboration (Our Meetings)
  • Success Cycle
  • Checking Progress (Our Progress)

➢ Access to existing student data and school improvement initiatives
Leadership Team

Functions
• Data sources
• Data Gathering
• Data Analysis

Assessing & planning the improvement of professional practices
Revising and editing as needed.
KansaStar Home Page

After you login to the portal, the KansaStar home page will appear.

Using your data, complete **Our Direction**

- Profile information
  - Leadership Team
  - Demographics

- Set Direction
  - Mission & Goals
  - Data Review
  - Indicator Selection
Steps 1 and 2

Step 1 Mission and Goals

Step 2 Data Review

- Needs Assessment, Accreditation Reports, Other Feedback
- Student Outcome Data
  - State Assessment Results
  - Screening Data
- Leadership Team's progress
Schoolwide Required Indicator Categories

Step 3: Indicator Selection
Each schoolwide program must select at least one indicator from each of the five required categories

- Leadership and Decision-Making
- Curriculum, Assessment, and Instructional Planning
- Classroom Instruction
- Parent, School, and Community
- Tiered Support
2. Select the Indicators within each Effective Practice that will inform your implementation plan in the Success Cycle.

Note: Select a number of Indicators that the Team will be able to concentrate on until implemented. Be sure to include Key Indicators if they are tagged in your system. As some Indicators are implemented, the Team may return here and add more to replace them.

Filter(s): Choose a filter to narrow your Indicator search. The Success Cycle will default to display all selected indicators.
<table>
<thead>
<tr>
<th></th>
<th>Leadership and Decision-Making - Establish a team structure with specific duties and time for instructional planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>42</td>
<td>A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)</td>
</tr>
<tr>
<td>43</td>
<td>The Leadership Team serves as a conduit of communication to the faculty and staff. (43)</td>
</tr>
<tr>
<td>45</td>
<td>The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (45)</td>
</tr>
<tr>
<td>46</td>
<td>Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (46)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Leadership and Decision-Making - Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>57</td>
<td>The principal keeps a focus on instructional improvement and student learning outcomes. (57)</td>
</tr>
<tr>
<td>58</td>
<td>The principal monitors curriculum and classroom instruction regularly. (58)</td>
</tr>
<tr>
<td>60</td>
<td>The principal challenges and monitors unsound teaching practices and supports the correction of them. (60)</td>
</tr>
<tr>
<td>1676</td>
<td>The principal provides timely, clear, constructive feedback to teachers. (1676)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Leadership and Decision-Making - Expanding time for student learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>967</td>
<td>The principal creates and sustains partnerships to support extended learning. (967)</td>
</tr>
<tr>
<td>968</td>
<td>The principal ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development. (968)</td>
</tr>
<tr>
<td>969</td>
<td>The principal monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (969)</td>
</tr>
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</table>
KansaStar
Special Features

Kansas leads the world in the success of each student.
Resources

Wise Ways (evidence based)

Indicators in Action

Publications
Wise Ways Walkthrough

Briefs that provide:

- Context
- Research Syntheses
- Examples
- References

WW2880    PD Plan
Professional development within education has received frequent and well-documented criticism around it being too generic and unrelated to everyday instructional practices, and too often consisting of one-shot events led by an external consultant without any follow-up to address implementation and effectiveness (DeMonte, 2013). Calls for more comprehensive, job-embedded, and sustained professional development are found frequently in the literature (e.g., Wei, Darling-Hammond, Andree, Richardson, & Orphanos, 2009; National Staff Development Council, 2001). Wei, et al., (2009) define high quality or effective professional development as “that which results in improvements in teachers’ knowledge and instructional practice, as well as improved student learning outcomes” (p. 3). A review of the literature yields five characteristics of high-quality professional development, which are described in detail below (Archibald, Coggshall, Croft, & Goe, 2011; DeMonte, 2013).

1. Aligns with School Goals, State and District Standards and Assessment, and Other Professional Learning Activities

Alignment helps reduce confusion and uncertainty about what and how to teach, and can help build shared vocabulary and common goals that are essential to sustain instructional improvements (Archibald, et al., 2011). In addition, Garet, Porter, Desimone, Birman, & Yoon (2001) as cited in Archibald, et al., (2011) found that teachers report greater increases in their knowledge and skills when professional development activities:

- Build on what teachers have previously learned in related professional development;
- Emphasize content and pedagogy aligned with national, state, and local standards and assessment; and,
- Support teachers in developing and sustaining ongoing communication with colleagues attempting similar teaching changes.

It is also important to note, however, that a coherent aligned system does not translate into teachers that will implement changes to instruction in uniform ways; teachers will differentiate and integrate strategies in ways consistent with their teaching style and classroom context (Archibald, et al., 2011).
## Wise Ways Tools

### Additional Tools

<table>
<thead>
<tr>
<th>Resource Link</th>
<th>Resource Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development Plan</td>
<td>Professional development is a means for elevating the skill and knowledge of administrators, teachers, and staff. Includes a template for planning professional development.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State-specific Resource Link</th>
<th>Resource Description</th>
</tr>
</thead>
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</tbody>
</table>
Resources

Wise Ways (evidence based)

Indicators in Action

Publications
Whole faculty PD Based on Observations

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

Wise Ways (evidence based)

Indicators in Action

Publications
To search publications on this page, click Ctrl+F and type in the search box in the upper right corner of your browser.
Effective Practices: Research Briefs and Evidence:

CORE FUNCTION:
Curriculum, Assessment, and Instructional Planning

EFFECTIVE PRACTICE
Engage instructional teams in developing standards-aligned units of instruction.

INDICATOR
- Instructional Teams develop standards-aligned units of instruction for each subject and grade level.
- Units of instruction include standards-based objectives and criteria for mastery.
- Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.
- Units of instruction include specific learning activities aligned to objectives.
- Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.
- Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers.

STRENGTH OF EVIDENCE RATING

Strong

There is a good deal of evidence of the effectiveness of instructional teams [e.g., professional learning communities] positively benefiting student learning and ensuring that units of instruction are standards-aligned. In addition, frequent assessment of student learning is research-supported (Hattie; 2012).
EFFECTIVE PRACTICE
Provide a tiered system of instructional and behavioral supports and interventions.

INDICATOR

- The school implements a reliable and valid systemwide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine those students in need of targeted intervention.

- The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

- The school’s tiered instructional system includes documentation that describes what interventions are provided and how interventions are selected and assigned to students and how fidelity will be monitored.

- The school implements a systemwide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers.

STRENGTH OF EVIDENCE RATING

Strong

Practice guides developed and available through What Works Cleaninghouse suggest the effectiveness of Response to Intervention approaches for elementary reading and math (Gersten, 2009). In addition, recent effect sizes by John Hattie (2016) are high (1.07).
“It’s not the load that breaks you down, it’s the way you carry it.”

- Lena Horne
Alignment with Other School Initiatives
-- Working Smarter

*KESA

* Redesign
The KansaStar Indicators have been Cross-walked with the KESA Rubrics and Redesign Principles

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>WW</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1672</td>
<td>The principal includes evaluation of student outcomes in teacher evaluation. (1672)</td>
<td>WW</td>
<td>Foundational, Relationships, TitleISW-Curriculum</td>
</tr>
<tr>
<td>88</td>
<td>Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88)</td>
<td>WW</td>
<td>Foundational, Relevance, TitleISW-Instruction</td>
</tr>
<tr>
<td>89</td>
<td>Units of instruction include standards-based objectives and criteria for mastery. (89)</td>
<td>WW</td>
<td>Foundational, Relevance, TitleISW-Instruction</td>
</tr>
<tr>
<td>94</td>
<td>Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)</td>
<td>WW</td>
<td>Personalized Learning, Relevance, TitleISW-Instruction</td>
</tr>
<tr>
<td>95</td>
<td>All teachers re-teach based on post-test results. (95)</td>
<td>WW</td>
<td>Foundational, Relevance, TitleISW-Instruction</td>
</tr>
<tr>
<td>97</td>
<td>Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves. (97)</td>
<td>WW</td>
<td>Foundational, Relevance, TitleISW-Instruction</td>
</tr>
<tr>
<td>103</td>
<td>Teams and teachers receive timely reports from the central database to assist in making decisions about each student’s placement and instruction. (103)</td>
<td>WW</td>
<td>Foundational, Rigor, TitleISW-Instruction</td>
</tr>
<tr>
<td>105</td>
<td>The Leadership Team monitors school-level student learning data. (105)</td>
<td>WW</td>
<td>Foundational, Rigor, TitleISW-Instruction</td>
</tr>
</tbody>
</table>
## KESA Rubrics – The 4 R’s

<table>
<thead>
<tr>
<th>RELATIONSHIPS</th>
<th>RELEVANCE</th>
<th>RESPONSIVE CULTURE</th>
<th>RIGOR</th>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Defining Relationships:</strong> a state of interconnectedness – among people, curricula, programs, projects, and communities – is critical for establishing connections that result in high performing learning environments</td>
<td><strong>Defining Relevance:</strong> the power and ability of specific information to meet the needs of its user – strengthens learner motivation and allows learning to become more engaging, empowering, connected, applicable to the real world, and socially significant</td>
<td><strong>Defining Responsive Culture:</strong> one that readily reacts to suggestions, influences, appeals, efforts, or opportunities – empowers all stake holders to become respectful of, responsible for, and involved in learning, the learning process, and the learning community</td>
<td><strong>Defining Rigor:</strong> a relentless pursuit of that which challenges and provides opportunity to demonstrate growth and learning – is essential in addressing the needs of our rapidly expanding society and world</td>
<td><strong>Defining Results:</strong> evidence of growth and learning – allows curriculum and instruction to be delivered in a timely fashion based on the needs and desires of the individual learner.</td>
</tr>
<tr>
<td><strong>COMPONENTS:</strong></td>
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</tr>
<tr>
<td>• Staff</td>
<td>• Curriculum</td>
<td>• Leadership</td>
<td>• Social-Emotional Factors</td>
<td>• Career &amp; Technical Ed</td>
</tr>
<tr>
<td>• Students</td>
<td>• Instruction</td>
<td>• Early Childhood</td>
<td>• Kindergarten Readiness</td>
<td>• Professional Learning</td>
</tr>
<tr>
<td>• Families</td>
<td>• Student Engagement</td>
<td>• District Climate</td>
<td>• Individual Plans of Study</td>
<td>• Resources</td>
</tr>
<tr>
<td>• Community</td>
<td>• Technology</td>
<td>• Nutrition and Wellness</td>
<td>• High School Graduation</td>
<td>• Data</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Postsecondary Completion/Attendance</td>
<td></td>
</tr>
</tbody>
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## Kansans Can Redesign Principles

<table>
<thead>
<tr>
<th>Student Success Skills</th>
<th>Community Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is an integrated approach to develop student social-emotional growth</td>
<td>Partnerships are based on mutually beneficial relationships and collaboration</td>
</tr>
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</table>

### Personalized Learning

<table>
<thead>
<tr>
<th>Personalized Learning</th>
<th>Real World Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers support students to have choice over their time, place, pace and path</td>
<td>Project-based learning, internships, and civic engagement makes learning relevant</td>
</tr>
</tbody>
</table>
**Filter(s):** Choose a filter to narrow your Indicator search. The Success Cycle will default to display all selected Indicators.

<table>
<thead>
<tr>
<th>Filter Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I SW - Leadership &amp; Decision-Making</td>
</tr>
<tr>
<td>R1 - Relationships</td>
</tr>
<tr>
<td>R2 - Relevance</td>
</tr>
<tr>
<td>R3 - Responsive Culture</td>
</tr>
<tr>
<td>R4 - Rigor</td>
</tr>
<tr>
<td>Title I SW - Curriculum, Assessment, Instruction</td>
</tr>
<tr>
<td>Title I SW - Classroom Instruction</td>
</tr>
<tr>
<td>Title I SW - Parent, School and Community</td>
</tr>
<tr>
<td>Title I SW - Tiered Support</td>
</tr>
<tr>
<td>KS Redesign Alignment: Foundational</td>
</tr>
<tr>
<td>KS Redesign Alignment: Personalized Learning</td>
</tr>
<tr>
<td>KS Redesign Alignment: Real World Application</td>
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<td>KS Redesign Alignment: Student Success Skills</td>
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<td>KS Redesign Alignment: Community Partnerships</td>
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*Kansas leads the world in the success of each student.*
Comments & Questions

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