

School Improvement Grants Application

Section 1003(g) of the Elementary and Secondary Education Act

Fiscal Year 2010

CFDA Number: 84.377A

State Name: KANSAS



U.S. Department of Education
Washington, D.C. 20202



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Paperwork Burden Statement

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SCHOOL IMPROVEMENT GRANTS

Purpose of the Program

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the *Federal Register* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving 5 percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving 5 percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). (See Appendix B for a chart summarizing the schools included in each tier.) In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

Availability of Funds

The Department of Education Appropriations Act, 2010, provided \$546 million for School Improvement Grants in fiscal year (FY) 2010. In addition, the U.S. Department of Education (Department) estimates that, collectively, States have carried over approximately \$825 million in FY 2009 SIG funds that will be combined with FY 2010 SIG funds, for a total of nearly \$1.4 billion that will be awarded by States as part of their FY 2010 SIG competitions.

FY 2010 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2012.

State and LEA Allocations

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate FY 2010 school improvement funds in proportion to the funds received in FY 2010 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>). The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

Appendix A provides guidance on how SEAs can maximize the number of Tier I and Tier II schools its LEAs can serve with FY 2009 carryover and FY 2010 SIG funds when making their LEA allocations for the FY 2010 competition. See Appendix A for a more detailed explanation.

Consultation with the Committee of Practitioners

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

FY 2010 Submission Information

Electronic Submission:

The Department strongly prefers to receive an SEA's FY 2010 School Improvement Grant (SIG) application electronically. The application should be sent as a Microsoft Word document, not as a PDF.

The SEA should submit its FY 2010 application to the following address: school.improvement.grants@ed.gov

In addition, the SEA must submit a paper copy of the cover page signed by the SEA's authorized representative to the address listed below under "Paper Submission."

Paper Submission:

If an SEA is not able to submit its application electronically, it may submit the original and two copies of its SIG application to the following address:

Carlas McCauley, Education Program Specialist
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in government processing of mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

Application Deadline

Applications are due on or before December 3, 2010.

For Further Information

If you have any questions, please contact Carlas McCauley at (202) 260-0824 or by e-mail at carlas.mccauley@ed.gov.

FY 2010 Application Instructions

Most of the FY 2010 SIG application is identical to the FY 2009 application. A new section for additional evaluation criteria (Section B-1) has been added and Section H on Waivers has been expanded. Section D on Descriptive Information (Section D – Part 1, Section D – Parts 2-8) has also been reformatted into two separate sections for the FY 2010 application, but all other parts of the application remain the same.

Consequently, except as provided below, an SEA must update only those sections that include changes from the FY 2009 application. In particular, the Department expects that most SEAs will be able to retain Section B on Evaluation Criteria, Section C on Capacity, and Section D (parts 2-8) on Descriptive Information, sections that make up the bulk of the SIG application. An SEA has the option to update any of the material in these sections if it so desires.

We are requiring SEAs to update some sections of the SIG application to ensure that each SEA focuses its FY 2010 SIG funds, including any funds carried over from FY 2009, on serving its persistently lowest-achieving schools in LEAs with the capacity and commitment to fully and effectively implement one of the four required school intervention models beginning in the 2011-2012 school year.

Note that while an SEA may be able to submit significant portions of its FY 2010 SIG application unchanged from FY 2009, we recommend that it review all sections of the FY 2010 application to ensure alignment with any required changes or revisions.

SEAs should also note that they will only be able to insert information in designated spaces (form fields) in the application because of formatting restrictions. Clicking on a section of the application that is restricted will automatically jump the cursor to the next form field which may cause users to skip over information in the application. Users may avoid this issue by using the scroll bar to review the application. However, due to these restrictions, the Department recommends that SEAs print a copy of the application and review it in its entirety before filling out the form.

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

<p>Legal Name of Applicant: Kansas State Department of Education</p>	<p>Applicant's Mailing Address: Kansas State Department of Education 120 SE 10th Avenue Topeka, KS 66612-1182</p>
<p>State Contact for the School Improvement Grant</p> <p>Name: Dr. Julie Ford</p> <p>Position and Office: Title Programs and Services Team Director</p> <p>Contact's Mailing Address: Kansas State Department of Education 120 SE 10th Avenue Topeka, KS 66612-1182</p> <p>Telephone: (785) 296-3069</p> <p>Fax: (785) 296-5867</p> <p>Email address: jford@ksde.org</p>	
<p>Chief State School Officer (Printed Name): Dr. Diane DeBacker</p>	<p>Telephone: 785-296-3202</p>
<p>Signature of the Chief State School Officer: X Diane M. DeBacker</p>	<p>Date: December 3, 2010</p>
<p>The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p>	

FY 2010 Application Checklist

Please use this checklist to serve as a roadmap for the SEA's FY 2010 application.

Please note that an SEA's submission for FY 2010 must include the following attachments, as indicated on the application form:

- Lists, by LEA, of the State's Tier I, Tier II, and Tier III schools.
- A copy of the SEA's FY 2010 LEA application form that LEAs will use to apply to the SEA for a School Improvement Grant.
- If the SEA seeks any waivers through its application, a copy of the notice it provided to LEAs and a copy of any comments it received from LEAs as well as a copy of, or link to, the notice the SEA provided to the public.

Please check the relevant boxes below to verify that all required sections of the SEA application are included and to indicate which sections of the FY 2010 application the SEA has revised from its FY 2009 application.

SECTION A: ELIGIBLE SCHOOLS	<input checked="" type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is same as FY 2009	<input type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is revised for FY 2010
	<p><i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i></p> <input type="checkbox"/> SEA will not generate new lists of Tier I, Tier II, and Tier III schools because it has five or more unserved Tier I schools from FY 2009 (SEA is requesting waiver) <input checked="" type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has less than five unserved Tier I schools from FY 2009 <input type="checkbox"/> SEA elects to generate new lists	<p><i>For an SEA revising its definition of PLA schools, please select the following option:</i></p> <input type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition
	<input checked="" type="checkbox"/> Lists, by LEA, of State's Tier I, Tier II, and Tier III schools provided	
SECTION B: EVALUATION CRITERIA	<input checked="" type="checkbox"/> Same as FY 2009	<input type="checkbox"/> Revised for FY 2010
SECTION B-1: ADDITIONAL EVALUATION CRITERIA	<input checked="" type="checkbox"/> Section B-1: Additional evaluation criteria provided	
SECTION C: CAPACITY	<input checked="" type="checkbox"/> Same as FY 2009	<input type="checkbox"/> Revised for FY 2010
SECTION D (PART 1): TIMELINE	<input checked="" type="checkbox"/> Updated Section D (Part 1): Timeline provided	

SECTION D (PARTS 2-8): DESCRIPTIVE INFORMATION	<input checked="" type="checkbox"/> Same as FY 2009	<input type="checkbox"/> Revised for FY 2010
SECTION E: ASSURANCES	<input checked="" type="checkbox"/> Updated Section E: Assurances provided	
SECTION F: SEA RESERVATION	<input checked="" type="checkbox"/> Updated Section F: SEA reservations provided	
SECTION G: CONSULTATION WITH STAKEHOLDERS	<input checked="" type="checkbox"/> Updated Section G: Consultation with stakeholders provided	
SECTION H: WAIVERS	<input checked="" type="checkbox"/> Updated Section H: Waivers provided	

PART I: SEA REQUIREMENTS

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

A. ELIGIBLE SCHOOLS: An SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State. (A State’s Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State’s persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years. In addition, the SEA must indicate whether it has exercised the option to identify as a Tier I, Tier II, or Tier III school a school that was made newly eligible to receive SIG funds by the Consolidated Appropriations Act, 2010.

Each SEA must generate new lists of Tier I, Tier II, and Tier III schools based on the State’s most recent achievement and graduation rate data to ensure that LEAs continue to give priority to using SIG funds to implement one of the four school intervention models in each of their persistently lowest-achieving schools, rather than using SIG funds to support less rigorous improvement measures in less needy schools. However, any SEA that has five or more Tier I schools that were identified for purposes of the State’s FY 2009 SIG competition but are not being served with SIG funds in the 2010-2011 school year may apply for a waiver of the requirement to generate new lists.

An SEA also has the option of making changes to its FY 2009 definition of “persistently lowest-achieving schools”. An SEA that exercises this option must generate new lists of Tier I, Tier II, and Tier III schools.

Regardless of whether it modifies its definition of “persistently lowest-achieving schools” or generates new lists, along with its lists of Tier I, Tier II, and Tier III schools, an SEA must provide the definition that it used to develop these lists. The SEA may provide a link to the page on its Web site where its definition is posted, or it may attach the complete definition to its application.

<input checked="" type="checkbox"/> Definition of “persistently lowest-achieving schools” (PLA schools) is same as FY 2009	<input type="checkbox"/> Definition of “persistently lowest-achieving schools” (PLA schools) is revised for FY 2010
<i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i>	<i>For an SEA revising its definition of PLA schools, please select the following option:</i>

1. SEA will not generate new lists of Tier I, Tier II, and Tier III schools. SEA has five or more unserved Tier I schools from FY 2009 and is therefore eligible to request a waiver of the requirement to generate new lists of schools. Lists and waiver request submitted below.

SEA is electing not to include newly eligible schools for the FY 2010 competition. (Only applicable if the SEA elected to add newly eligible schools in FY 2009.)

2. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has fewer than five unserved Tier I schools from FY 2009. Lists submitted below.

3. SEA elects to generate new lists. Lists submitted below.

1. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition of “persistently lowest-achieving schools.” Lists submitted below.

Insert definition of “persistently lowest-achieving schools” or link to definition of “persistently lowest-achieving schools” here:

Definition:

Kansas State Department of Education

Defining Persistently Lowest-Achieving Schools

The identification of the “persistently lowest-achieving schools” in Kansas is based on the definition in the US Department of Education’s (ED) School Improvement Grants (SIG) Section 1003(g) Final Requirements and Guidance and also Phase II of the State Fiscal Stabilization Fund (SFSF) Frequently Asked Questions document.

Tier I Schools

The universe of schools that could be identified as the persistently lowest-achieving are the Title I schools that are in improvement, corrective action or restructuring.

Since there are only 37 Title I schools in improvement, corrective action or restructuring, five (5) schools rather than 5% will be identified as the persistently lowest-achieving based on rank order. Since there are no Title I high schools in improvement, corrective action or restructuring, no additional schools are identified based on having a graduation rate less than 60% over a number of years. The Title I schools in improvement, corrective action or restructuring identified as the persistently lowest-achieving are the Tier I schools. Kansas is not identifying any additional schools in any tier through the “newly eligible” process.

Tier II Schools

In addition to the Title I schools in improvement, corrective action or restructuring that are identified as persistently lowest-achieving schools, secondary schools that are eligible for but do not receive Title I funds will be identified as the persistently lowest-achieving schools. These are the Tier II schools as defined in the School Improvement Grant Final Requirements. Based on the Consolidated Appropriations Act of 2010 and the ED’s Interim Final School Improvement Requirements, Kansas is seeking the waiver that permits Tier II schools to include not only the persistently lowest-achieving secondary schools that are eligible for and do not receive Title I funds but to also include the lowest-achieving secondary schools that are eligible for and receive Title I funds. These additional secondary schools are in the lowest quintile regarding academic achievement or have missed AYP for two consecutive years.

Since there are approximately 270 secondary schools that are eligible for Title I funds, only the lowest 5% will be identified as the lowest-achieving schools. Secondary schools refer essentially to high schools which are buildings culminating in grade 12.

Not only will secondary schools be identified as persistently lowest-achieving based on academic achievement but also on graduation rate. Any secondary school that is eligible for Title I funds with a graduation rate of less than 60% over three years will be added to the list of Tier II schools.

Tier III Schools

The Tier III schools are Title I schools that are identified in improvement, corrective action or restructuring that are not included in Tier I or Tier II. There are 27 schools that meet the criteria.

Since Kansas is requesting a waiver to exclude schools from Tier I and Tier II which have less than 30 in the all students category (N-Size), it will include in Tier III any

schools that were excluded as a result of that waiver.

Academic Achievement and Lack of Progress

The academic achievement for determining the lowest-achieving schools is based on the percent of students at or above proficient (Meets Standard) on the State reading and mathematics assessments combined. The “All Students” group is the one for which results are calculated. The Single Percentage Method as defined in the School Improvement Guidance is used to calculate academic achievement. The schools are ranked according to the combined percent proficient in reading and mathematics.

Lack of progress on those assessments is based on three years of data.

Achievement and progress are treated equally in that no differing weights are assigned. Lack of Progress is determined by calculating the academic achievement for three years and then ranking the schools according to their three year combined percent proficient. The schools with the lowest rankings (1 is lowest) are identified as the persistently lowest achieving.

All forms of the State reading and mathematics assessments are included: regular assessments, assessments with accommodations, Kansas Assessment of Modified Measures (KAMM) and the alternate assessments. The results for all students who participated in the assessments are included; this is referred to as the “report card” data. No students with disabilities were “reclassified;” actual assessment performance level results were used.

Excluded Schools

The only schools that are excluded from consideration are those that meet one or more of the following conditions:

- The school had less than 30 students in the “All Students” category in the most recent assessment administration. Kansas is requesting a waiver to use a “minimum N” of 30 which is the N size in the approved Accountability Workbook. This will prevent very small schools from being identified as persistently lowest achieving based on invalid or unreliable data due to the small number of students on whom that identification is based.
- The school is missing one or more years of data; therefore, lack of progress over three years may not be determined.
- The school’s primary purpose is to serve over-age, under-credited students. These students’ class has already graduated and they are behind in acquiring credits for graduation.

Posting

The definition and list of persistently lowest-achieving schools are posted on the

Kansas State Department of Education's American Recovery and Reinvestment Act (ARRA) website at <http://www.ksde.org/Default.aspx?tabid=3498> and on the Federal Programs Title I School Improvement website at <http://www.ksde.org/Default.aspx?tabid=405>.

An SEA must attach two tables to its SIG application. The first table must include its lists of all Tier I, Tier II, and Tier III schools that are eligible for FY 2010 SIG funds. The second table must include its lists of all Tier I, Tier II, and Tier III schools that were served with FY 2009 SIG funds.

Please create these two tables in Excel and use the formats shown below. Examples of the tables have been provided for guidance.

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE ¹

SCHOOLS SERVED WITH FY 2009 SIG FUNDS							
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE

EXAMPLE:

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
LEA 1	##	HARRISON ES	##	X				
LEA 1	##	MADISON ES	##	X				
LEA 1	##	TAYLOR MS	##			X		X
LEA 2	##	WASHINGTON ES	##	X				
LEA 2	##	FILLMORE HS	##			X		
LEA 3	##	TYLER HS	##		X		X	
LEA 4	##	VAN BUREN MS	##	X				
LEA 4	##	POLK ES	##			X		

EXAMPLE:

¹ “Newly Eligible” refers to a school that was made eligible to receive SIG funds by the Consolidated Appropriations Act, 2010. A newly eligible school may be identified for Tier I or Tier II because it has not made adequate yearly progress for at least two consecutive years; is in the State’s lowest quintile of performance based on proficiency rates on State’s assessments; and is no higher achieving than the highest-achieving school identified by the SEA as a “persistently lowest-achieving school” or is a high school that has a graduation rate less than 60 percent over a number of years. For complete definitions of and additional information about “newly eligible schools,” please refer to the FY 2010 SIG Guidance, questions A-20 to A-30.

SCHOOLS SERVED WITH FY 2009 SIG FUNDS							
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE
LEA 1	##	MONROE ES	##	X			
LEA 1	##	JEFFERSON HS	##		X		X
LEA 2	##	ADAMS ES	##	X			
LEA 3	##	JACKSON ES	##	X			

Please attach the two tables in a separate file and submit it with the application.

SEA has attached the two tables in a separate file and submitted it with its application.

B. EVALUATION CRITERIA:

Part 1: The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA's application with respect to each of the following actions:

- (1) The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA's application and has selected an intervention for each school.
- (2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.
- (3) The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application, as well as to support school improvement activities in Tier III schools, throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

Part 2: The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant, but most likely will take after receiving a School Improvement Grant. Accordingly, an SEA must describe the criteria it will use to assess the LEA's commitment to do the following:

- (1) Design and implement interventions consistent with the final requirements.
- (2) Recruit, screen, and select external providers, if applicable, to ensure their quality.
- (3) Align other resources with the interventions.
- (4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.
- (5) Sustain the reforms after the funding period ends.

SEA is using the same evaluation criteria as FY 2009.

SEA has revised its evaluation criteria for FY 2010.

Insert response to Section B Evaluation Criteria here:

B: Evaluation Criteria

Background Information

The Kansas State Department of Education (KSDE) has in place the Kansas System of School and District Support which provides technical assistance to districts and schools. Components of the system include The Kansas Learning Network and the Kansas School Improvement Process. The KSDE will continue utilizing the processes and procedures that are in place in Kansas as well as establishing new practices when working with Tier I and Tier II school requirements.

Kansas Learning Network

The KSDE has developed, in association with Cross & Joftus, LLC, a collaborative district and school improvement model called The Kansas Learning Network (KLN). Every district and school that is identified as in improvement currently participates in a cohort. This collaborative approach involves a needs assessment (district effectiveness appraisal), technical support and collaboration among Learning Network members. KSDE will expand the network to support schools identified in Tier I and Tier II (3 districts) that are not currently in the Kansas Learning Network.

The Network operates at two levels — district and school. **At the district level**, all districts in improvement (currently 24 across the state) begin by signing a Memorandum of Understanding (MOU) that details the responsibilities for participation of each party (i.e., district on improvement, KSDE, and Cross & Joftus, LLC). Part of the detailed district responsibilities are to “implement appropriate reforms effectively and efficiently” and “implement recommendations that will result in high-performing schools and increased student achievement.” These recommendations, as stated in the MOU, “may include strategies, up to and including, closure or complete restructuring of a persistently lowest-achieving school.” A sample Kansas Learning Network Memorandum of Understanding (MOU) is in Appendix A.

The process begins with each district undergoing a three-day, comprehensive assessment (district effectiveness appraisal) that is organized into four key focus areas:

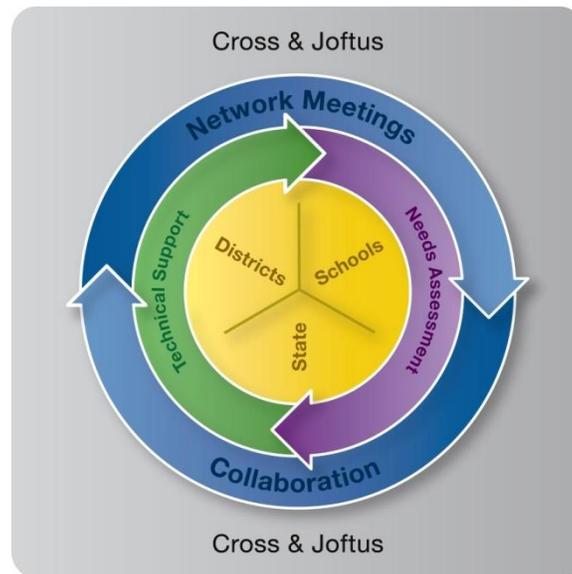
- Curriculum and Assessment
- Instruction and Professional Development
- Leadership
- Culture & Human Capital

Note: Each focus area includes KLN Standards and Supporting Indicators of School Improvement that are in Appendix B.

These focus areas provide a helpful structure for the interviews, focus groups, and

classroom observations that are components of the appraisal process. The assessment involves stakeholders in the district, including certified staff and classified staff, parents, community members, business representatives and the Board of Education. Both qualitative and quantitative data are utilized to determine not only strengths but weaknesses that are keeping the district and any of its schools in improvement, corrective action, or restructuring. The appraisal results often include subgroup and systemic district issues such as lack of district coherence. A final report is written based on all the data that is collected during the appraisal visit.

The Learning Network™
Rethinking School Improvement



The district needs assessment findings identify key challenge areas that could benefit from the help of an external expert or a team of experts. With the help of Cross & Joftus, LLC the district identifies up to three priority issues to receive immediate attention. Support is provided by both members of the Cross & Joftus, LLC project team and if needed, other content experts from the field. Each district is assigned a District Facilitator employed by Cross & Joftus, LLC. Facilitators assist the district in developing a technical assistance plan tied to the district improvement plan and the findings in the Cross & Joftus final report. In the first year, the district receives twenty-four days of focused technical assistance based on the three priority areas. In the second and third year, the district receives 30 days per year of technical assistance. The district also participates in three network meetings a year and is encouraged to collaborate on various projects. These projects have included statewide formative assessment creation, instructional model development, and sharing best practices, such as teacher evaluation procedures. KSDE staff members serve on district appraisal teams throughout the process. A KSDE School Improvement Team member is also assigned to the district to assist in improvement initiatives.

The KSDE also participates in the Kansas Learning Network as a partner with the

districts and schools in improvement. This included a KSDE needs assessment (state agency effectiveness appraisal) which focused the agency on making improvements in several priority areas to serve Kansas districts and schools more effectively. These priority areas included focusing the agency on effective technical assistance and improvement in internal and external processes.

At the school level, every school in improvement (currently 37 in the state) has been assigned through the Kansas Learning Network an “Implementation Coach” (IC). The role of the IC includes the following:

- Collaborate and provide support to the State Technical Assistance Team (STAT), building principal, and district personnel to establish a strong school improvement plan.
- Provide coaching to the building principal regarding successful implementation of the school improvement plan.
- Provide support to the building staff around the Kansas System of School and District Support that includes the Kansas Indicators of District and School Support Correlates.
- Work effectively with local educators, families, and diverse communities on implementation of the school improvement plan.
- Provide content and pedagogy expertise in reading and/or mathematics.
- Provide knowledge of and expertise in the implementation of Multi-Tier System of Supports (MTSS).
- Provide knowledge of and expertise with the essential educational issues of the English Language Learners (ELL) population.
- Provide knowledge and expertise to support both effective curriculum development and instruction.
- Submit a report of coach and school activities, progress made by the school, and identified barriers to success.
- Integrate with the work of The Kansas Learning Network and serve as a subcontractor to Cross & Joftus.
- Assist schools/districts with identification of possible technical assistance needs.

IC’s were selected in a competitive application process facilitated by the KSDE, with priority given to individuals who had expertise and experience in turning around persistently lowest-achieving schools. ICs are trained, evaluated, and supervised by Cross & Joftus, LLC. The KSDE, district representative, and building principal receive a technical report after each bi-weekly visit made by the IC. This includes a recap of the visit and goal setting for expectations of the next visit. A copy of a sample Implementation Coach and Principal Meeting Report is found in Appendix C.

Kansas School Improvement Process

Every school in Kansas that is in improvement is required to write a school improvement plan. The first stage of the school improvement process requires each school to

conduct a needs assessment before writing its school improvement plan. The needs assessment process includes analyzing achievement, perception, contextual (school processes/programs) and demographic data. Schools select a leadership team that includes principals, teachers, classified staff, parents, community members, and external content experts to assist in the school improvement process. Utilizing The Kansas Improvement Notebook, the school improvement plan is organized around the following eight steps: A copy of the Kansas Improvement Notebook is found in Appendix D.

- Stage 1: Orientation and Readiness
- Stage 2: Gather and Organize Data (Needs Assessment)
- Stage 3: Analyze Data (Needs Assessment)
- Stage 4: Prioritize and Set SMART Goals
- Stage 5: Research and Identify Scientifically Based Research Strategies
- Stage 6: Develop and Implement the School Improvement and Results Based Staff Development Plan
- Stage 7: Monitor Implementation and Progress
- Stage 8: Review and Revise

The school improvement plan has become the road map for improving student achievement.

Feedback is a critical aspect of the school improvement process. The school is asked to go through a peer-review process in which it receives feedback from other districts and schools that are participating in the peer review. The IC becomes a critical friend that works with the school bi-weekly, focusing on fidelity of implementation of the school improvement plan. A KSDE school improvement staff member is also assigned to each school for technical assistance. This process will continue for all Tier I, Tier II, and Tier III schools.

Multi-Tier System of Supports (MTSS) and School Improvement

Multi-Tier System of Supports (MTSS) is a term used in Kansas to describe how schools provide supports for each child in their building to be successful and the processes and tools school staff use to make decisions. MTSS is a coherent continuum of evidence-based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each Kansas student to achieve to high standards.

Cross and Joftus, LLC will assist the schools and the district in assessing their capacity utilizing the MTSS Innovation Configuration Matrix (ICM) as part of the needs assessment (school effectiveness appraisal). This tool will assist the district and schools in understanding the structures and processes necessary to implement a sustainable system. More information about the MTSS process in Kansas is found at www.kansasmstss.org. The ICM, which will help assess building and district capacity is found in Appendix E.

B. Evaluation Criteria – Part 1, (1)-(3)

Needs Assessment

Tier I and Tier II Expectations

The Kansas State Department of Education will utilize the Kansas Learning Network processes that are currently in place and also KSDE developed tools to work with districts as they plan for Tier I, Tier II and Tier III interventions. Implementation Research: A Synthesis of the Literature by Fixsen, Naoom, Blase, Friedman, and Wallace discusses six steps of implementation which will guide the KSDE, KLN and districts and schools through this change process. They are

1. Exploration and Adoption,
2. Program Installation,
3. Initial Implementation,
4. Full Operation,
5. Sustainability, and
6. Evaluation.

Process Timeline Based on the Six Steps of Implementation

Implementation Steps	Timeline
<p>Exploration and Adoption</p> <ol style="list-style-type: none"> 1. Needs Assessment using the Innovation Configuration Matrix (ICM) for Schools <ul style="list-style-type: none"> o Achievement Data <ul style="list-style-type: none"> ▪ School Leading Indicator Report ▪ School AYP Data ▪ School Report Card Data o Perception Data o Contextual (school processes/ programs) o Demographic Data 2. Selection of Model <ul style="list-style-type: none"> o School Improvement Model Selection Rubrics 3. Capacity of District <ul style="list-style-type: none"> o Capacity Appraisal using Innovation Configuration Matrix (ICM) for Districts o Systemic Coherence and Capacity Addendum to the District Effectiveness Appraisal o Sustainability Plan 4. Goal Setting 5. Completion of Stages 1 through 4 in School Improvement Process 6. LEA Application 7. LEA Presentation on Needs Assessment Results, Model Selection, Capacity Appraisal Results, and Goal Identification 8. Budget Negotiation 9. Approval of LEA Application by KSDE 	<p>SEA grant application is submitted in December 2010.</p> <p>LEAs receive notification of identified Tier I, Tier II, and Tier III schools in December 2010.</p> <p>SEA grant application and LEA grant application is approved in January 2011.</p> <p>LEA grant application is distributed in January 2011.</p> <p>KSDE offers technical assistance to LEAs on grant competition January through webinar.</p> <p>LEA grants due March 1, 2011.</p> <p>LEA grants evaluated and site visits April 2011.</p> <p>LEA grants awarded at KSBE meeting May 2011.</p>
<p>*Program Installation and Initial Implementation –PRE-IMPLEMENTATION</p> <ol style="list-style-type: none"> 1. Family and Community Engagement Meetings 	<p>Funds available to LEAs June 2011.</p> <p>Pre-Implementation activities begin in June at school site.</p>

2. Rigorous Review of External Providers 3. Staffing 4. Instructional Programs (remediation and enrichment programs begin) 5. Professional Development 6. Aligning Accountability Measures for Reporting (**See guidance page 75 through 80 in SIG Guidance on Fiscal Year 2010 School Improvement Grants)	
Full Operation 1. Implementation of grant 2. Beginning of School Year – Back to school kick-off 3. Continuation of School Staff Training 4. IC's Bi-Weekly Meetings on Fidelity of Implementation of School Improvement Plan 5. Bi-Monthly and technical assistance monitoring by KSDE Staff 6. Student Orientation Sessions on School Changes 7. Family and Community Orientation Sessions on School Changes Continue	August 2011
Innovation 1. Analysis of Year One Data 2. Revisions to SIG grant & School Improvement Plan 3. Continuation of School Staff Training	June 2012
Sustainability & Evaluation 1. Evaluation 2. Resource Alignment 3. Abandonment and/or Redesign	August 2012

Needs Assessment Process for Tier I and Tier II Schools

The KLN and the KSDE will provide a needs assessment consultation with the district and the schools identified in Tier I and Tier II. This consultation will provide support to the district and schools to help them organize their needs assessment around four correlates of school improvement identified in the KLN process. These correlates are:

- Leadership
- Culture & Human Capital
- Instruction and Professional Development
- Curriculum and Assessment

Both quantitative and qualitative data will be collected as part of the school's needs assessment. This will include achievement, perception, contextual (schools processes & programs) and demographic data. A prescriptive root cause analysis will also be a part of the process.

Included in the needs assessment will be the **School Leading Indicator Report** which will be used to hold schools accountable that are receiving the School Improvement Grant funds. These metrics will be utilized not only to serve as benchmarks for the beginning of the process but also to measure progress over time on the school improvement grant. The School Leading Indicator Report, which is part of the local

application, is shared in Appendix F.

The school will also continue to review the most recent **KSDE School and District Report Card** and the **KSDE School and District AYP Report**. This data is used to determine if a school has made AYP in the 2009-2010 school year and will also be included in the school's needs assessment. Sample reports are found in Appendix G and H.

The school and its district, using baseline data from the **School Leading Indicator Report**, will then collaborate with the KLN Team and the KSDE staff to select the appropriate intervention model utilizing the **Intervention Model Selection Rubrics**. These tools describe the expectations of KSDE for fidelity of implementation of the model, and will guide the district in the selection of an intervention model. These rubrics are contained in Appendix I.

Goal Setting

Every school in Tier I and Tier II would be expected to complete their needs assessment and begin the process of updating their school improvement plan to match the intervention model they have adopted as part of the LEA application. Stages 1 through 4 of the Kansas School Improvement Process would be completed when the LEA submits its application to KSDE. The stages include:

- Stage 1: Orientation and Readiness
- Stage 2: Gather and Organize Data
- Stage 3: Analyze Data
- Stage 4: Prioritize and Set SMART Goals

The school will articulate the SMART Goals and establish benchmark objectives (measurable targets) to be met throughout the first year of implementation. The IC's and KSDE staff will monitor these goals during the year.

The LEA will work with the KSDE, the KLN and the IC throughout the development of the needs assessment and the goal setting process. The KLN will utilize the following instruments during the Exploration and Adoption phase to determine the capacity of the district to support the schools:

Exploration and Adoption

- Needs Assessment using the Innovation Configuration Matrix for Schools
 - Achievement Data
 - School Leading Indicator Report
 - School AYP Data
 - School Report Card Data
 - Perception Data
 - Contextual (school processes/ programs)
 - Demographic Data

- Selection of Model
 - School Improvement Model Selection Rubrics
- Capacity of District
 - Capacity Appraisal using Innovation Configuration Matrix for Districts
 - Systemic Coherence and Capacity Addendum to the District Effectiveness Appraisal
 - Sustainability Plan
- Goal Setting
- Completion of Stages 1 through 4 in School Improvement Process
- LEA Application
- LEA Presentation on Needs Assessment Results, Model Selection, Capacity Appraisal Results, and Goal Identification
- Budget Negotiation
- Approval of LEA Application by KSDE

If it is determined that the district does not have the capacity to support the school during this process, the school improvement grant request will be denied.

A critical component to determine if the district has the capacity to support the selected intervention model will be a detailed budget analysis, examining all state and federal funds utilized in the building. This component will be included in the Systemic Coherence and Capacity Addendum to the District Effectiveness Appraisal. The LEA will also provide a detailed narrative on each budget line item submitted in the LEA application.

B. Evaluation Criteria – Part 2, (1)-(5)

Approval of LEA Application

An oral presentation by the LEA will be made to KSDE staff during the month of May 2011. The LEA will share in depth information on the Needs Assessment they have completed using the Innovation Configuration Matrix (ICM) for Schools, their process for selection of the Intervention Model(s), their capacity to implement the selected intervention model and their sustainability plan and the goal setting process. Finally, included in this process will be an explanation of the actions the district has taken to:

- (1) Design and implement interventions consistent with the final requirements.
- (2) Recruit, screen, and select external providers, if applicable, to ensure their quality.
- (3) Align other resources with the interventions.
- (4) Modify LEA practices or policies, if necessary, to enable it to implement the interventions fully and effectively.
- (5) Sustain the reforms after the funding period ends.

The LEA Application Scoring Form (Appendix K), will be utilized by KSDE staff to rate each of the above-mentioned areas. Also, the Intervention Models Rubrics (Appendix C) which the LEA is to complete during the Exploration and Adoption phase of the

Implementation Process and prior to the presentation will be used in conjunction with the scoring form to provide the LEA with focused and meaningful feedback. An integral part of the presentation visit will be for the agency and district staff to have the opportunity to ask clarifying questions and to negotiate changes in the plan and budget.

In order to complete the Exploration and Adoption Phase of the Implementation process the school will need to complete Stages 1 through 4 in the School Improvement Process. The school would be expected to complete and update the rest of the school improvement plan, Stages 5 through 8, by the time school starts. In early August 2011, all school staff will review the revised plan and give input.

The LEA application is provided in Appendix J. The LEA Application Scoring Form used to evaluate the written application and to be used in the oral presentation is in Appendix K.

B-1. ADDITIONAL EVALUATION CRITERIA: In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA's budget and application:

Please note that Section B-1 is a new section added for the FY 2010 application.

(1) How will the SEA review an LEA's proposed budget with respect to activities carried out during the pre-implementation period² to help an LEA prepare for full implementation in the following school year?

(2) How will the SEA evaluate the LEA's proposed activities to be carried out during the pre-implementation period to determine whether they are allowable? *(For a description of allowable activities during the pre-implementation period, please refer to section J of the FY 2010 SIG Guidance.)*

² "Pre-implementation" enables an LEA to prepare for full implementation of a school intervention model at the start of the 2011–2012 school year. To help in its preparation, an LEA may use FY 2010 and/or FY 2009 carryover SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application, consistent with the SIG final requirements. As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG-related activities in schools that will be served with FY 2010 and/or FY 2009 carryover SIG funds. For a full description of pre-implementation, please refer to section J of the FY 2010 SIG Guidance.

Insert response to Section B-1 Additional Evaluation Criteria here:

(1) Pre-implementation activities are not required but are a choice the district can make when submitting the grant. During the grant process the SEA will ask the LEA to submit a pre-implementation budget with a narrative for each line item. The narrative will describe the proposed activities. The Pre-Implementation activities will not be evaluated with a separate rubric. Pre-implementation activities are considered part of year 1 implementation and will be incorporated into the on-site monitoring of the objectives for the first year.

(2) During the site visit the district and school will also include in their presentation information about the pre-implementation activities, the pre-implementation budget and narrative line item explanation. KSDE will make a decision whether these items are reasonable or allowable to support full implementation. Again, this is not required but a decision a district can make when submitting grant. Using the federal guidance, KSDE will make a decision if these items are allowable expenses at this time.

C. CAPACITY: The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school.

An LEA that applies for a School Improvement Grant must serve each of its Tier I schools using one of the four school intervention models unless the LEA demonstrates that it lacks sufficient capacity to do so. If an LEA claims it lacks sufficient capacity to serve each Tier I school, the SEA must evaluate the sufficiency of the LEA's claim. Claims of lack of capacity should be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Tier I schools as possible.

The SEA must explain how it will evaluate whether an LEA lacks capacity to implement any of the school intervention models in its Tier I school(s). The SEA must also explain what it will do if it determines that an LEA has more capacity than the LEA demonstrates.

SEA is using the same evaluation criteria for capacity as FY 2009.

SEA has revised its evaluation criteria for capacity for FY 2010.

Insert response to Section C Capacity here:

C: Capacity

The KSDE will work with district staff to help them understand the responsibility and capacity issues a district may have when addressing single and/or multiple Tier I and Tier II schools.

It is important to notice that districts that have schools identified in Tier I and Tier II some have some schools. The following information from the guidance will be considered when determining if a district has capacity to truly serve all Tier I and Tier II schools.

Requirements for Serving Tier I, Tier II, and Tier III

IF AN LEA HAS ONE OR MORE...	IN ORDER TO GET SIG FUNDS, THE LEA MUST COMMIT TO SERVE...
Tier I, Tier II, and Tier III schools	Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school OR at least one Tier II school. (1)
Tier I and Tier II schools, but no Tier III schools	Each Tier I school it has capacity to serve; at a minimum, at least Tier I school OR at least one Tier II school (1)
Tier I and III schools but no Tier II schools.	Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school.
Tier II and Tier III schools, but no Tier I schools	The LEA has the option to commit to serve as many Tier II and Tier III schools as it wishes
Tier I schools only	Each Tier I school it has capacity to serve

Tier II schools only	The LEA has the option to commit to serve as many Tier II schools as it wishes
Tier III schools only	The LEA has the option to commit to serve as many Tier III schools as it wishes.

- (1) The number of Tier I schools an LEA has capacity to serve may be zero if, and only if, the LEA is using all the capacity it would otherwise use to serve its Tier I schools in order to serve Tier II schools.

Systemic Coherence and Capacity Addendum

A critical part of the Exploration and Adoption phase will be completing all nine steps which include:

1. Needs Assessment using the Innovation Configuration Matrix (ICM) for Schools
2. Selection of Model
3. School Improvement Model Selection Rubrics
4. Capacity of District
5. Goal Setting
6. Completion of Stages 1 through 4 in School Improvement Process
7. LEA Application Submission
8. LEA Presentation on Needs Assessment Results, Model Selection, Capacity Appraisal Results, and Goal Identification
9. Budget Negotiation

The KSDE will use all of the above to determine if a district has the capacity to serve all schools.

After the school consultation meeting, the KLN District Facilitator, the KLN Implementation Coach and KSDE staff will meet with the District Superintendent and a District representative to discuss the systemic coherence and sufficient capacity in the district to support implementing each school's intervention model. Systemic coherence is one of the key theoretical lenses through which districts are analyzed as part of the Kansas Learning Network. Coherence means that "the elements of a school district work together in an integrated way to implement an articulated strategy." Capacity, as used here, is defined as the ability of the district to support the school in achieving progress on the School Leading Indicator Report, addressing issues in the school(s) and district needs assessment (district and/or school effectiveness appraisal), and implementing with fidelity the chosen model.

A Systemic Coherence and Capacity Addendum to the District Appraisal will be produced to insure the district and the Tier I and Tier II schools have the capacity to implement the selected model. This addendum will include specific recommendations for the district to ensure they have the systemic coherence and sufficient capacity to engineer a successful implementation of the model. Appendix L and M contain a sample District Effectiveness Appraisal Final Report and a Systemic and Coherence Capacity Addendum to the District Effectiveness Appraisal.

Kansas has one LEA that has more than one Tier I school. KSDE has established a set of action steps to follow when an LEA may have more capacity than it has demonstrated on its application. These include:

- A review of the District Appraisal
- A review if each Building's Needs Assessment
- A request for clarifications
- A negotiation process

The Kansas State Department of Education (KSDE) staff will meet with the LEA and if necessary, provide technical assistance to assist the LEA in realizing its capacity and its commitment as a School Improvement Grant recipient. The KSDE will require that evidence be submitted to verify any "lack of capacity" claim by an LEA to implement one of the four required intervention models in an identified Tier I school. If after examining the evidence and meeting with the LEA, the KSDE believes that an LEA has more capacity than it demonstrates, the KSDE will require the LEA to amend its School Improvement Sec. 1003(g) application.

Systemic Coherence and Capacity Indicators

Leadership

Coherence from district to school
Establishment of a leadership team
Management of the district plan and the school improvement plan
External coaching for superintendent and principal
Use of resources in a way that is aligned with district's theory of change and strategy
Board policy to support school improvement and implementation of the model
Analysis of district and school resources for successful implementation of the model
Past history of successful reform initiatives
Ability to collaborate
Vision for change
Vision for abandoning what is not working
Alignment of programs and services to support change

Culture and Human Capital

- Grant operating funds
- District operating funds
- Grant management
- Organizational learning
- Assignment of resources
- Teacher evaluation system to match grant requirements

- Credentials of staff
- Staff capacity
- Successful recruitment of principal
- Successful recruitment of capable staff
- Support of parents
- Support of community
- Support of union
- Recruitment, screening, and selection of external providers
- Alignment of all programs

Instruction and Professional Development Culture

- Providing training and development sessions for all staff
- Defined instructional expectations for all teachers
- Supporting collaboration with families, community, and business
- Helping staff understand principles of the organizational change process
- Use data from classroom observations to inform instructional improvement and professional development
- Use of professional learning communities to analyze data and plan for improvement.

Curriculum and Assessment

- Aligned district curriculum
- Defined curriculum expectations for all teachers
- Defined assessment expectations for all teachers
- Aligned assessments, including diagnostic, formative, summative, etc.
- Fidelity of model implementation

All of the school leading indicators identified in the **School Leading Indicator Report** will be considered as baseline data, reviewed as part of the process, will ultimately help determine if the district has capacity to implement the plan, and will be included in the **Systemic Coherence and Capacity Addendum**.

In the leadership section of the **Systemic Coherence and Capacity Addendum**, there will be specific recommendations about the budget and the district's use of resources in a way that is aligned with the its theory of change and strategy. This includes an analysis of all federal and state funds that the school has received and how staff are planning to utilize these funds for implementation of the intervention model. KLN and KSDE staff will discuss with the district and the building staff the specific recommendations about the budget and how the grant will support implementation of the model. The district will be asked to sign an assurance that the resources will be spent to support fidelity of implementation of the model in each Tier I and Tier II school.

D (PART 1). TIMELINE: An SEA must describe its process and timeline for approving LEA applications.

Please note that Section D has been reformatted to separate the timeline into a different section for the FY 2010 application.

Insert response to Section D (Part 1) Timeline here:

Process Timeline Based on the Six Steps of Implementation

Implementation Steps	Timeline
<p>Exploration and Adoption</p> <ol style="list-style-type: none"> 1. Needs Assessment using the Innovation Configuration Matrix (ICM) for Schools <ul style="list-style-type: none"> • Achievement Data <ul style="list-style-type: none"> ○ School Leading Indicator Report ○ School AYP Data ○ School Report Card Data 2. Perception Data 3. Contextual (school processes/ programs) 4. Demographic Data 5. Selection of Model <ul style="list-style-type: none"> • School Improvement Model Selection Rubrics 6. Capacity of District <ul style="list-style-type: none"> • Capacity Appraisal using Innovation Configuration Matrix (ICM) for Districts • Systemic Coherence and Capacity Addendum to the District Effectiveness Appraisal • Sustainability Plan 7. Goal Setting 8. Completion of Stages 1 through 4 in School Improvement Process 9. LEA Application 10. LEA Presentation on Needs Assessment Results, Model Selection, Capacity Appraisal Results, and Goal Identification 11. Budget Negotiation 12. Approval of LEA Application by KSDE 	<p>SEA grant application is submitted in December 2010.</p> <p>LEAs receive notification of Tier I, Tier II, and Tier III identification in December 2010.</p> <p>SEA state grant application and LEA grant application is approved in January 2011.</p> <p>LEA grant application is distributed in January 2011.</p> <p>KSDE offers technical assistance to LEAs on grant competition in January through a webinar presentation.</p> <p>LEA grants due March 1, 2011.</p> <p>LEA grants evaluated and site visits in April 2011.</p> <p>LEA grants awarded at KSBE meeting in May 2011.</p>
<p>*Program Installation and Initial Implementation – PRE-IMPLEMENTATION</p> <p><u>The following are examples and the LEA may list other activities:</u></p> <ol style="list-style-type: none"> 1. Family and Community Engagement Meetings 2. Rigorous Review of External Providers 3. Staffing 4. Instructional Programs (remediation and enrichment programs begin) 5. Professional Development 6. Aligning Accountability Measures for Reporting <p>(*See guidance page 75 through 80 in SIG Guidance on Fiscal Year 2010 School Improvement Grants)</p>	<p>Funds available to LEAs in June 2011.</p> <p>Pre-Implementation activities begin at school site in June.</p>

<p>Full Operation</p> <ol style="list-style-type: none"> 1. Beginning of School Year – Back to school kick-off 2. Continuation of School Staff Training 3. IC's Bi-Weekly Meetings on Fidelity of Implementation of School Improvement Plan 4. Bi-Monthly and technical assistance monitoring by KSDE Staff 5. Student Orientation Sessions on School Changes 6. Family and Community Orientation Sessions on School Changes Continue 	<p>August 20, 2011</p>
<p>Innovation</p> <ol style="list-style-type: none"> 1. Analysis of Year One Data 2. Revisions to School Improvement Plan 3. Continuation of School Staff Training 	<p>June 2012</p>
<p>Sustainability</p> <ol style="list-style-type: none"> 1. Evaluation 2. Resource Alignment 3. Abandonment and Redesign 	<p>August 2012</p>

D (PARTS 2-8). DESCRIPTIVE INFORMATION:

(2) Describe the SEA’s process for reviewing an LEA’s annual goals for student achievement for its Tier I and Tier II schools and how the SEA will determine whether to renew an LEA’s School Improvement Grant with respect to one or more Tier I or Tier II schools in the LEA that are not meeting those goals and making progress on the leading indicators in section III of the final requirements.

(3) Describe the SEA’s process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA’s School Improvement Grant with respect to one or more Tier III schools in the LEA that are not meeting those goals.

(4) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools the LEA is approved to serve.

(5) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

(6) Describe the criteria, if any, that the SEA intends to use to prioritize among Tier III schools.

(7) If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.

(8) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school and provide evidence of the LEA’s approval to have the SEA provide the services directly.³

³ If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

SEA is using the same descriptive information as FY 2009.

SEA has revised its descriptive information for FY 2010.

Insert response to Section D (Parts 2-8) Descriptive Information here:

D. Descriptive Information – (1)-(8)

(2) The goal of the persistently lowest-achieving schools is to make adequate yearly progress and exit improvement status. The KSDE will work with districts and will take bold steps with Tier I and Tier II schools to adopt a model and make significant changes in these low performing schools. The KSDE currently uses The Kansas Improvement Notebook to assist schools in writing measurable goals after completing their needs assessments.

School Districts will be expected to update and rewrite the initial part of the Kansas School Improvement Plan to submit with their application through Stage 4. As part of the presentation to the KSDE, the school district, and the KLN will agree upon goals and measurable benchmarks. These objectives will be tied, not only to academic targets (e.g., Math and Reading), but to implementation objectives on fidelity of implementation of the selected intervention model.

The IC would continue to work bi-weekly with the school throughout the school year on the implementation of the school improvement plan. Goals will be monitored monthly by the IC and bi-monthly by KSDE staff. A follow-up technical assistance report will be filed with the building principal, district personnel, KLN staff, and KSDE after each visit. The district will receive technical assistance from KSDE after each visit and if corrective action needs to be taken, a plan will be written immediately. Grant monitoring of expenditures will be part of this monitoring visit.

Tier I and Tier II schools will be required to provide an Annual Progress Report each spring that will include analyzing progress on goals, updating the School Leading Indicator Report, and determining AYP status using the AYP Report and School Report Card. The spring monitoring visit will use the tool created by KSDE to look at both qualitative and quantitative data using interviews with teachers, parents, and students. Progress on the smart goals will be discussed to see if targets have been made. The KSDE site team will make decision whether to continue year Year 2 funding.

(3) KSDE will first approve all Tier I and Tier II applications. Tier III applications will be completed as soon as possible after Tier I and Tier II applications are approved.

Tier III schools that receive funding under this grant will be monitored by both an IC employed by Cross & Jofus, LLC and a KSDE staff member. Each school will develop a school improvement plan and must attend a peer review. Schools will be asked to set measurable objectives annually. These objectives will be negotiated

after the presentation given to the KSDE by each district. These measurable objectives will become baseline data and then will be monitored bi-monthly by both the KSDE staff and the IC. If schools do not meet the identified objectives, additional technical assistance will be provided by the KLN and the KSDE staff. Also, the KSDE will provide compliance monitoring for the Tier III schools, which includes an annual visit. Grant funding will cease if the school does not fulfill the grant obligations.

(4) It is important that the district, the school, and the KSDE work together to make sure the school improvement plan and the model selected will be implemented with fidelity. The following roles will be clearly articulated:

- The KSDE will work with the **superintendent** to clearly understand the responsibilities and assurances that must be provided to KSDE before the grant is approved. The bi-monthly Implementation Coach log is sent to the superintendent, district contact, district facilitator, and KSDE staff member that documents progress on the log.
- The KSDE will ask the district to designate a **district contact** for school improvement. This contact person, along with the superintendent, will receive all correspondence from the KSDE on school improvement issues in their district. This person will also be the contact person for questions about the school improvement grants awarded to the district. In larger districts this person will be responsible for schools in improvement and will report directly to the superintendent.
- The **district facilitator** for KLN will continue to work with the superintendent and the district contact for school improvement. They will also consult with the IC for each school to be sure the district plan aligns with the school improvement plan.
- The KSDE currently assigns an **Implementation Coach (IC)** to all schools on improvement. The implementation coach files a bi-weekly report that documents progress made on the grant. This is received by the superintendent, district contact, district facilitator, and KSDE staff member. Their role is to coach building leadership to fully implement the school improvement plan (grant) with fidelity.
- A **KSDE staff member** is assigned to each district and has the compliance role with the grant. The KSDE staff member facilitates the training on the writing of the school improvement plan, oversees the peer review of the plans, and approves the final plans. The KSDE will monitor Tier I and Tier II schools bi-monthly, including looking at grant over site, implementation of the plan, and serve as the contact for questions and technical assistance. At the monitoring

visit both the school and the LEA participate in the reviews. This includes the superintendent, district contact, and a person that is assigned by the district to oversee the grant budget.

- (5 & 6)** The KSDE met with the Committee of Practitioners and received input on how to prioritize School Improvement Grants if sufficient funds are not available. All schools submitting grants will be scored using the rubric provided and scores calculated. Tier I schools will be given priority over Tier II schools. They recommended the greatest need be determined by the size of the school (How many students will be impacted by this grant?), the number of years on improvement (How many years has the school been failing?), and capacity of the district and schools to implement effective change (How did they score on the Innovation Configuration Matrix?). The same criteria will be used to prioritize Tier III schools. We will also give priority to Tier III schools that choose to implement a model.
- (7)** The KSDE does not have the authority in Kansas to take over a school. The KSDE will monitor each Tier I and Tier II school, will provide technical assistance, and will review required corrective action plans before grant funds are terminated.
- (8)** The KSDE is not planning to provide services directly to any schools in the absence of a takeover. We will continue to collaborate on technical assistance with external providers, such as Cross & Jofus, LLC.

E. ASSURANCES

By submitting this application, the SEA assures that it will do the following (check each box):

- Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school that the SEA approves the LEA to serve.
- Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- Monitor each LEA's implementation of the "rigorous review process" of recruiting, screening, and selecting external providers as well as the interventions supported with school improvement funds.
- To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; total amount of the three year grant listed by each year of implementation; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.
- Report the specific school-level data required in section III of the final requirements.

F. SEA RESERVATION: The SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with any State-level funds it chooses to reserve from its School Improvement Grant allocation.

Insert response to Section F SEA Reservation here:

F. SEA RESERVATION

KSDE will reserve 5% to assist with state activities. The School Improvement Grant will require monthly monitoring and KSDE will be required to add additional staff to their school improvement staff. Every school will be assigned an implementation coach (IC) that will work with each school in Tier I, Tier II, and Tier III. Implementation coaches, employed by Kansas Learning Network, will work with the principal and leadership team to insure implementation of the school improvement plan and school improvement grant. Implementation coaches will visit each school every other week and provide the KSDE a technical report.

A portion of the 5% may be used to conduct an outside evaluation of The Kansas System of School and District Support, including the Kansas Learning Network. The purpose of the evaluation will be to evaluate the technical assistance that the KSDE and the Kansas Learning Network are providing to districts and schools on improvement.

Currently, KSDE has templates, resource books, handbooks and training modules to support schools and districts on improvement. KSDE anticipates creating a web-based school improvement process which will integrate all improvement initiatives at the KSDE, including school improvement, Title II A, Title III, and IDEA. KSDE envisions a system that would be customer friendly for schools and districts and would integrate different federal timelines and expectations.

G. CONSULTATION WITH STAKEHOLDERS: The SEA must consult with its Committee of Practitioners and is encouraged to consult with other stakeholders regarding its application for a School Improvement Grant.

Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein.

The SEA has consulted with its Committee of Practitioners regarding the information set forth in its application.

The SEA may also consult with other stakeholders that have an interest in its application.

The SEA has consulted with other relevant stakeholders, including Superintendents, Cross & Jofuts, LLC, State Curriculum Director's Meeting,

H. WAIVERS: SEAs are invited to request waivers of the requirements set forth below. An SEA must check the corresponding box(es) to indicate which waiver(s) it is requesting.

WAIVERS OF SEA REQUIREMENTS

Enter State Name Here Kansas requests a waiver of the State-level requirements it has indicated below. The State believes that the requested waiver(s) will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Tier I, Tier II, and Tier III schools.

Waiver 1: Tier II waiver

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive paragraph (a)(2) of the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined.

Assurance

The State assures that it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined. Within that pool, the State assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. The State is attaching the list of schools and their level of achievement (as determined under paragraph (b) of the definition of “persistently lowest-achieving schools”) that would be identified as Tier II schools without the waiver and those that would be identified with the waiver. The State assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

Note: An SEA that requested and received the Tier II waiver for its FY 2009 definition of “persistently lowest achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.

Waiver 2: n-size waiver

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed is less than **[Please indicate number]** 30.

Assurance

The State assures that it determined whether it needs to identify five percent of schools or five schools in each tier prior to excluding small schools below its “minimum n.” The State is attaching, and will post on its Web site, a list of the schools in each tier that it will exclude under this waiver and the number of students in each school on which that determination is based. The State will include its “minimum n” in its definition of “persistently lowest-achieving schools.” In addition, the State will include in its list of Tier III schools any schools excluded from the pool of schools from which it identified the persistently lowest-achieving schools in accordance with this waiver.

Note: An SEA that requested and received the n-size waiver for its FY 2009 definition of “persistently lowest-achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.

Waiver 3: New list waiver

Because the State neither must nor elects to generate new lists of Tier I, Tier II, and Tier III schools, waive Sections I.A.1 and II.B.10 of the SIG final requirements to permit the State to use the same Tier I, Tier II, and Tier III lists it used for its FY 2009 competition.

Assurance

The State assures that it has five or more unserved Tier I schools on its FY 2009 list.

WAIVERS OF LEA REQUIREMENTS

Enter State Name Here Kansas requests a waiver of the requirements it has indicated below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA’s application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State’s Tier I, Tier II, and Tier III schools.

Waiver 4: School improvement timeline waiver

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2011–2012 school year to “start over” in the school improvement timeline.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in 2011–2012 in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

Note: An SEA that requested and received the school improvement timeline waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.

Schools that started implementation of a turnaround or restart model in the 2010-2011 school year cannot request this waiver to “start over” their school improvement timeline again.

Waiver 5: Schoolwide program waiver

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II, or Tier III Title I participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests to implement the waiver in its application. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

Note: An SEA that requested and received the schoolwide program waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.

PERIOD OF AVAILABILITY WAIVER

Enter State Name Here Kansas requests a waiver of the requirement indicated below. The State believes that the requested waiver will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and improve the academic achievement of students in Tier I, Tier II, and Tier III schools.

Waiver 6: Period of availability of FY 2009 carryover funds waiver

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2009 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2014.

Note: This waiver only applies to FY 2009 carryover funds. An SEA that requested and received this waiver for the FY 2009 competition and wishes to also receive the waiver to apply to FY 2009 carryover funds in order to make them available for three full years for schools awarded SIG funds through the FY 2010 competition must request the waiver again in this application.

ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS
(Must check if requesting one or more waivers)

The State assures that, prior to submitting its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on its waiver request(s) and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding the above waiver request(s) to the public in the manner in which the State customarily provides such notice and information to the public (e.g., by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

PART II: LEA REQUIREMENTS

An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs. That application must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.

Please note that for FY 2010, an SEA must develop or update its LEA application form to include information on any activities, as well as the budget for those activities, that LEAs plan to carry out during the pre-implementation period to help prepare for full implementation in the following school year.

The SEA must submit its LEA application form with its application to the Department for a School Improvement Grant. The SEA should attach the LEA application form in a separate document.

LEA APPLICATION REQUIREMENTS

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

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.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

- (1) For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that—
 - The LEA has analyzed the needs of each school and selected an intervention for each school; and
 - The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.
- (2) If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.
- (3) The LEA must describe actions it has taken, or will take, to—
 - Design and implement interventions consistent with the final requirements;
 - Recruit, screen, and select external providers, if applicable, to ensure their quality;
 - Align other resources with the interventions;
 - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
 - Sustain the reforms after the funding period ends.
- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA’s application.
- (5) The LEA must describe the annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.
- (6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.
- (7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.
- (8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

Note: An LEA’s budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA’s three-year budget plan.

An LEA’s budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000 or no more than \$6,000,000 over three years.

Example:

LEA XX BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Tier I ES #1	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
Tier I ES #2	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
Tier I MS #1	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000
Tier II HS #1	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$5,735,000
LEA-level Activities	\$250,000		\$250,000	\$250,000	\$750,000
Total Budget	\$6,279,000		\$5,981,500	\$5,620,000	\$17,880,500

D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) 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 each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under section III of the final requirements.

E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA’s School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

APPENDIX A

SEA ALLOCATIONS TO LEAS AND LEA BUDGETS

Continuing Impact of ARRA School Improvement Grant Funding in FY 2010

Congress appropriated \$546 million for School Improvement Grants in FY 2010. In addition, most States will be carrying over a portion of their FY 2009 SIG allocations, primarily due to the requirement in section II.B.9(a) of the SIG final requirements that if not every Tier I school in a State was served with FY 2009 SIG funds, the State was required to carry over 25 percent of its FY 2009 SIG allocation, combine those funds with the State's FY 2010 SIG allocation, and award the combined funding to eligible LEAs consistent with the SIG final requirements. In FY 2009, the combination of \$3 billion in School Improvement Grant funding from the American Recovery and Reinvestment Act and \$546 million from the regular FY 2009 appropriation created a unique opportunity for the program to provide the substantial funding over a multi-year period to support the implementation of school intervention models. In response to this opportunity, the Department encouraged States to apply for a waiver extending the period of availability of FY 2009 SIG funds until September 30, 2013 so that States could use these funds to make three-year grant awards to LEAs to support the full and effective implementation of school intervention models in their Tier I and Tier II schools. All States with approved FY 2009 SIG applications applied for and received this waiver to extend the period of availability of FY 2009 SIG funds and, consistent with the final SIG requirements, are using FY 2009 funds to provide a full three years of funding (aka, "frontloading") to support the implementation of school intervention models in Tier I and Tier II schools.

The Department encouraged frontloading in FY 2009 because the extraordinary amount of SIG funding available in FY 2009 meant that, if those funds had been used to fund only the first year of implementation of a school intervention model, *i.e.*, to make first-year only awards, there would not have been sufficient funding for continuation awards in years two and three of the SIG award period (*i.e.*, SIG funding in FY 2009 was seven times the amount provided through the regular appropriation). Similarly, the estimated nearly \$1.4 billion in total SIG funding available in FY 2010 (an estimated \$825 million in FY 2009 SIG carryover funds plus the \$546 million FY 2010 SIG appropriation) is larger than the expected annual SIG appropriation over the next two fiscal years; if all funds available in FY 2010 were used to make the first year of three-year awards to LEAs for services to eligible Tier I and Tier II schools, there would not be sufficient funds to make continuation awards in subsequent fiscal years.

Maximizing the Impact of Regular FY 2010 SIG Allocations

Continuing the practice of frontloading SIG funds in FY 2010 with respect to all SIG funds that are available for the FY 2010 competition (FY 2009 carryover funds plus the FY 2010 appropriation) would, in many States, limit the number of Tier I and Tier II schools that can be served as a result of the FY 2010 SIG competition. For this reason, the Department believes that, for most States, the most effective method of awarding FY 2010 SIG funds to serve the maximum number of Tier I and Tier II schools that have the capacity to fully and effectively implement a school intervention model is to frontload FY 2009 carryover funds while using FY 2010 SIG funds to make first-year only awards.

For example, if a State has \$36 million in FY 2009 carryover SIG funds and \$21 million in FY 2010 funds, and awards each school implementing a school intervention model an average of \$1 million per year over three years, the SEA would be able to fund 12 schools with FY 2009 carryover funds (*i.e.*, the \$36 million would cover all three years of funding for those 12 schools), plus an additional 21 schools with FY 2010 funds (*i.e.*, the \$21 million would cover the first year of funding for each of those schools, and the second and third years would be funded through continuation grants from subsequent SIG appropriations). Thus, the State would be able to support interventions in a total of 33 schools. However, if the same State elected to frontload all funds available for its FY 2010 SIG competition (FY 2009 carryover funds and its FY 2010 allocation), it would be able to fund interventions in only 19 schools (\$57 million divided by \$3 million per school over three years).

LEAs that receive first-year only awards would continue to implement intervention models in Tier I and Tier II schools over a three-year award period; however, second- and third-year continuation grants would be awarded from SIG appropriations in subsequent fiscal years. This practice of making first-year awards from one year's appropriation and continuation awards from funds appropriated in subsequent fiscal years is similar to the practice used for many U.S. Department of Education discretionary grant programs.

States with FY 2009 SIG carryover funds are invited to apply, as in their FY 2009 applications, for the waiver to extend the period of availability of these funds for one additional year to September 30, 2014. States that did not carry over FY 2009 SIG funds, or that carried over only a small amount of such funds, need not apply for this waiver; such States will use all available FY 2010 SIG funds to make first-year awards to LEAs in their FY 2010 SIG competitions.

Continuation of \$2 Million Annual Per School Cap

For FY 2010, States continue to have flexibility to award up to \$2 million annually for each participating school. This flexibility applies both to funds that are frontloaded and those that are used for first-year only awards. As in FY 2009, this higher limit will permit an SEA to award the amount that the Department believes typically would be required for the successful

implementation of the turnaround, restart, or transformation model in a Tier I or Tier II school (*e.g.*, a school of 500 students might require \$1 million annually, whereas a large, comprehensive high school might require the full \$2 million annually).

In addition, the annual \$2 million per school cap, which permits total per-school funding of up to \$6 million over three years, reflects the continuing priority on serving Tier I or Tier II schools. An SEA must ensure that all Tier I and Tier II schools across the State that its LEAs commit to serve, and that the SEA determines its LEAs have capacity to serve, are awarded sufficient school improvement funding to fully and effectively implement the selected school intervention models over the period of availability of the funds before the SEA awards any funds for Tier III schools.

The following describes the requirements and priorities that apply to LEA budgets and SEA allocations.

LEA Budgets

An LEA's proposed budget should cover a three-year period and should take into account the following:

1. The number of Tier I and Tier II schools that the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school.
2. The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. First-year budgets may be higher than in subsequent years due to one-time start-up costs.
3. The portion of school closure costs covered with school improvement funds may be significantly lower than the amount required for the other models and would typically cover only one year.
4. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I and Tier II schools.
5. The number of Tier III schools that the LEA commits to serve, if any, and the services or benefits the LEA plans to provide to these schools over the three-year grant period.
6. The maximum funding available to the LEA each year is determined by multiplying the total number of Tier I, Tier II, and Tier III schools that the LEA is approved to serve by \$2 million (the maximum amount that an SEA may award to an LEA for each participating school).

SEA Allocations to LEAs

An SEA must allocate the LEA share of school improvement funds (*i.e.*, 95 percent of the SEA's allocation from the Department) in accordance with the following requirements:

1. The SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.
2. An SEA may not award funds to any LEA for Tier III schools unless and until the SEA has awarded funds to serve all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
3. An LEA with one or more Tier I schools may not receive funds to serve only its Tier III schools.
4. In making awards consistent with these requirements, an SEA must take into account LEA capacity to implement the selected school interventions, and also may take into account other factors, such as the number of schools served in each tier and the overall quality of LEA applications.
5. An SEA that does not have sufficient school improvement funds to allow each LEA with a Tier I or Tier II school to implement fully the selected intervention models may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.
6. Consistent with the final requirements, an SEA may award an LEA less funding than it requests. For example, an SEA that does not have sufficient funds to serve fully all of its Tier I and Tier II schools may approve an LEA's application with respect to only a portion of the LEA's Tier I or Tier II schools to enable the SEA to award school improvement funds to Tier I and Tier II schools across the State. Similarly, an SEA may award an LEA funds sufficient to serve only a portion of the Tier III schools the LEA requests to serve.
7. Note that the requirement in section II.B.9(a) of the SIG requirements, under which an SEA that does not serve all of its Tier I schools must carry over 25 percent of its FY 2009 SIG allocation to the following year, does not apply to FY 2010 SIG funds.

An SEA's School Improvement Grant award to an LEA must:

1. Include not less than \$50,000 or more than \$2 million per year for each participating school (*i.e.*, the Tier I, Tier II, and Tier III schools that the LEA commits to serve and that the SEA approves the LEA to serve).
2. Provide sufficient school improvement funds to implement fully and effectively one of the four intervention models in each Tier I and Tier II school the SEA approves the LEA to serve or close, as well as sufficient funds for serving participating Tier III schools. An

SEA may reduce an LEA's requested budget by any amounts proposed for interventions in one or more schools that the SEA does not approve the LEA to serve (*i.e.*, because the LEA does not have the capacity to serve the school or because the SEA is approving only a portion of Tier I and Tier II schools in certain LEAs in order to serve Tier I and Tier II schools across the State). An SEA also may reduce award amounts if it determines that an LEA can implement its planned interventions with less than the amount of funding requested in its budget.

3. Consistent with the priority in the final requirements, provide funds for Tier III schools only if the SEA has already awarded funds for all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
4. Include any requested funds for LEA-level activities that support implementation of the school intervention models.
5. Apportion any FY 2009 carryover school improvement funds so as to provide funding to LEAs over three years (assuming the SEA has requested and received a waiver to extend the period of availability to September 30, 2014).
6. Use FY 2010 school improvement funds to make the first year of three-year grant awards to LEAs (unless the SEA has received a waiver of the period of availability for its FY 2010 funds). Continuation awards for years 2 and 3 would come from SIG appropriations in subsequent fiscal years.

APPENDIX B

	Schools an SEA MUST identify in each tier	Newly eligible schools an SEA MAY identify in each tier
Tier I	Schools that meet the criteria in paragraph (a)(1) in the definition of “persistently lowest-achieving schools.” [‡]	Title I eligible [§] elementary schools that are no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(1)(i) in the definition of “persistently lowest-achieving schools” <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years.
Tier II	Schools that meet the criteria in paragraph (a)(2) in the definition of “persistently lowest-achieving schools.”	Title I eligible secondary schools that are (1) no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(2)(i) in the definition of “persistently lowest-achieving schools” or (2) high schools that have had a graduation rate of less than 60 percent over a number of years <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years.
Tier III	Title I schools in improvement, corrective action, or restructuring that are not in Tier I. ^{**}	Title I eligible schools that do not meet the requirements to be in Tier I or Tier II <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two years.

[‡] “Persistently lowest-achieving schools” means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

- (i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

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

- (i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

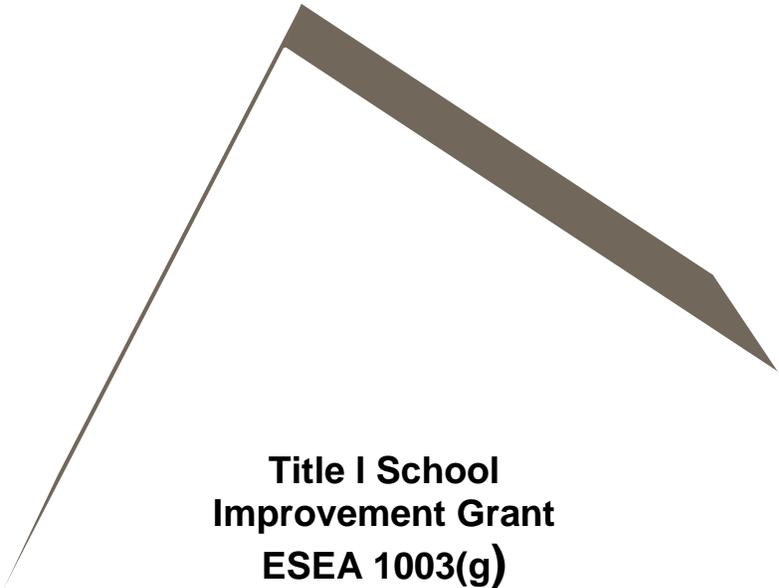
[§] For the purposes of schools that may be added to Tier I, Tier II, or Tier III, “Title I eligible” schools may be schools that are eligible for, but do not receive, Title I, Part A funds or schools that are Title I participating (i.e., schools that are eligible for and do receive Title I, Part A funds).

^{**} Certain Title I schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II rather than Tier III. In particular, certain Title I secondary schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II if an SEA receives a waiver to include them in the pool of schools from which Tier II schools are selected or if they meet the criteria in section I.A.1(b)(ii)(A)(2) and (B) and an SEA chooses to include them in Tier II.



Fiscal Year 2010
April, 2011

District Level School Improvement Grant Application (LEA)



**Title I School
Improvement Grant
ESEA 1003(g)
CFDA Number 84.377A**

**TITLE PROGRAM & SERVICES
TEAM**

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

PART II: DISTRICT INFORMATION

USD Name and Number	
Name and Title of District Contact for Grant Application	
Address	Telephone Number
City	Zip Code
E-mail Address	Fax
<p>Qualifications: The school(s) in the district identified as <i>in improvement, corrective action or restructuring</i> and which demonstrate the greatest need and commitment.</p> <p>Schools listed on the following page(s).</p>	
Amount Requested	

Authorized District Signature	Date
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SEA Approval/Date	Amount Awarded
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Employment/Educational Opportunity Agency

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:

KSDE General Counsel
120 SE 10th Ave.
Topeka, KS 66612

785-296-3204	<p>The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application</p>
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B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a school improvement grant.

Step 1a: Needs Assessment -- The LEA has analyzed the needs of each school and selected an intervention for each school.

Needs Assessment Process: Describe the **needs assessment process** that the school went through before selecting the Intervention Model. Needs Assessment Resources are provided in the Kansas Improvement Notebook located at: <http://www.ksde.org/Default.aspx?tabid=4398>

Data Analysis: Write a brief summary of the school's data analysis results/findings. Include:

Achievement Data

- School Leading Indicator Report (in Appendix E of LEA Application)
- School AYP Data
- School Report Card Data

Perception Data

Contextual (school processes/ programs)

Demographic Data

Root Cause Analysis: Based on the school's data analysis results, describe the root cause(s) that support the selection of an appropriate intervention model.

Step 1b: The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively the required activities of the school intervention model it has selected.

Using the needs assessment results, select the Appropriate Intervention Model, elaborate on how the school utilized the School Intervention Model Selection Rubrics to choose a model. Refer to Appendix D, p. 48-79.

Model that Supports School: Describe why the model will be an appropriate fit for the school.

Using the Needs Assessment and the Selected School Intervention Model, Assess the District and School Capacity, elaborate on how the school used the Innovation Configuration Matrix (ICM) for Schools. It is located at <http://www.kansasmtss.org/resources.htm>

Strengths and Weaknesses: Discuss the **strengths and weaknesses** identified in the capacity appraisal that was done for the school using the Innovation Configuration Matrix (ICM) for Schools.

Use of Improvement Funds: Provide an explanation of the school’s capacity to use school improvement funds to provide adequate resources and related support for full and effective implementation of all required activities of the selected model.

2. If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school. (Answer only if applicable.)

3. The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements.

Interventions Consistent with Final Requirements: Describe the actions the school will take to design and implement interventions consistent with the final requirements of the grant. (*Using the appropriate table for model selected – complete only one chart.*)

Turnaround Model Requirements: Refer to Appendix B, p. 32-35.

(Fill out this box ONLY if you are choosing the Turnaround Model.)

Write a brief narrative explaining how this school will address each of the Required Activities listed below. (Required Activities)

<p>A. Replace the principal and grant the principal sufficient operational flexibility (including staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;</p>	
<p>B. Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, 1) Screen all existing staff and rehire no more than 50 percent; and 2) Select new staff;</p>	
<p>C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;</p>	
<p>D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;</p>	

<p>E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</p>	
<p>F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;</p>	
<p>G. Promote the continuous use of student data (such as from formative, interim, summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</p>	
<p>H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</p>	
<p>I. Provide appropriate social-emotional and community-oriented services and supports for students.</p>	

**Restart Model Requirements: Refer to Appendix B, p. 36-38.
(Fill out this box ONLY if you are choosing the Restart Model.)**

<p><i>Write a brief narrative explaining how this school will address <u>each</u> of the Required Activities listed below. (Required Activities)</i></p>	
<p>A. The LEA creates a “rigorous review process” and examines prospective restart operator’s reform plans and strategies. The prospective operator demonstrates that its strategies are research-based and that it has the capacity to implement the strategies it is proposing.</p>	

<p>B. The LEA allows former students, within the grades it serves, to attend the schools.</p>	
<p>C. The LEA requires all former students who wish to attend the restart school to sign student or parent/student agreements covering student behavior, attendance, and other commitments related to academic performance.</p>	
<p>D. The LEA provides the operator with considerable flexibility, not only with respect to the school improvement activities it will undertake, but with respect to the type of program it will offer.</p>	
<p>E. The LEA includes accountability agreements for meeting final requirements with the operator and can terminate the contract if performance measures are not met.</p>	
<p>F. The LEA reviews and meets fee and service requirements as defined by guidance in grant.</p>	

**Closure Model Requirements: Refer to Appendix B, p. 38-39.
(Fill out this box ONLY if you are choosing the Closure Model.)**

<p><i>Write a brief narrative explaining how this school will address <u>each</u> of the Required Activities listed below. (Required Activities)</i></p>	
<p>A. Families and Communities are engaged by the LEA in the process of selecting the appropriate school improvement model. The data and reasons to support the decisions to close the school are shared with families and the school community and they have a voice in exploring quality options.</p>	

<p>B. The families and communities are allowed to help plan for a smooth transition for students and their families at the receiving schools.</p>	
<p>C. The LEA determines whether higher-achieving schools are within reasonable proximity to the closed school and whether any students are unduly inconvenienced by having to travel to the new location.</p>	
<p>D. Leadership will devise a school closure plan to address all Kansas Learning Network Correlates (Leadership, Culture and Human Capital, Curriculum and Assessment, and Professional Development). The plan would include:</p> <ul style="list-style-type: none"> ✓ Personnel placement ✓ Policy ✓ Board decisions ✓ Student Assignment ✓ Transfer of Records ✓ Transportation ✓ Resource Reassignment ✓ Transfer of equipment ✓ Building numbers ✓ Facility issues ✓ Community PR ✓ Parent Communication ✓ Special Education Issues ✓ Title I Issues ✓ Records ✓ Fiscal Services ✓ Accreditation Issues ✓ Safety and Security Considerations. ✓ Communication with state 	

**Transformation Model Requirements: Refer to Appendix B, p. 39-44.
 (Fill out this box ONLY if you are choosing the Transformation Model.)**

Write a brief narrative explaining how this school will address each of the Required Activities listed under the numbered strategies.

(1) Developing and increasing teacher and school leader effectiveness. (Required Activities)	
A. Replace the principal who led the school prior to commencement of the transformation model; (Note: USDE will accept 2 years of previous experience if the transformation has begun.)	
B. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- 3) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 4) Are designed and developed with teacher and principal involvement;	
C. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and HS graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;	

<p>D. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p>	
<p>E. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>	
<p>(2) Comprehensive instructional reform strategies. (Required Activities)</p>	
<p>A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p>	
<p>B. Promote the continuous use of student data (formative, interim, summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	
<p>(3) Increasing learning time and creating community-oriented schools. (Required Activities)</p>	
<p>A. Establish schedules and strategies that provide increased learning time (as defined in this notice); and</p>	
<p>B. Provide ongoing mechanisms for family and community engagement.</p>	

(4) Providing operational flexibility and sustained support. (Required Activities)	
<p>A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p>	
<p>B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>	

External Providers: Describe the actions the school will take to recruit, screen and select external providers, if applicable to ensure their quality.

Resources Aligned to Interventions: Describe how the school will align other resources with the interventions.

Practices and Policies: Explain what practices or policies, if necessary, will need to be modified to enable the school to implement the interventions fully and effectively.

Sustainability: Explain how the school will sustain the reforms after the funding period ends.

4. The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA’s application. Refer to Appendix D, p. 76-77.

Implementation Steps	SEA Timeline	LEA Timeline and Explanation
<p><u>Exploration and Adoption</u></p> <ol style="list-style-type: none"> 1. Needs Assessment using the Innovation Configuration Matrix (ICM) for Schools <ul style="list-style-type: none"> • Achievement Data <ul style="list-style-type: none"> ○ School Leading Indicator Report ○ School AYP Data ○ School Report Card Data 2. Perception Data 3. Contextual (school processes/ programs) 4. Demographic Data 5. Selection of Model <ul style="list-style-type: none"> • School Improvement Model Selection Rubrics 6. Capacity of District <ul style="list-style-type: none"> • Capacity Appraisal using Innovation Configuration Matrix (ICM) for Districts • Systemic 	<p>SEA grant application is submitted in December 2010.</p> <p>LEAs receive notification of identified Tier I, Tier II and Tier III schools in December 2010.</p> <p>SEA grant application and LEA grant application is approved in April, 2011.</p> <p>LEA grant application is distributed in April 2011.</p> <p>KSDE offers technical assistance to LEAs on grant competition January through webinar. Updated webinar scheduled in April after release.</p> <p>LEA grants due June 1, 2011.</p> <p>LEA grants evaluated and site visits June 2011.</p> <p>LEA grants awarded at KSBE meeting July 2011.</p>	

<p>Coherence and Capacity Addendum to the District Effectiveness Appraisal</p> <ul style="list-style-type: none"> • Sustainability Plan <ol style="list-style-type: none"> 7. Goal Setting 8. Completion of Stages 1 through 4 in School Improvement Process 9. LEA Application 10. LEA Presentation on Needs Assessment Results, Model Selection, Capacity Appraisal Results, and Goal Identification 11. Budget Negotiation 12. Approval of LEA Application by KSDE 		
<p><u>*Program Installation and Initial Implementation – PRE-IMPLEMENTATION</u></p> <ol style="list-style-type: none"> 1. Family and Community Engagement Meetings 2. Rigorous Review of External Providers 3. Staffing 4. Instructional Programs (remediation and enrichment programs begin) 5. Professional Development 6. Aligning Accountability Measures for Reporting <p>(*See Pre-Implementation information in SIG Guidance on School Improvement Grants, November 1, 2010, p. 75-80.)</p>	<p>Funds available to LEAs in July 2011.</p> <p>Pre-Implementation activities begin at school site in August.</p>	
<p><u>Full Operation</u></p> <ol style="list-style-type: none"> 1. Beginning of School Year – Back to school kick-off 2. Continuation of School Staff Training 3. IC’s Bi-Weekly Meetings 	<p>August 20, 2011</p>	

<p>on Fidelity of Implementation of School Improvement Plan</p> <ol style="list-style-type: none"> 4. Bi-Monthly and technical assistance monitoring by KSDE Staff 5. Student Orientation Sessions on School Changes 6. Family and Community Orientation Sessions on School Changes Continue 		
<p><u>Innovation</u></p> <ol style="list-style-type: none"> 1. Analysis of Year One Data 2. Revisions to School Improvement Plan 3. Continuation of School Staff Training 	<p>June 2012</p>	
<p><u>Sustainability</u></p> <ol style="list-style-type: none"> 1. Evaluation 2. Resource Alignment 3. Abandonment and Redesign 	<p>August 2012</p>	

5. The LEA must describe the annual goals for student achievement on the State’s assessment in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds. Additional goals may be provided based on the root cause analysis findings.

6. For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.

7. The LEA must describe the goals it has established (subject to approval by SEA) in order to hold accountable its Tier III schools that receive school improvement fund , if applicable.

8. As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve. Refer to Appendix G, p. 82-85 & Appendix H, p. 86-87.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Tier I and Tier II school it commits to serve;

- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.
- The LEA must include a budget and budget narrative to support each line item.

Note: An LEA’s budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA;s three-year budget plan.

An LEA’s budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000 or no more than \$6,000,000 over three years.

Example:

LEA XX BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 – Full implementation			
Tier I ES #1	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
Tier I ES #2	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
Tier I MS #1	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000
Tier II HS #1	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$5,735,000
LEA-level Activities	\$250,000		\$250,000	\$250,000	\$750,000
Total Budget	\$6,279,000		\$5,981,500	\$5,620,000	\$17,880,500

**KANSAS STATE DEPARTMENT OF EDUCATION
Title I School Improvement Grant
ESEA 1003(g)
PRE-IMPLEMENTATION DISTRICT/BUILDING BUDGET (OPTIONAL)
FOR MAY 15, 2011 TO AUGUST 30, 2011**

Budget Categories	Amount Requested
1000 Instruction	
100 Personnel Services—Salaries	
200 Employee Benefits	
300 Purchased Professional and Technical Services	
400 Purchased Property Services	
500 Other Purchased Services	
600 Supplies and Materials	
700 Property	
2000 Support Services	
2100 Support Services—Students	
2200 Support Services—Instructional Staff	
2300 Support Services (General Administration)	
2329 Other Executive Administration Services	
2400 Support Services	
2700 Student Transportation Services	
3000 Non-Instructional Services	
3300 Community Services Operations	
3400 Student Activities	
TOTAL	\$

Provide a written explanation of each proposed expenditure on a separate page.

**KANSAS STATE DEPARTMENT OF EDUCATION
Title I School Improvement Grant
ESEA 1003(g)
PROJECTED DISTRICT BUDGET FOR SEPTEMBER 1, 2011 TO JUNE 30, 2012**

Year 1

Budget Categories	Amount Requested
1000 Instruction	
100 Personnel Services—Salaries	
200 Employee Benefits	
300 Purchased Professional and Technical Services	
400 Purchased Property Services	
500 Other Purchased Services	
600 Supplies and Materials	
700 Property	
2000 Support Services	
2100 Support Services—Students	
2200 Support Services—Instructional Staff	
2300 Support Services (General Administration)	
2329 Other Executive Administration Services	
2400 Support Services	
2700 Student Transportation Services	
3000 Non-Instructional Services	
3300 Community Services Operations	
3400 Student Activities	
TOTAL	\$

Provide a written explanation of each proposed expenditure on a separate page.

**KANSAS STATE DEPARTMENT OF EDUCATION
Title I School Improvement Grant
ESEA 1003(g)
PROJECTED DISTRICT BUDGET FOR JULY 1, 2012 TO JUNE 30, 2013
Year 2**

Budget Categories	Amount Requested
1000 Instruction	
100 Personnel Services—Salaries	
200 Employee Benefits	
300 Purchased Professional and Technical Services	
400 Purchased Property Services	
500 Other Purchased Services	
600 Supplies and Materials	
700 Property	
2000 Support Services	
2100 Support Services—Students	
2200 Support Services—Instructional Staff	
2300 Support Services (General Administration)	
2329 Other Executive Administration Services	
2400 Support Services	
2700 Student Transportation Services	
3000 Non-Instructional Services	
3300 Community Services Operations	
3400 Student Activities	
TOTAL	\$

Provide a written explanation of each proposed expenditure on a separate page.

**KANSAS STATE DEPARTMENT OF EDUCATION
Title I School Improvement Grant
ESEA 1003(g)
PROJECTED DISTRICT BUDGET FOR JULY 1, 2013 TO JUNE 30, 2014
Year 3**

Budget Categories	Amount Requested
1000 Instruction	
100 Personnel Services—Salaries	
200 Employee Benefits	
300 Purchased Professional and Technical Services	
400 Purchased Property Services	
500 Other Purchased Services	
600 Supplies and Materials	
700 Property	
2000 Support Services	
2100 Support Services—Students	
2200 Support Services—Instructional Staff	
2300 Support Services (General Administration)	
2329 Other Executive Administration Services	
2400 Support Services	
2700 Student Transportation Services	
3000 Non-Instructional Services	
3300 Community Services Operations	
3400 Student Activities	
TOTAL	\$

Provide a written explanation of each proposed expenditure on a separate page.

**KANSAS STATE DEPARTMENT OF EDUCATION
Title I School Improvement Grant
ESEA 1003(g)
PROJECTED BUILDING BUDGET FOR SEPTEMBER 1, 2011 TO JUNE 30, 2012**

Year 1

Budget Categories	Amount Requested
1000 Instruction	
100 Personnel Services—Salaries	
200 Employee Benefits	
300 Purchased Professional and Technical Services	
400 Purchased Property Services	
500 Other Purchased Services	
600 Supplies and Materials	
700 Property	
2000 Support Services	
2100 Support Services—Students	
2200 Support Services—Instructional Staff	
2300 Support Services (General Administration)	
2329 Other Executive Administration Services	
2400 Support Services	
2700 Student Transportation Services	
3000 Non-Instructional Services	
3300 Community Services Operations	
3400 Student Activities	
TOTAL	\$

Provide a written explanation of each proposed expenditure on a separate page.

**KANSAS STATE DEPARTMENT OF EDUCATION
Title I School Improvement Grant
ESEA 1003(g)
PROJECTED BUILDING BUDGET FOR JULY 1, 2012 TO JUNE 30, 2013
Year 2**

Budget Categories	Amount Requested
1000 Instruction	
100 Personnel Services—Salaries	
200 Employee Benefits	
300 Purchased Professional and Technical Services	
400 Purchased Property Services	
500 Other Purchased Services	
600 Supplies and Materials	
700 Property	
2000 Support Services	
2100 Support Services—Students	
2200 Support Services—Instructional Staff	
2300 Support Services (General Administration)	
2329 Other Executive Administration Services	
2400 Support Services	
2700 Student Transportation Services	
3000 Non-Instructional Services	
3300 Community Services Operations	
3400 Student Activities	
TOTAL	\$

Provide a written explanation of each proposed expenditure on a separate page.

KANSAS STATE DEPARTMENT OF EDUCATION
Title I School Improvement Grant
ESEA 1003(g)
PROJECTED BUILDING BUDGET FOR JULY 1, 2013 TO JUNE 30, 2014
Year 3

Budget Categories	Amount Requested
1000 Instruction	
100 Personnel Services—Salaries	
200 Employee Benefits	
300 Purchased Professional and Technical Services	
400 Purchased Property Services	
500 Other Purchased Services	
600 Supplies and Materials	
700 Property	
2000 Support Services	
2100 Support Services—Students	
2200 Support Services—Instructional Staff	
2300 Support Services (General Administration)	
2329 Other Executive Administration Services	
2400 Support Services	
2700 Student Transportation Services	
3000 Non-Instructional Services	
3300 Community Services Operations	
3400 Student Activities	
TOTAL	\$

Provide a written explanation of each proposed expenditure on a separate page.

D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will --

- Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- 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 each Tier I and Tier II school that it serves with school improvement funds;
- If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- Report to the SEA the school-level data required under section III of the final requirements.

E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- "Starting over" in the school improvement timeline for Tier I schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

APPENDICES

- APPENDIX A:** General Grant Information
- APPENDIX B:** Requirements for Four Intervention Models –
Guidance on Fiscal Year 2010 School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965 – November 1, 2010, p. 26-42. To access the entire guidance document use the following link: <http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>
- APPENDIX C:** Intervention Models Rubrics
- APPENDIX D:** Process Timeline Based on the Six Steps of Implementation
- APPENDIX E:** Systemic Coherence and Capacity Addendum
- APPENDIX F:** School Leading Indicator Report
- APPENDIX G:** SEA Allocations to LEAS and LEA Budgets
- APPENDIX H:** Explanation of Budget Line Items
- APPENDIX I:** LEA Application Scoring Form

APPENDIX A

GENERAL INFORMATION ABOUT THE GRANT:

Please read this before beginning the application on p. 3.

Purpose:

The School Improvement Grants under the Elementary and Secondary Educational Act (ESEA) are grants awarded to State Educational Agencies (SEAs), to Local Educational Agencies (LEAs) for assisting their Title I schools identified in Tier I, Tier II and Tier III under the new guidance from the Department of Education (DOE). The Kansas State Department of Education (KSDE) will ensure the funds will be granted to those schools that demonstrate the greatest need, have the strongest commitment toward providing the resources necessary to raise substantially the achievement of their students to make adequate yearly progress, and exit improvement status.

Eligible Schools and Districts:

Districts that have schools identified in Tier I and Tier II and are requesting funds should utilize this application. All Tier I and Tier III schools have a school improvement plan on file that has been reviewed and approved by the KSDE. Tier I and Tier II schools will be expected to update their plan when applying for new school improvement funds. A separate grant application for Tier III schools will be made available, if resources are available.

Eligibility Criteria

The School Improvement Grant (SIG) Section 1003 (g) Amended Final Requirements and Guidance published in the Federal Register in January 2010, states that school improvement funds are to be focused on persistently lowest-achieving schools. Further guidance was provided on November 1, 2010. As identified by the Local Education Agency (LEA) as a school(s) served in Tier I or Tier II, the LEA must implement one of the four school intervention models: Turnaround Model, Restart Model, School Closure, or Transformation Model.

	Schools an SEA MUST identify in each tier	Newly eligible schools an SEA MAY identify in each tier
Tier I	Schools that meet the criteria in paragraph (a)(1) in the definition of “persistently lowest-achieving schools.” ¹	Title I eligible ² elementary schools that are no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(1)(i) in the definition of “persistently lowest-achieving schools” <u>and</u> that are: <ul style="list-style-type: none">• in the bottom 20% of all schools in the State based on proficiency rates;<u>or</u>• have not made AYP for two consecutive years.

Tier II	Schools that meet the criteria in paragraph (a)(2) in the definition of “persistently lowest-achieving schools.”	Title I eligible secondary schools that are (1) no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(2)(i) in the definition of “persistently lowest-achieving schools” or (2) high schools that have had a graduation rate of less than 60 percent over a number of years <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years.
Tier III	Title I schools in improvement, corrective action, or restructuring that are not in Tier I. ³	Title I eligible schools that do not meet the requirements to be in Tier I or Tier II <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two years.

“Persistently lowest-achieving schools” means, as determined by the State —

(a)(1) Any Title I school in improvement, corrective action, or restructuring that –

- (i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) An secondary school that is eligible for, but does not receive, Title I funds that –

- (i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

For the purposes of schools that may be added to Tier I, Tier II, or Tier III, “Title I eligible” schools may be schools that are eligible for, but do not receive, Title I, Part A funds or schools that are Title I participating (i.e., schools that are eligible for and do receive Title I, Part A funds.)

**Certain Title I schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II rather than Tier III. In particular, certain Title I secondary schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II if an SEA receives a waiver to include them in the pool of schools from which Tier II schools are selected or if they meet the criteria in section I.A.1(b)(ii)(A)(2) and (B) and an SEA chooses to included them in Tier II.

Selection of a Model

For each Tier I and Tier II School that the LEA commits to serve, the LEA must demonstrate that –

- The LEA has analyzed the needs of each school and selected an intervention for each school; and
- The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II schools identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.

The Intervention Model Selection Rubrics, which is in Appendix C, should be used by the district when selecting a model. In the LEA application the district will be asked to provide answers to specific questions about the model they have selected.

A. TURNAROUND MODEL

The following information comes from Guidance from School Improvement Grants on Turnaround Models, Appendix B, p. 26-31.

A turnaround model is one in which an LEA must do the following:

- (1) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
- (2) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
 - (A) Screen all existing staff and rehire no more than 50 percent; and
 - (B) Select new staff;
- (3) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
- (4) Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- (5) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

- (6) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
- (7) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- (8) Establish schedules and implement strategies that provide increased learning time; and
- (9) Provide appropriate social-emotional and community-oriented services and supports for students.

B. RESTART MODEL

The following information comes from Guidance from School Improvement Grants on Restart Model, pg. 31-34.

A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

- A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools.
- An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.

C. SCHOOL CLOSURE MODEL

The following information comes from Guidance from School Improvement Grants on School Closure Model, pg. 34-35.

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

D. TRANSFORMATION MODEL

The following information comes from Guidance from School Improvement Grants on Transformational Model, pg. 36-42.

An LEA implementing a transformation model must:

- (1) Replace the principal who led the school prior to commencement of the transformation model;
- (2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that —
 - (a) Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - (b) Are designed and developed with teacher and principal involvement;
- (3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
- (4) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
- (5) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.

If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.

ADDITIONAL REQUIREMENTS WHEN ADOPTING A MODEL

Capacity:

The LEA must demonstrate the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II School identified in the application.

- An LEA is only required to serve the Tier I schools that it has the capacity to serve.
- If an LEA does not serve any Tier I school(s) they may not apply for funding to only serve their Tier III schools.

Goal Setting and Reporting:

An LEA must set annual goals for student achievement related to their results on the Kansas assessments (i.e., reading/language arts and mathematics).

The annual goals for the LEA need to be approved by the State Educational Agency.

For each identified school in Tier I and Tier II the state will report the following:

- identity of the school;
- the interventions adopted, and
- the amount of funding awarded.

In addition,

- Achievement measures must be reported annually (i.e., improvements in student performance) and leading indicators (e.g., student and teacher attendance rates) for each identified school in Tier I and Tier II.
- Funding awards for years two and three will be determined from data received from the LEA receiving funding in year one. This renewal, if extended, will be through a waiver based on availability within a set period of time.

Evaluation Criteria:

The actions listed are required by the LEA and must be completed prior to submitting the application for a School Improvement Grant.

Based on the analysis of the Tier I and Tier II schools the LEA will:

- a) Describe the need for each school identified and what interventions have been selected for each school.
- b) Describe how capacity was determined.
- c) Describe how the LEA plans to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school(s) identified in the application in order to implement, fully and effectively, the selected intervention in each of those schools.
- d) Include a budget to sufficiently implement the funds for the selected interventions named in each Tier I and Tier II school(s) as identified in the application.
- e) Describe how and what support will be given to the school improvement activities in Tier III schools throughout the period of availability of funds (including the possibility of any waiver extending the period of time if applicable).

The Role of the SEA:

- 1) Identify Tier I, Tier II, and Tier III schools;
- 2) Establish criteria to evaluate the quality of applications;
- 3) Analyze the needs and selected intervention(s) for each Tier I and Tier II schools identified in the LEA application;
 - a. demonstrated their capacity to use the funds to provide adequate resources and

- b. to support each Tier I and Tier II school identified in the application in order to implement fully and effectively the selected intervention in each school; and
 - c. developed a budget with sufficient funds to implement the selected interventions fully and effectively in each Tier I and Tier II school identified in their applications as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).
- 4) Establish criteria to assess LEA commitment to:
 - a. design and implement the interventions; recruit, screen, and select external providers, if applicable, to ensure their quality;
 - b. align other resources with the interventions;
 - c. modify their practices or policies, if necessary, to be able to implement the interventions fully and effectively; and
 - d. sustain the reforms after the funding period ends.
 - 5) Prioritize, first, LEA applications that commit to serve Tier I and Tier II schools and, then, LEA applications that commit to serve Tier I schools.
 - 6) Award SIG funds to eligible LEAs in amounts of sufficient size and scope to implement the selected interventions;
 - 7) Monitor LEA implementation of the selected interventions.
 - 8) Hold each LEA accountable annually for meeting, or making progress toward meeting, student achievement goals and leading indicators in each Tier I and Tier II School.
 - 9) Post on its Web site, within 30 days of awarding SIG grants, all final LEA applications and a summary of the grants.
 - 10) Report school-level data on student achievement outcomes and leading indicators in Tier I and Tier II schools.

Waivers

To support effective implementation, the State may award an LEA a waiver to:

- 1) “Start over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- 2) Implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

APPENDIX B

Intervention Model Requirements November 1, 2010 Guidance

B. TURNAROUND MODEL

B-1. What are the required elements of a turnaround model?

A turnaround model is one in which an LEA must do the following:

- (1) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in FY 2010 Guidance 27 order to substantially improve student achievement outcomes and increase high school graduation rates;
- (2) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
 - (A) Screen all existing staff and rehire no more than 50 percent; and
 - (B) Select new staff;
- (3) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
- (4) Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- (5) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new —turnaround office in the LEA or SEA, hire a —turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
- (6) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
- (7) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- (8) Establish schedules and implement strategies that provide increased learning time; and
- (9) Provide appropriate social-emotional and community-oriented services and supports for students.

B-2. In addition to the required elements, what optional elements may also be a part of a turnaround model?

In addition to the required elements, an LEA implementing a turnaround model may also implement other strategies, such as a new school model or any of the required and permissible activities under the transformation intervention model described in the final requirements. It could also, for example, implement a high-quality preschool program that is designed to improve the health, social-emotional outcomes, and school readiness for high-need young children or replace a comprehensive high school with one that focuses on science, technology, engineering, and mathematics (STEM). The key is that these actions would be taken within the framework of the FY 2010 Guidance 28 turnaround model and would be in addition to, not instead of, the actions that are required as part of a turnaround model. (Modified for FY 2010 Guidance)

B-3. What is the definition of —staff as that term is used in the discussion of a turnaround model?

As used in the discussion of a turnaround model, —staff includes all instructional staff, but an LEA has discretion to determine whether or not —staff also includes non-instructional staff. An LEA may decide that it is appropriate to include non-instructional staff in the definition of —staff as all members of a school’s staff contribute to the school environment and are important to the success of a turnaround model. In determining the number of staff members that may be rehired, an LEA should count the total number of staff positions (however staff is defined) within the school in which the model is being implemented, including any positions that may be vacant at the time of the implementation. For example, if a school has a total of 100 staff positions, only 90 of which are filled at the time the model is implemented, the LEA may rehire 50 staff members; the LEA is not limited to rehiring only 45 individuals (50 percent of the filled staff positions). (See G-1c for additional information on how an LEA should determine the number of staff members that must be replaced when taking advantage of the flexibility to continue or complete interventions that have been implemented within the last two years.) (Modified for FY 2010 Guidance)

B-3a. The response to B-3 states that —staff includes —all instructional staff. Does —all instructional staff mean only teachers of core academic subjects or does it also include physical education teachers and teachers of other non-core academic subjects?

—All instructional staff includes teachers of core academic subjects as well as teachers of non-core academic subjects. Section I.A.2(a)(1)(ii) of the final requirements requires an LEA to measure the effectiveness of —staff who work within the turnaround environment. As is stated in B-3, an LEA has discretion to determine whether or not to include non-instructional staff, in addition to instructional staff, in meeting this requirement. An LEA may decide it is appropriate to include non-instructional staff in the definition of —staff as all members of a school’s staff contribute to the school environment and are important to the success of a turnaround model.

B-4. What are —locally adopted competencies?

A —competency, which is a skill or consistent pattern of thinking, feeling, acting, or speaking that causes a person to be effective in a particular job or role, is a key predictor of how someone will perform at work. Given that every teacher brings a unique skill set to the classroom, thoughtfully developed assessments of such competencies can be used as part of a rigorous recruitment, screening, and selection process to identify educators with the unique qualities that equip them to succeed in the turnaround environment and can help ensure a strong match between teachers and particular turnaround schools. As part of a rigorous recruitment, screening and selection process, assessments of turnaround teachers’ competencies can be used by the principal or district leader to distinguish between very high performers and more typical or lower-performing teachers in a turnaround setting. Although an LEA may already have and use a

set of tools to screen for appropriate competencies as part of its normal hiring practices, it is important to develop a set of FY 2010 Guidance 29 competencies specifically designed to identify staff that can be effective in a turnaround situation because, in a turnaround school, failure has become an entrenched way of life for students and staff, and staff members need stronger and more consistent habits in critical areas to transform the school's wide-scale failure into learning success. While each LEA should identify the skills and expertise needed for its local context, in addition to reviewing evidence of effectiveness in previous teaching positions (or other pre-service experience) in the form of recommendations, portfolios, or student outcomes, examples of locally adopted competencies might include acting with initiative and persistence, planning ahead, flexibility, respect for and sensitivity to norms of interaction in different situations, self-confidence, team leadership, developing others, analytical thinking, and conceptual thinking. The value and utility of turnaround competencies for selection are dependent on the process by which an LEA or school leader or team uses them. In addition to assessing a candidate's subject knowledge and mastery of specific instructional practices that the turnaround school uses, using a robust and multi-tiered selection process that includes interviews that ask about past practice in the classroom or situational scenarios, reviewing writing samples, observing teachers in their classrooms, and asking teachers to perform job-related tasks such as presenting information to a group of parents, are all common techniques used to screen candidates against turnaround competencies. Note that these are merely examples of a process and set of competencies an LEA might measure and use in screening and selecting staff to meet the unique needs of the schools in which it will implement a turnaround model.

B-5. Is an LEA implementing the turnaround model required to use financial incentives, increased opportunities for promotion and career growth, and more flexible conditions as strategies to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround model?

No. The specific strategies mentioned in this requirement (see B-1(3)) are merely examples of the types of strategies an LEA might use to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a school implementing the turnaround model. An LEA is not obligated to use these particular strategies, so long as it implements some strategies that are designed to recruit, place, and retain the appropriate staff.

B-6. What is job-embedded professional development?

Job-embedded professional development is professional learning that occurs at a school as educators engage in their daily work activities. It is closely connected to what teachers are asked to do in the classroom so that the skills and knowledge gained from such learning can be immediately transferred to classroom instructional practices. Job-embedded professional development is usually characterized by the following:

- It occurs on a regular basis (*e.g.*, daily or weekly);
- It is aligned with academic standards, school curricula, and school improvement goals; FY 2010 Guidance 30
- It involves educators working together collaboratively and is often facilitated by school instructional leaders or school-based professional development coaches or mentors;
- It requires active engagement rather than passive learning by participants; and
- It focuses on understanding what and how students are learning and on how to address students' learning needs, including reviewing student work and achievement data and collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on such data.

Job-embedded professional development can take many forms, including, but not limited to, classroom coaching, structured common planning time, meetings with mentors, consultation with

outside experts, and observations of classroom practice. When implemented as part of a turnaround model, job-embedded professional development must be designed with school staff.

B-7. Does the requirement to implement an instructional program that is research-based and aligned (vertically and with State standards) require adoption of a new or revised instructional program?

Not necessarily. In implementing a turnaround model, an LEA must use data to identify an instructional program that is research-based and vertically aligned as well as aligned with State academic standards. If an LEA determines, based on a careful review of appropriate data, that the instructional program currently being implemented in a particular school is research-based and properly aligned, it may continue to implement that instructional program. However, the Department expects that most LEAs with Tier I or Tier II schools will need to make at least minor adjustments to the instructional programs in those schools to ensure that those programs are, in fact, research-based and properly aligned.

B-8. What are examples of social-emotional and community-oriented services that may be supported with SIG funds in a school implementing a turnaround model?

Social-emotional and community-oriented services that may be offered to students in a school implementing a turnaround model may include, but are not limited to: (a) safety programs; (b) community stability programs that reduce the mobility rate of students in the school; or (c) family and community engagement programs that support a range of activities designed to build the capacity of parents and school staff to work together to improve student academic achievement, such as a family literacy program for parents who need to improve their literacy skills in order to support their children's learning. If funds are not reasonably available from other public or private sources to support the planning and implementation of the services and the LEA has engaged in a comprehensive needs assessment, SIG funds might be used to hire a coordinator or to contract with an organization to facilitate the delivery of health, nutrition, and social services to the school's students in partnership with local service providers. SIG funds also might be used for (1) professional development necessary to assist teachers, pupil services personnel, other staff, and parents in identifying and meeting the comprehensive needs of students, and (2) as a last resort when funds are not reasonably available FY 2010 Guidance 31 from other public or private sources, the provision of basic medical equipment, such as eyeglasses and hearing aids. An LEA should examine the needs of students in the turnaround school to determine which social emotional and community-oriented services will be appropriate and useful under the circumstances. Further, like all other activities supported with SIG funds, any services provided must address the needs identified by the needs assessment the LEA conducted prior to selecting the turnaround model for the school and must be reasonable and necessary. (See I-30.) (Modified for FY 2010 Guidance)

B-9. May an LEA omit any of the actions outlined in the final requirements and implement its own version of a turnaround model?

No. An LEA implementing a turnaround model in one or more of its schools must take all of the actions required by the final requirements. As discussed in B-2, an LEA may take additional actions to supplement those that are required as part of a turnaround model, but it may not implement its own version of a turnaround model that does not include all of the elements required by the final requirements. Thus, an LEA could not, for example, convert a turnaround school to a magnet school without also taking the other actions specifically required as part of a turnaround model.

C. RESTART MODEL

C-1. What is the definition of a restart model?

A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school (see C-6).

C-2. What is a CMO?

A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools.

C-3. What is an EMO?

An EMO is a for-profit or non-profit organization that provides —whole-school operational services to an LEA.

C-4. Prior to submitting its application for SIG funds, must an LEA know the particular EMO or CMO with which it would contract to restart a school?

No. Prior to submitting its application, an LEA need not know the particular EMO or CMO with which it would contract to restart a school, but it should at least have a pool of potential partners that have expressed an interest in and have exhibited an ability to restart the school in which the LEA proposes to implement the restart model. An LEA does not need to enter into a contract prior to receiving its SIG funds, but it must be able to provide enough information in its application for the SEA to be confident that, if awarded SIG funds, the LEA would in fact enter into a contract with a CMO or EMO to implement the restart model. (FY 2010 Guidance 32)

C-5. What is the purpose of the —rigorous review process used for selecting a charter school operator, a CMO, or an EMO?

The —rigorous review process permits an LEA to examine a prospective restart operator's reform plans and strategies. It helps prevent an operator from assuming control of a school without having a meaningful plan for turning it around. The purpose of the rigorous review process is to provide an LEA with an opportunity to ensure that the operator will use this model to make meaningful changes in a school. Through the rigorous review process, an LEA might, for example, require a prospective operator to demonstrate that its strategies are research-based and that it has the capacity to implement the strategies it is proposing.

C-6. Which students must be permitted to enroll in a school implementing a restart model?

A restart school must enroll, within the grades it serves, all former students who wish to attend the school. The purpose of this requirement is to ensure that restarting the school benefits the population of students who would be served by the school in the absence of —restarting the school. Accordingly, the obligation to enroll any former student who wishes to attend the school includes the obligation to enroll a student who did not actually previously attend the school — for example, because the student was previously enrolled in grade 3 but the school serves only grades 4 through 6 — but who would now be able to enroll in the school were it not implementing the restart model. If the restart school no longer serves a particular grade or grades that previously had been served by the school, the restart school is not obligated to enroll a student in the grade or grades that are no longer served.

C-6a. May an EMO or CMO with which an LEA contracts to implement a restart model require students or parents to agree to certain conditions in order to attend the school?

Yes, under the restart model, a provider may require all former students who wish to attend the restart school to sign student or parent/student agreements covering student behavior, attendance, or other commitments related to academic performance. In other words, a decision by a student or parent not to sign such an agreement amounts to an indication that the student does not wish to attend the school implementing the restart model. A provider may not, however, require students to meet, for example, certain academic standards prior to enrolling in the school.

C-7. May a restart school serve fewer grades than were previously served by the school in which the model is being implemented?

Yes. An LEA has flexibility to work with providers to develop the appropriate sequence and timetable for a restart partnership. Thus, for example, an LEA could allow a restart operator to take over one grade in the school at a time. If an LEA allows a restart operator to serve only some of the grades that were previously served by the school in which the model is being implemented, the LEA must ensure that the SIG funds it receives for the school are used only for the grades being served by the restart operator, unless the LEA is implementing one of the other SIG models with respect to the other grades served by the school. For example, if the school in question previously served grades K-6 and the LEA allows a FY 2010 Guidance 33 restart operator to take over the school only with respect to grades K-3, the LEA could use SIG funds to serve the students in grades 4-6 if it implements a turnaround model or school closure, consistent with the final requirements, with respect to those grades.

C-8. May a school implementing a restart model implement any of the required or permissible activities of a turnaround model or a transformation model?

Yes. A school implementing a restart model may implement activities described in the final requirements with respect to other models. Indeed, a restart operator has considerable flexibility not only with respect to the school improvement activities it will undertake, but also with respect to the type of school program it will offer. The restart model is specifically intended to give operators flexibility and freedom to implement their own reform plans and strategies.

C-9. If an LEA implements a restart model, must its contract with the charter school operator, CMO, or EMO hold the charter school operator, CMO, or EMO accountable for meeting the final requirements?

Yes. If an LEA implements a restart model in a Tier I or Tier II school, the LEA must include in its contract or agreement terms and provisions to hold the charter school operator, CMO, or EMO accountable for complying with the final requirements. An LEA should bear this accountability requirement in mind at the time of contracting with the charter school operator, CMO, or EMO, and should consider how best to reflect it in the contract or agreement.

C-10. May an LEA use SIG funds to pay a fee to a CMO or EMO to operate a restart model?

Yes, but only to the extent the fee is reasonable and necessary to implement the restart model. An LEA, thus, has the responsibility, in entering into a contract with a CMO or EMO, to ensure that any fee that is part of the contract is reasonable and necessary. *See* Office of Management and Budget Circular A-87, Attachment A, C.1.a (to be allowable under a Federal grant, costs must be —necessary and reasonable for proper and efficient performance and administration of [the Federal grant]). In making this determination, the LEA must ensure that there is a direct relationship between the fee and the services that the CMO or EMO will provide using SIG funds and that those services are necessary to implement the SIG model in the school being restarted. It may not be reasonable, for example, for a CMO or EMO to charge a flat percentage

of the SIG funds available, irrespective of the services to be provided, particularly in light of the significant amount of SIG funds that would be available to a school for three years. For example, if a CMO or EMO normally charges a fee of five percent of gross receipts to operate a school, it may not be reasonable to calculate that percentage on the additional \$6 million in SIG funds that could be available, absent a very strong demonstration that its costs for providing services increase commensurately with the large amount of SIG funds available. Moreover, the LEA must be able to demonstrate, as part of its commitment to obtain SIG funds, that it can sustain the services of the CMO or EMO and any attendant fee after the SIG funds are no longer available (Sections I.A.4(a)(vi) and II.A.2(a)(iv)) and include a budget for each school it intends to serve that identifies any fee (Section II.A.2(a)(vi)). In addition, an SEA has the responsibility, in reviewing and approving an LEA's application to implement the restart model in one or more of its Tier I or Tier II schools, to consider the LEA's capacity to implement the model, including the reasonableness of its SIG budget and its ability to FY 2010 Guidance 34 sustain the model after SIG funds are no longer available, and may approve the LEA's application only if the SEA determines that the LEA can implement fully and effectively the model. See Sections I.A.4(b) and II.B.2(b)(ii) and (iv). (New for FY 2010 Guidance)

D. SCHOOL CLOSURE

D-1. What is the definition of —school closure?

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

D-1a. How important is it for an LEA to engage families and the community in the LEA's decision to close a persistently lowest-achieving school?

It is extremely important to engage families and the school community early in the process of selecting the appropriate school improvement model to implement in a school (see H-4a), but doing so is particularly important when considering school closure. It is critical that LEA officials engage in an open dialogue with families and the school community early in the closure process to ensure that they understand the data and reasons supporting the decision to close, have a voice in exploring quality options, and help plan a smooth transition for students and their families at the receiving schools. (New for FY 2010 Guidance)

D-2. What costs associated with closing a school can be paid for with SIG funds?

An LEA may use SIG funds to pay certain reasonable and necessary costs associated with closing a Tier I or Tier II school, such as costs related to parent and community outreach, including, but not limited to, press releases, newsletters, newspaper announcements, hotlines, direct mail notices, or meetings regarding the school closure; services to help parents and students transition to a new school; or orientation activities, including open houses, that are specifically designed for students attending a new school after their prior school closes. Other costs, such as revising transportation routes, transporting students to their new school, or making class assignments in a new school, are regular responsibilities an LEA carries out for all students and generally may not be paid for with SIG funds. However, an LEA may use SIG funds to cover these types of costs associated with its general responsibilities if the costs are directly attributable to the school closure and exceed the costs the LEA would have incurred in the absence of the closure.

D-3. May SIG funds be used in the school that is receiving students who previously attended a school that is subject to closure in order to cover the costs associated with accommodating those students?

No. In general, the costs a receiving school will incur to accommodate students who are moved from a closed school are costs that an LEA is expected to cover, and may not be paid for with SIG funds. However, to the extent a receiving school is a Title I school that increases its population of children from low-income families, the school should receive additional Title I, Part A funds through the Title I, Part A funding formula, and those Title I, Part A funds could be used to cover FY 2010 Guidance 35 the educational costs for these new students. If the school is not currently a Title I school, the addition of children from low-income families from a closed school might make it an eligible school.

D-4. Is the portion of an LEA’s SIG sub grant that is to be used to implement a school closure renewable?

Generally, no. The portion of an LEA’s SIG sub grant for a school that is subject to closure is limited to the time necessary to close the school — usually one year or less. As such, the funds allocated for a school closure would not be subject to renewal.

D-5. How can an LEA determine whether a higher-achieving school is within reasonable proximity to a closed school?

The school to which students who previously attended a closed school are sent should be located —within reasonable proximity to the closed school. An LEA has discretion to determine which schools are located within a reasonable proximity to a closed school. A distance that is considered to be within a —reasonable proximity in one LEA may not be within a —reasonable proximity[¶] in another LEA, depending on the nature of the community. In making this determination, an LEA should consider whether students who would be required to attend a new school because of a closure would be unduly inconvenienced by having to travel to the new location. An LEA should also consider whether the burden on students could be eased by designating multiple schools as receiving schools. An LEA should not eliminate school closure as an option simply because the higher-achieving schools that could be receiving schools are located at some distance from the closed school, so long as the distance is not unreasonable. Indeed, it is preferable for an LEA to send students who previously attended a closed school to a higher-achieving school that is located at some distance from, but still within reasonable proximity to, the closed school than to send those students to a lower-performing school that is geographically closer to the closed school. Moreover, an LEA should consider allowing parents to choose from among multiple higher-achieving schools, at least one of which is located within reasonable proximity to the closed school. By providing multiple school options, a parent could decide, for example, that it is worth having his or her child travel a longer distance in order to attend a higher-achieving school. Ultimately, the LEA’s goal should be to ensure that students who previously attended a closed school are able to enroll in the highest performing school that can reasonably be offered as an alternative to the closed school.

D-6. In what kinds of schools may students who previously attended a closed school enroll?

The higher-achieving schools in which students from a closed school may enroll may include any public school with the appropriate grade ranges, including public charter schools and new schools for which achievement data are not yet available. Note that a new school for which achievement data are not yet available may be a receiving school even though, as a new school, it lacks a history of being a —higher-achieving[¶] school. FY 2010 Guidance 36

E. TRANSFORMATION MODEL

E-1. With respect to elements of the transformation model that are the same as elements of the turnaround model, do the definitions and other guidance that apply to those elements as they relate to the turnaround model also apply to those elements as they relate to the transformation model?

Yes. Thus, for example, the strategies that are used to recruit, place, and retain staff with the skills necessary to meet the needs of students in a turnaround model may be the same strategies that are used to recruit, place, and retain staff with the skills necessary to meet the needs of students in a transformation model. For questions about any terms or strategies that appear in both the transformation model and the turnaround model, refer to the turnaround model section of this guidance.

E-2. Which activities related to developing and increasing teacher and school leader effectiveness are required for an LEA implementing a transformation model?

An LEA implementing a transformation model must:

- (1) Replace the principal who led the school prior to commencement of the transformation model;
- (2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that —
 - (a) Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - (b) Are designed and developed with teacher and principal involvement;
- (3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
- (4) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
- (5) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model. FY 2010 Guidance 37

E-3. Must the principal and teachers involved in the development and design of the evaluation system be the principal and teachers in the school in which the transformation model is being implemented?

No. The requirement for teacher and principal evaluation systems that —are designed and developed with teacher and principal involvement refers more generally to involvement by teachers and principals within the LEA using such systems, and may or may not include teachers and principals in a school implementing the transformation model.

E-4. Under the final requirements, an LEA implementing the transformation model must remove staff—who, after ample opportunities have been provided for them to improve their professional practice, have not done so. Does an LEA have discretion to determine the appropriate number of such opportunities that must be provided and what are some examples of such —opportunities to improve?

In general, LEAs have flexibility to determine both the type and number of opportunities for staff to improve their professional practice before they are removed from a school implementing the transformation model. Examples of such opportunities include professional development in such areas as differentiated instruction and using data to improve instruction, mentoring or partnering with a master teacher, or increased time for collaboration designed to improve instruction.

E-5. In addition to the required activities, what other activities related to developing and increasing teacher and school leader effectiveness may an LEA undertake as part of its implementation of a transformation model?

In addition to the required activities for a transformation model, an LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as:

- (1) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of students in a transformation school;
- (2) Instituting a system for measuring changes in instructional practices resulting from professional development; or
- (3) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

LEAs also have flexibility to develop and implement their own strategies, as part of their efforts to successfully implement the transformation model, to increase the effectiveness of teachers and school leaders. Any such strategies must be in addition to those that are required as part of this model.

E-6. How does the optional activity of —providing additional compensation to attract and retain certain staff differ from the requirement to implement strategies designed to recruit, place, and retain certain staff?

There are a wide range of compensation-based incentives that an LEA might use as part of a transformation model. Such incentives are just one example of strategies that might be adopted to recruit, place, and retain staff with the skills needed to implement the transformation model. The FY 2010 Guidance 38 more specific emphasis on additional compensation in the permissible strategies was intended to encourage LEAs to think more broadly about how additional compensation can contribute to teacher effectiveness.

E-7. Which activities related to comprehensive instructional reform strategies are required as part of the implementation of a transformation model?

An LEA implementing a transformation model must:

- (1) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
- (2) Promote the continuous use of student data (such as from formative, interim, and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students.

E-8. In addition to the required activities, what other activities related to comprehensive instructional reform strategies may an LEA undertake as part of its implementation of a transformation model?

In addition to the required activities for a transformation model, an LEA may also implement other comprehensive instructional reform strategies, such as:

- (1) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
- (2) Implementing a schoolwide —response-to-intervention model;
- (3) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

- (4) Using and integrating technology-based supports and interventions as part of the instructional program; and
- (5) In secondary schools—
 - (a) Increasing rigor by offering opportunities for students to enroll in advanced coursework, early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
 - (b) Improving student transition from middle to high school through summer transition programs or freshman academies; FY 2010 Guidance 39
 - (c) Increasing graduation rates through, for example, credit recovery programs, reengagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
 - (d) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or to graduate.

E-9. What activities related to increasing learning time and creating community-oriented schools are required for implementation of a transformation model?

An LEA implementing a transformation model must:

- (1) Establish schedules and strategies that provide increased learning time; and
- (2) Provide ongoing mechanisms for family and community engagement.

E-10. What is meant by the phrase —family and community engagement‖ and what are some examples of ongoing mechanisms for family and community engagement?

In general, family and community engagement means strategies to increase the involvement and contributions, in both school-based and home-based settings, of parents and community partners that are designed to support classroom instruction and increase student achievement. Examples of mechanisms that can encourage family and community engagement include the establishment of organized parent groups, holding public meetings involving parents and community members to review school performance and help develop school improvement plans, using surveys to gauge parent and community satisfaction and support for local public schools, implementing complaint procedures for families, coordinating with local social and health service providers to help meet family needs, and parent education classes (including GED, adult literacy, and ESL programs).

E-10a. How should an LEA design mechanisms to support family and community engagement?

To develop mechanisms to support family and community engagement, an LEA may conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community and the school that could be aligned, integrated, and coordinated to address these challenges. An LEA should try to ensure that it aligns the family and community engagement programs it implements in the elementary and secondary schools in which it is implementing the transformation model to support common goals for students over time and for the community as a whole. (New for FY 2010 Guidance)

E-11. In addition to the required activities, what other activities related to increasing learning time and creating community-oriented schools may an LEA undertake as part of its implementation of a transformation model?

In addition to the required activities for a transformation model, an LEA may also implement other strategies to extend learning time and create community-oriented schools, such as:
FY 2010 Guidance 40

- (1) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
- (2) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
- (3) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
- (4) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

E-11a. What are examples of services an LEA might provide to create safe school environments that meet students' social, emotional, and health needs?

Services that help provide a safe school environment that meets students' social, emotional, and health needs may include, but are not limited to: (a) safety programs; (b) community stability programs that reduce the mobility rate of students in the school; or (c) family and community engagement programs that support a range of activities designed to build the capacity of parents and school staff to work together to improve student academic achievement, such as a family literacy program for parents who need to improve their literacy skills in order to support their children's learning. (New for FY 2010 Guidance)

E-12. How does the optional activity of extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff differ from the requirement to provide increased learning time?

Extra time or opportunities for teachers and other school staff to create and build relationships with students can provide the encouragement and incentive that many students need to work hard and stay in school. Such opportunities may be created through a wide variety of extra-curricular activities as well as structural changes, such as dividing large incoming classes into smaller theme based teams with individual advisers. However, such activities do not directly lead to increased learning time, which is more closely focused on increasing the number of instructional minutes in the school day or days in the school year.

E-13. What activities related to providing operational flexibility and sustained support are required for implementation of a transformation model?

An LEA implementing a transformation model must:

- (1) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
- (2) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO). FY 2010 Guidance 41

E-14. Must an LEA implementing the transformation model in a school give the school operational flexibility in the specific areas of staffing, calendars/time, and budgeting?

No. The areas of operational flexibility mentioned in this requirement are merely examples of the types of operational flexibility an LEA might give to a school implementing the transformation model. An LEA is not obligated to give a school implementing the transformation model operational flexibility in these particular areas, so long as it provides the school sufficient operational flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.

E-15. In addition to the required activities, what other activities related to providing operational flexibility and sustained support may an LEA undertake as part of its implementation of a transformation model?

In addition to the required activities for a transformation model, an LEA may also implement other strategies to provide operational flexibility and sustained support, such as:

- (1) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
- (2) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

E-16. In implementing the transformation model in an eligible school, may an LEA gather data during the first year of SIG funding on student growth, multiple observation based assessments of performance, and ongoing collections of professional practice reflective of student achievement, and then remove staff members who have not improved their professional practice at the end of that first year?

Yes. Although we expect an LEA that receives FY 2010 SIG funds and/or FY 2009 carryover SIG funds and decides to implement the transformation model in a Tier I or Tier II school to implement that model fully at the start of the 2011–2012 school year, we recognize that certain components of the model may need to be implemented later in that process. For example, because an LEA must design and develop a rigorous, transparent, and equitable staff evaluation system with the involvement of teachers and principals, implement that system, and then provide staff with ample opportunities to improve their practices, the LEA may not be able to remove staff members who have not improved their professional practices until later in the implementation process. (See E-3, E-4, and F-2.) (Modified for FY 2010 Guidance)

E-17. May an LEA implement the transformation model in a high school that has grades 9-12 by assigning the current principal to grades 10-12 and hiring a new principal to lead a 9th-grade academy?

No. The final requirements for the SIG program are intended to support interventions designed to turn around an entire school (or, in the case of the school closure model, provide better educational options to all students in a Tier I or Tier II school). Removing a single grade from a Tier II high FY 2010 Guidance 42 school to create a new school for that grade as part of a strategy to improve the performance of feeder schools would not meet this requirement for whole-school intervention. Similarly, to meet the requirement that a principal be replaced, the new principal must serve all grades in a school, not just one particular grade.

Appendix C

Intervention Models Rubrics



TITLE PROGRAM & SERVICES TEAM

Intervention Model Rubrics for Four Intervention Models

Turnaround Model
Transformation Model
Restart Model
School Closure Model

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

STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Replace the principal who led the school prior to commencement of the transformation model.	The district has replaced the principal.			The district has not replaced the principal.
Use rigorous, transparent, and equitable evaluation systems* for teachers and principals, designed and developed with teacher and principal involvement, that take into account <ul style="list-style-type: none"> ✓ Data on student growth; ✓ Multiple observation-based assessments of performance; ✓ Ongoing collections of professional practice; ✓ Increased high school graduation rates. 	The school has adopted and implemented evaluation systems for teachers and principals that are rigorous, transparent, and equitable and that were designed and developed with teacher and principal involvement.	The school has adopted and is in the process of implementing evaluation systems for teachers and principals that are rigorous, transparent, and equitable and that were designed and developed with teacher and principal involvement.	The school is investigating rigorous, transparent, and equitable evaluation systems for teachers and principals.	The school has not adopted and implemented rigorous, transparent, and equitable evaluation systems for teachers and principals.

STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.**	The school has adopted and implemented reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school has adopted and is in the process of implementing reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school is investigating reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school has not adopted and implemented reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.
Identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.***	The school has adopted and implemented strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school has adopted and is implementing strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school is investigating strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school has not adopted and implemented strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	The school has adopted and implemented strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school has adopted and is in the process of implementing strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school is investigating strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school has not adopted and implemented strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.
*The requirement for teacher and principal evaluation systems that “are designed and developed with teacher and principal involvement” refers more generally to involvement by teachers and principals within the LEA using such systems, and may or may not include teachers and principals in a school implementing the transformation model.				
**In addition to the required activities for implementing the transformation model, an LEA may also implement other strategies to develop teachers’ and school leaders’ effectiveness, such as: (1) provide additional compensation to attract and retain staff with the skills necessary to meet the needs of students in the transformation school; (2) institute a system for measuring changes in instructional practices resulting from professional development; or (3) ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority.				
***In general, LEAs have flexibility to determine both the type and number of opportunities for staff to improve their professional practice before they are removed from a school implementing the transformation model. Examples of such opportunities include professional development in such areas as differentiated instruction and using data to improve instruction, mentoring or partnering with a master teacher, or increased time for collaboration designed to improve instruction.				

STANDARD: CULTURE AND HUMAN CAPITAL				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Grant the school sufficient operational flexibility in areas such as: ✓ Staffing, ✓ Calendars/time, ✓ Budgeting, To implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.*	The school has addressed areas such as staffing, calendars/time, and budget and has adopted and implemented a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	The school has addressed areas such as staffing, calendars/time, and budget and has adopted and is in the process of implementing a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	The school is investigating a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	The school has not adopted or implemented a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.

*The areas of operational flexibility mentioned in this requirement (staffing, calendars/time, and budget) are merely examples of the types of operational flexibility an LEA might give to a school implementing the transformation model. An LEA is not obligated to give a school implementing the transformation model operational flexibility in these particular areas, so long as it provides the school sufficient operational achievement outcomes and increase high school graduation rates.

In addition to the required activities for a transformation model, an LEA may also implement other strategies to provide operational flexibility and sustained support, such as:

- (1) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
- (2) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

STANDARD: CULTURE AND HUMAN CAPITAL

Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Implement strategies that will recruit, place and retain staff* with the skills necessary to meet the needs of the students in the transformational school, which may include, but are not limited to:* <ul style="list-style-type: none"> ✓ Financial incentives, ✓ Increased opportunities for promotion and career growth, ✓ Flexible work conditions. 	The school has adopted and implemented multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school has adopted and is in the process of implementing multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school is investigating multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school has made no changes in their strategies to help recruit, place, and retain staff.
Provide ongoing mechanisms for family and community engagement.**	The school has adopted and implemented community-oriented services and supports to students.	The school has adopted, and is in the process of implementing, community-oriented services and supports to students.	The school is investigating community-oriented services and supports to students.	The school offers no community-oriented services and supports to students.

*There are a wide range of compensation-based incentives that an LEA might use as part of a transformation model. Such incentives are just one example of strategies that might be adopted to recruit, place, and retain staff with the skills needed to implement the transformation model. The more specific emphasis on additional compensation in the permissible strategies was intended to encourage LEAs to think more broadly about how additional compensation can contribute to teacher effectiveness.

**In general, family and community engagement means strategies to increase the involvement and contributions, in both school-based and home-based settings, of parents and community partners that are designed to support classroom instruction and increase student achievement. Examples of mechanisms that can encourage family and community engagement include the establishment of organized parent groups, holding public meetings involving parents and community members to review school performance and help develop school improvement plans, using surveys to gauge parent and community satisfaction and support for local public schools, implementing complaint procedures for families, coordinating with local social and health service providers to help meet family needs, and parent education classes (including GED, adult literacy, and ESL programs).

***In addition to the required activities for a transformation model, an LEA may also implement other strategies to extend learning time and create community-oriented schools, such as:

- (1) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
- (2) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
- (3) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
- (4) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

Extra time or opportunities for teachers and other school staff to create and build relationships with students can provide the encouragement and incentive that many students need to work hard and stay in school. Such opportunities may be created through a wide variety of extra-curricular activities as well as structural changes, such as dividing large incoming classes into smaller theme-based teams with individual advisers. However, such activities do not directly lead to increased learning time, which is more closely focused on increasing the number of instructional minutes in the school day or days in the school year.

STANDARD: CURRICULUM AND ASSESSMENT				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Use data to identify and implement an instructional program that is* <ul style="list-style-type: none"> ✓ Aligned with State academic standards , ✓ Vertically and horizontally aligned, ✓ Research-based. 	The school used its data to identify and implement a research-based instructional program that is horizontally and vertically aligned as well as aligned with State academic standards.	The school used its data to identify a research-based instructional program that is horizontally and vertically aligned and aligned with State academic standards, and is in the process of implementation.	The school is investigating research-based instructional programs that are horizontally and vertically aligned and aligned with State academic standards.	The school’s instructional program is not research-based, horizontally and vertically aligned, and/or aligned with State academic standards.
Promote the continuous use of student data to inform and differentiate instruction, such as: <ul style="list-style-type: none"> ✓ Formative assessments, ✓ Interim (progress monitoring) assessments, ✓ Summative assessments. 	Across the building, the school continuously utilizes student data in such forms as formative assessments, progress monitoring assessments, and summative assessments to inform and differentiate instruction.	The school has adopted formative assessments, progress monitoring assessments, and summative assessments and is in the process of implementing their use to inform and differentiate instruction.	The school is investigating different forms of assessment to inform and differentiate instruction.	The school does not use student data to inform and differentiate instruction.

In addition to the required activities for a transformation model, an LEA may also implement other comprehensive instructional reform strategies, such as:

- (1) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
- (2) Implementing a schoolwide “response-to-intervention” model;
- (3) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

- (4) Using and integrating technology-based supports and interventions as part of the instructional program; and
- (5) In secondary schools –
 - a. Increasing rigor by offering opportunities for students to enroll in advanced coursework, early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including but providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
 - b. Improving student transition from middle to high school through summer transition programs or freshman academies;
 - c. Increasing graduation rates through, for example, credit recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
 - d. Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or to graduate.

STANDARD: INSTRUCTION AND PROFESSIONAL DEVELOPMENT				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	The school has adopted and implemented ongoing, high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	The school has adopted and is in the process of implementing ongoing, high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	The school is investigating high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	Professional development is not high-quality, job-embedded and/or aligned with the school's comprehensive instructional program and/or not designed with school staff.
Establish schedules and strategies that provide increased learning time.***	The school has adopted and implemented strategies that provide increased learning time.	The school has adopted and is in the process of implementing strategies that provide increased learning time.	The school is investigating schedules and strategies that provide increased learning time.	The school has not adopted or implemented strategies that provide increased learning time.

1003(g) - TURNAROUND MODEL for Tier I and Tier II

STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Replace the principal with a visionary, instructional leader.	The district has hired a new principal.			The district has not hired a new principal.
Adopt a new governance structure which may include, but is not limited to: <ul style="list-style-type: none"> ✓ The school reports to a new “turnaround office” in the LEA. ✓ Hire a “turnaround leader” who reports directly to the superintendent. ✓ Enter into a multi - year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability. 	The school has adopted a new governance structure; the new governance structure has been implemented and is fully functioning	The school has adopted a new governance structure and is in the process of implementation.	The school is in the process of investigating a new governance structure.	The school has not started the process of adoption and implementation of a new governance structure.

STANDARD: CULTURE AND HUMAN CAPITAL

Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
<p>Grant the new principal sufficient operational flexibility in staffing*.</p> <ul style="list-style-type: none"> ✓ Screen all existing staff and rehire no more than 50 percent. ✓ Select new staff. 	<p>The new principal was hired before the staffing process began and was involved in making decisions at every level of the staffing process.</p>	<p>The new principal was actively involved in making decisions during the hiring process but was not hired before the actual process began.</p>	<p>The new principal had limited involvement and/or decision making authority in the hiring process or was involved in only parts of the process.</p>	<p>The new principal was not involved in the hiring process.</p>
<p>Implement strategies that will recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school, which may include, but are not limited to**:</p> <ul style="list-style-type: none"> ✓ Financial incentives, ✓ Increased opportunities for promotion and career growth, ✓ Flexible work conditions, 	<p>The school has adopted and implemented multiple innovative and aggressive strategies to help recruit, place, and retain staff.</p>	<p>The school has adopted and is in the process of implementing multiple innovative and aggressive strategies to help recruit, place, and retain staff.</p>	<p>The school is investigating multiple innovative and aggressive strategies to help recruit, place, and retain staff.</p>	<p>The school has made no changes in their strategies to help recruit, place, and retain staff.</p>

*As used in the discussion of a turnaround model, “staff” includes all instructional staff, but an LEA has discretion to determine whether or not “staff” also includes non-instructional staff. An LEA may decide that it is appropriate to include non-instructional staff in the definition of “staff,” as all members of a school’s staff contribute to the school environment and are important to the success of a turnaround model.

In determining the number of staff members that may be rehired, an LEA should count the total number of staff positions (however staff is defined) within the school in which the model is being implemented, including any positions that may be vacant at the time of the implementation. For example, if a school has a total of 100 staff positions, only 90 of which are filled at the time the model is implemented, the LEA may rehire 50 staff members; the LEA is not limited to rehiring only 45 individuals (50 percent of the filled staff positions).

Standard: Culture and Human Capital				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Grant the principal sufficient operational flexibility in calendars/time.	The new principal was hired before the process began and was involved in making decisions at every level of the calendar/time process.	The new principal was actively involved in making decisions during the calendar/time process but was not hired before the actual process began.	The new principal had limited involvement and/or decision making authority in the calendar/time process or was involved in only parts of the process.	The new principal was not involved in the calendar/time process.
Grant the principal sufficient operational flexibility in budgeting.	The new principal was hired before the process began and was involved in making decisions at every level of the budget process.	The new principal was actively involved in making decisions during the budget process but was not hired before the actual process began.	The new principal had limited involvement and/or decision making authority in the budget process or was involved in only parts of the process.	The new principal was not involved in the budget process.
Grant the principal sufficient operational flexibility in implementing fully the Turnaround Model.	The new principal was hired before the process began and was involved in making decisions at every level the reform process.	The new principal was actively involved in making decisions during the reform process but was not hired before the actual process began.	The new principal had limited involvement and/or decision making authority in the reform process or was involved in only parts of the process.	The new principal was not involved in the reform process.
Provide appropriate social-emotional services* and supports to students.	The school has adopted and implemented appropriate social-emotional services and supports to students.	The school has adopted and is in the process of implementing appropriate social-emotional services and supports to students.	The school is investigating appropriate social-emotional services and supports to students.	The school offers no social-emotional services and supports to students.

STANDARD: CULTURE AND HUMAN CAPITAL				
STANDARD: CULTURE AND HUMAN CAPITAL				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Provide community-oriented services* and supports to students.	The school has adopted and implemented community-oriented services and supports to students.	The school has adopted, and is in the process of implementing, community-oriented services and supports to students.	The school is investigating community-oriented services and supports to students.	The school offers no community-oriented services and supports to students.

**A “competency,” which is a skill or consistent pattern of thinking, feeling, acting, or speaking that causes a person to be effective in a particular job or role, is a key predictor of how someone will perform at work. Given that every teacher brings a unique skill set of the classroom, thoughtfully developed assessments of such competencies can be used as part of a rigorous recruitment, screening, and selection process to identify educators with the unique qualities that equip them to succeed in the turnaround environment and can help ensure a strong match between teachers and particular turnaround schools. As part of a rigorous recruitment, screening and selection process, assessments of turnaround teachers’ competencies can be used by the principal or district leader to distinguish between very high performers and more typical or lower-performing teachers in a turnaround setting. Although an LEA may already have and use a set of tools to screen for appropriate competencies as part of its normal hiring practices, it is important to develop a set of competencies specifically designed to identify staff that can be effective in a turnaround situation because, in a turnaround school, failure has become an entrenched way of life for students and staff, and staff members need stronger and more consistent habits in crucial areas to transform the school’s wide-scale failure into learning success. (See pg. 17 of the guidance document for further information.)

An LEA is not obligated to use these particular strategies, so long as it implements some strategies that are designed to recruit, place, and retain the appropriate staff.)

*Social-emotional and community-oriented services that may be offered to students in a school implementing a turnaround model may include health, nutrition, or social services that may be provided in partnership with local service providers, or services such as a family literacy program for parents who need to improve their literacy skills in order to support their children’s learning. An LEA should examine the needs of students in the turnaround school to determine which social-emotional and community-oriented services will be appropriate and useful under the circumstances.

STANDARD: CURRICULUM AND ASSESSMENT

Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Use data to identify and implement an instructional program that is*: ✓ Aligned with State academic standards; ✓ Vertically and horizontally aligned; ✓ Research-based.	The school used its data to identify and implement a research-based instructional program that is horizontally and vertically aligned as well as aligned with State academic standards.	The school used its data to identify a research-based instructional program that is horizontally and vertically aligned and aligned with State academic standards, and is in the process of implementation.	The school is investigating research-based instructional programs that are horizontally and vertically aligned and aligned with State academic standards.	The school's instructional program is not research-based, horizontally and vertically aligned, and/or aligned with State academic standards.
Promote the continuous use of student data to inform and differentiate instruction, such as: ✓ Formative assessments, ✓ Interim (progress monitoring) assessments, ✓ Summative assessments.	Across the building, the school continuously utilizes student data in such forms as formative assessments, progress monitoring assessments, and summative assessments to inform and differentiate instruction.	The school has adopted formative assessments, progress monitoring assessments, and summative assessments and is in the process of implementing their use to inform and differentiate instruction.	The school is investigating different forms of assessment to inform and differentiate instruction.	The school does not use student data to inform and differentiate instruction.

*In implementing a turnaround model, an LEA must use data to identify an instructional program that is research-based and vertically aligned as well as aligned with State academic standards. If an LEA determines, based on a careful review of appropriate data, that the instructional program currently being implemented in a particular school is research-based and properly aligned, it may continue to implement that instructional program. However, the Department of Education expects that most LEAs with Tier I and Tier II schools will need to make at least minor adjustments to the instructional programs in those schools to ensure that those programs are, in fact, research-based and properly aligned.

STANDARD: INSTRUCTION AND PROFESSIONAL DEVELOPMENT				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Provide staff ongoing, high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	The school has adopted and implemented ongoing, high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	The school has adopted and is in the process of implementing ongoing, high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	The school is investigating high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	Professional development is not high-quality, job-embedded and/or aligned with the school's comprehensive instructional program and/or not designed with school staff.
Establish schedules and implement strategies that provide increased learning time.	The school has adopted and implemented strategies that provide increased learning time.	The school has adopted and is in the process of implementing strategies that provide increased learning time.	The school is investigating schedules and strategies that provide increased learning time.	The school has not adopted or implemented strategies that provide increased learning time.
*Job-embedded professional development can take many forms, including, but not limited to, classroom coaching, structured common planning time, meetings with mentors, consultation with outside experts, and observations of classroom practice.				
<i>An LEA implementing a turnaround model in one or more of its schools must take all of the actions required by the amended final guidance requirements. As discussed in B-2 of the final requirements, an LEA may take additional actions to supplement those that are required as part of a turnaround model, but it may not implement its own version of a turnaround model that does not include all of the elements required by the final requirements. Thus, an LEA could not, for example, convert a turnaround school to a magnet school without also taking the other actions specifically required as part of a turnaround model.</i>				

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

STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
LEA converts or closes and reopens a school under a charter school operator, charter organization or education management organization	The district has converted or reopened the school as a charter school.			The district has not made a decision to convert or reopen as a charter school.
Flow of leadership organization is determined:	Leadership flow determined by selecting Option 1, 2 or 3			Leadership flow is not determined
Option 1 – District –Local Board- School Leader	<ul style="list-style-type: none"> ✓ District is governed by a Local board ✓ District hires leader(s) to run or operate school ✓ School Leader is held accountable for performance 	Two of the three components are implemented and operational	One component is implemented and operational	Option 1 is not operational or being implemented as agreed.
Option 2 – District- Local Board – Management Organization – School Leader	<ul style="list-style-type: none"> ✓ District is governed by the Local Board ✓ Local Board hires a Management Organization ✓ Management Organization hires a School Leader 	Two of the three components are implemented and operational . A Management Organization may be involved with more than one school	One components is implemented and operational	Option 2 is not operational or being implemented as agreed.

STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Option 3 – District – Management Organization – School Leader	<ul style="list-style-type: none"> ✓ District charters or contracts directly with a Management Organization ✓ Management Organization hires a School Leader to manage the school. ✓ There is no decision made by the local board ✓ The management organization uses their board. 	Three of the four components are implemented and operational	Two of the four components are implemented and operational	Option 3 is not operational or being implemented as agreed.

STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Application Process - Quality Indicators are evident in the LEA's application/petition as indicated: Educational Need, Mission, Purpose, Enrollment and Recruitment, Educational Philosophy, Support for Learning, Staffing Plan, Measurable Goals/Assessment, Governance, LEA Responsibilities, Financial Management including budget with implementation detail .	All Quality Indicators are addressed and clearly described to meet SEA requirements.			Quality Indicators are missing or not evident. Description lacking in detail.

STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
<p>Quality Authorizing - Organizational structures, human resources, and financial resources including the following:</p> <ul style="list-style-type: none"> ✓ Intent to improve quality, ✓ Support the State Charter School law, ✓ A catalyst for Charter school development, ✓ Clarity, consistency, and transparency in developing and implementing policies and procedures ✓ Flexibility for performance based opportunities ✓ Hold schools accountable for academic performance ✓ Determine objective and verifiable 	<ul style="list-style-type: none"> ✓ Implements plans, policies, processes that streamline and systematize the work to be accomplished. ✓ Evaluates work against national and state standards ✓ Recognizes the SEA as the authorizer ✓ Strive for higher critical thinking, cognitive and problem solving skills ✓ Prepare for career ready 21st century skills 			Does not adhere to the authorizing elements, organizational structures and financial resources as defined by the application process led by the SEA.

measures for performance				
✓ Build parent and				

STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
student communication ✓ Decisions centered around student needs.				
Use rigorous, transparent, and equitable evaluation systems for teachers and school leaders, designed and developed with teacher and principal involvement, that take into account: ✓ Data on student growth, ✓ Multiple observations, ✓ -based assessments of performance; ✓ Ongoing collections of professional practice, ✓ Increased high school graduation rates.	The school has adopted and implemented evaluation systems for teachers and school leaders that are rigorous, transparent, equitable, and developed with teacher and school leader involvement.	The school has adopted and is in the process of implementing evaluation systems for teachers and school leaders that are rigorous, transparent, and equitable and developed with teacher and school leader involvement.	The school is investigating rigorous, transparent, and equitable evaluation systems for teachers and school leaders.	The school has not adopted and implemented rigorous, transparent, and equitable evaluation systems for teachers and school leaders.

STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school has adopted and implemented reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school has adopted and is in the process of implementing reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school is investigating reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school has not adopted and implemented reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.
Identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school has adopted and implemented strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school has adopted and is implementing strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school is investigating strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school has not adopted and implemented strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external partner/ organization such as an EMO.	The school has adopted and implemented strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school has adopted and is in the process of implementing strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school is investigating strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school has not adopted and implemented strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.

STANDARD: CULTURE AND HUMAN CAPITAL				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Grant the school sufficient operational flexibility in areas such as: <ul style="list-style-type: none"> ✓ Staffing, ✓ Calendars/time, ✓ Budgeting, to implement fully a comprehensive approach to substantially improve student achievement and increase graduation rates.	The school has addressed areas such as staffing, calendars/time, and budget. The school adopted and implemented a comprehensive approach to substantially improve student achievement and increase graduation rates.	The school has addressed areas such as staffing, calendars/time, and budget. The school is in the process of implementing a comprehensive approach to substantially improve student achievement and increase graduation rates.	The school is investigating a comprehensive approach to substantially improve student achievement and increase graduation rates.	The school has not adopted or implemented a comprehensive approach to substantially improve student achievement and/or increase graduation rates.
Implement strategies that will recruit, place and retain staff with the skills necessary to meet the needs of the students in the Charter school, which may include, but are not limited to: <ul style="list-style-type: none"> ✓ Incentives, ✓ Increased career opportunities, ✓ Instructional flexibility 	The school has adopted and implemented multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school has adopted and is in the process of implementing multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school is investigating multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school has made no changes in their strategies to help recruit, place, and retain staff.

STANDARD: CULTURE AND HUMAN CAPITAL				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Provide ongoing mechanisms for family and community engagement.	The school has adopted and implemented community-oriented services and supports to students.	The school has adopted, and is in the process of implementing, community-oriented services and supports to students.	The school is investigating community-oriented services and supports to students.	The school offers no community-oriented services and supports to students.

STANDARD: CURRICULUM AND ASSESSMENT				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Use data to identify and implement an instructional program that is* <ul style="list-style-type: none"> ✓ Aligned with State academic standards , ✓ Vertically and horizontally aligned, ✓ Research-based. 	The school used data to identify and implement a research-based instructional program that aligned to State academic standards, horizontally and vertically aligned program and included 21 st Century Skills.	The school is in the process of implementation, used data to identify a research-based instructional program, aligned to State standards, horizontally and vertically aligned program and included 21 st Century Skills.	The school is investigating a research-based instructional program, that ensures horizontally, vertically, and State alignment to academic standards.	The school's instructional program is not research-based, horizontally and vertically aligned, and/or aligned with State academic standards.
Promote the continuous use of student data to inform and differentiate instruction, such as: <ul style="list-style-type: none"> ✓ Project based formats ✓ Formative assessments, ✓ Progress monitoring, and ✓ Summative assessments. 	Across the building, the school continuously utilizes student data in such forms as project based formats, formative assessments, progress monitoring assessments, and summative assessments to inform and differentiate instruction.	The school has adopted formative assessments to include project based, progress monitoring assessments, summative assessments and is in the process of differentiating instruction.	The school is investigating different forms of assessment to inform and differentiate instruction.	The school does not use student data to inform and differentiate instruction.

STANDARD: INSTRUCTION AND PROFESSIONAL DEVELOPMENT				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Provide staff ongoing, high-quality, job-embedded professional development that is aligned with a comprehensive instructional program designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	The school has adopted and implemented ongoing, high quality, job-embedded professional development aligned with a comprehensive instructional program designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the Restart model.	The school has adopted and is in the process of implementing ongoing, high quality, job-embedded professional development aligned with a school's comprehensive instructional program designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the Restart model.	The school is investigating high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the Restart model.	Professional development is not high-quality, job-embedded and/or aligned with a comprehensive instructional program.
Establish schedules and strategies that provide increased learning time.	The school has adopted and implemented strategies that provide increased learning time.	The school has adopted and is in the process of implementing strategies that provide increased learning time.	The school is investigating schedules and strategies that provide increased learning time.	The school has not adopted or implemented strategies that provide increased learning time.

1003(g) SCHOOL CLOSURE MODEL for Tier I and Tier II

STANDARDS: LEADERSHIP, CULTURE AND HUMAN CAPITAL, CURRICULUM AND ASSESSMENT, PROFESSIONAL DEVELOPMENT				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
<p>Leadership will devise a plan to address all standards (Leadership, Culture and Human Capital, Curriculum and Assessment, and Professional Development) that could include:</p> <ul style="list-style-type: none"> ✓ Personnel placement ✓ Policy ✓ Board decisions ✓ Student Assignment ✓ Transfer of Records ✓ Transportation ✓ Resource Reassignment ✓ Transfer of equipment ✓ Building numbers ✓ Facility issues ✓ Community PR ✓ Parent Communication ✓ Special Education Issues 	The district has a written plan on how all these issues will be dealt for closing the school.	The district has dealt with most of these issues in a written plan for closing the school.	The district has a written plan for some of these issues for closing the school.	The district has no written plan and has not addressed these issues for closing the school.

✓ Title I Issues ✓ Records ✓ Fiscal Services ✓ Accreditation Issues ✓ Communication with state				
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Appendix D

Process Timeline Based on the Six Steps of Implementation

Implementation Steps	Timeline
<p><u>Exploration and Adoption</u></p> <ol style="list-style-type: none"> 1. Needs Assessment using the Innovation Configuration Matrix (ICM) for Schools <ul style="list-style-type: none"> ○ Achievement Data <ul style="list-style-type: none"> ▪ School Leading Indicator Report ▪ School AYP Data ▪ School Report Card Data ○ Perception Data ○ Contextual (school processes/ programs) ○ Demographic Data 2. Selection of Model <ul style="list-style-type: none"> ○ School Improvement Model Selection Rubrics 3. Capacity of District <ul style="list-style-type: none"> ○ Capacity Appraisal using Innovation Configuration Matrix (ICM) for Districts ○ Systemic Coherence and Capacity Addendum to the District Effectiveness Appraisal ○ Sustainability Plan 4. Goal Setting 5. Completion of Stages 1 through 4 in School Improvement Process 6. LEA Application 7. LEA Presentation on Needs Assessment Results, Model Selection, Capacity Appraisal Results, and Goal Identification 8. Budget Negotiation 9. Approval of LEA Application by KSDE 	<p>SEA grant application is submitted in December 2010.</p> <p>LEAs receive notification of identified Tier I, Tier II and Tier III schools in December 2010.</p> <p>SEA grant application and LEA grant application is approved in January 2011.</p> <p>LEA grant application is distributed in January 2011.</p> <p>KSDE offers technical assistance to LEAs on grant competition January through webinar.</p> <p>LEA grants due March 1, 2011.</p> <p>LEA grants evaluated and site visits April 2011.</p> <p>LEA grants awarded at KSBE meeting May 2011.</p>
<p><u>*Program Installation and Initial Implementation –PRE-IMPLEMENTATION</u></p> <ol style="list-style-type: none"> 1. Family and Community Engagement Meetings 2. Rigorous Review of External Providers 3. Staffing 	<p>Money distributed to LEA’s June, 2011</p> <p>Pre-Implementation activities start at school in June</p>

<p>4. Instructional Programs (remediation and enrichment programs begin) 5. Professional Development 6. Aligning Accountability Measures for Reporting</p> <p>(**See guidance page 75 through 80 in SIG Guidance on Fiscal Year 2010 School Improvement Grants)</p>	
<p><u>Full Operation</u></p> <ol style="list-style-type: none"> 1. Beginning of School Year – Back to school kick-off 2. Continuation of School Staff Training 3. IC’s Bi-Weekly Meetings on Fidelity of Implementation of School Improvement Plan 4. Bi-Monthly and technical assistance monitoring by KSDE Staff 5. Student Orientation Sessions on School Changes 6. Family and Community Orientation Sessions on School Changes Continue 	<p>August 20, 2011</p>
<p><u>Innovation</u></p> <ol style="list-style-type: none"> 1. Analysis of Year One Data 2. Revisions to School Improvement Plan 3. Continuation of School Staff Training 	<p>June 2012</p>
<p><u>Sustainability</u></p> <ol style="list-style-type: none"> 1. Evaluation 2. Resource Alignment 3. Abandonment and Redesign 	<p>August 2012</p>

Appendix E

Systemic Coherence and Capacity Addendum

Leadership

- Coherence from district to school
- Establishment of a leadership team
- Management of the district plan and the school improvement plan
- External coaching for superintendent and principal
- Use of resources in a way that is aligned with district's theory of change and strategy
- Board policy to support school improvement and implementation of the model
- Analysis of district and school resources for successful implementation of the model
- Past history of successful reform initiatives
- Ability to collaborate
- Vision for change
- Vision for abandoning what is not working
- Alignment of programs and services to support change

Culture and Human Capital

- Grant operating funds
- District operating funds
- Grant management
- Organizational learning
- Assignment of resources
- Teacher evaluation system to match grant requirements
- Credentials of staff
- Staff capacity
- Successful recruitment of principal
- Successful recruitment of capable staff
- Support of parents
- Support of community
- Support of union
- Recruitment, screening, and selection of external providers
- Alignment of all programs

Instruction and Professional Development Culture

- Providing training and development sessions for all staff
- Defined instructional expectations for all teachers
- Supporting collaboration with families, community, and business
- Helping staff understand principles of the organizational change process
- Use data from classroom observations to inform instructional improvement and professional development
- Use of professional learning communities to analyze data and plan for improvement.

Curriculum and Assessment

- Aligned district curriculum
- Defined curriculum expectations for all teachers
- Defined assessment expectations for all teachers
- Aligned assessments, including diagnostic, formative, summative, etc.
- Fidelity of model implementation

**Appendix F
School Leading Indicator Report**

USD Number & Name _____ Name of School _____ Grade Span _____ Building Number _____

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

✓ Weapon Incidents-OSS				
✓ Weapon Incidents-Exp				
✓ Illicit Drug Incidents-OSS				
✓ Illicit Drug Incidents-Exp				
✓ Alcohol Incidents-OSS				
✓ Alcohol Incidents-Exp				
✓ Violent Incidents with injury OSS				
✓ Violent Incidents with injury Exp				
✓ Violent Incidents without injury OSS				
✓ Violent Incidents without injury Exp				
9. Truants				
10. Distribution of teachers by performance level on the LEA's teacher evaluation system				
11. Teacher Attendance Rate				

APPENDIX G

SEA ALLOCATIONS TO LEAS AND LEA BUDGETS

Continuing Impact of ARRA School Improvement Grant Funding in FY 2010

Congress appropriated \$546 million for School Improvement Grants in FY 2010. In addition, most States will be carrying over a portion of their FY 2009 SIG allocations, primarily due to the requirement in section II.B.9(a) of the SIG final requirements that if not every Tier I school in a State was served with FY 2009 SIG funds, the State was required to carry over 25 percent of its FY 2009 SIG allocation, combine those funds with the State's FY 2010 SIG allocation, and award the combined funding to eligible LEAs consistent with the SIG final requirements. In FY 2009, the combination of \$3 billion in School Improvement Grant funding from the American Recovery and Reinvestment Act and \$546 million from the regular FY 2009 appropriation created a unique opportunity for the program to provide the substantial funding over a multi-year period to support the implementation of school intervention models. In response to this opportunity, the Department encouraged States to apply for a waiver extending the period of availability of FY 2009 SIG funds until September 30, 2013 so that States could use these funds to make three-year grant awards to LEAs to support the full and effective implementation of school intervention models in their Tier I and Tier II schools. All States with approved FY 2009 SIG applications applied for and received this waiver to extend the period of availability of FY 2009 SIG funds and, consistent with the final SIG requirements, are using FY 2009 funds to provide a full three years of funding (aka, —frontloading) to support the implementation of school intervention models in Tier I and Tier II schools.

The Department encouraged frontloading in FY 2009 because the extraordinary amount of SIG funding available in FY 2009 meant that, if those funds had been used to fund only the first year of implementation of a school intervention model, *i.e.*, to make first-year only awards, there would not have been sufficient funding for continuation awards in years two and three of the SIG award period (*i.e.*, SIG funding in FY 2009 was seven times the amount provided through the regular appropriation). Similarly, the estimated nearly \$1.4 billion in total SIG funding available in FY 2010 (an estimated \$825 million in FY 2009 SIG carryover funds plus the \$546 million FY 2010 SIG appropriation) is larger than the expected annual SIG appropriation over the next two fiscal years; if all funds available in FY 2010 were used to make the first year of three-year awards to LEAs for services to eligible Tier I and Tier II schools, there would not be sufficient funds to make continuation awards in subsequent fiscal years.

Maximizing the Impact of Regular FY 2010 SIG Allocations

Continuing the practice of frontloading SIG funds in FY 2010 with respect to all SIG funds that are available for the FY 2010 competition (FY 2009 carryover funds plus the FY 2010 appropriation) would, in many States, limit the number of Tier I and Tier II schools that can be served as a result of the FY 2010 SIG competition. For this reason, the Department believes that, for most States, the most effective method of awarding FY 2010 SIG funds to serve the maximum number of Tier I and Tier II schools that have the capacity to fully and effectively implement a school intervention model is to frontload FY 2009 carryover funds while using FY 2010 SIG funds to make first-year only awards.

For example, if a State has \$36 million in FY 2009 carryover SIG funds and \$21 million in FY 2010 funds, and awards each school implementing a school intervention model an average of \$1 million per year over three years, the SEA would be able to fund 12 schools with FY 2009 carryover funds (*i.e.*, the \$36 million would cover all three years of funding for those 12 schools), plus an additional 21 schools with FY 2010 funds (*i.e.*, the \$21 million would cover the first year of funding for each of those schools, and the second and third years would be funded through continuation grants from subsequent SIG appropriations). Thus, the State would be able to support interventions in a total of 33 schools. However, if the same State elected to frontload all funds

available for its FY 2010 SIG competition (FY 2009 carryover funds and its FY 2010 allocation), it would be able to fund interventions in only 19 schools (\$57 million divided by \$3 million per school over three years). LEAs that receive first-year only awards would continue to implement intervention models in Tier I and Tier II schools over a three-year award period; however, second- and third-year continuation grants would be awarded from SIG appropriations in subsequent fiscal years. This practice of making first-year awards from one year's appropriation and continuation awards from funds appropriated in subsequent fiscal years is similar to the practice used for many U.S. Department of Education discretionary grant programs. States with FY 2009 SIG carryover funds are invited to apply, as in their FY 2009 applications, for the waiver to extend the period of availability of these funds for one additional year to September 30, 2014. States that did not carry over FY 2009 SIG funds, or that carried over only a small amount of such funds, need not apply for this waiver; such States will use all available FY 2010 SIG funds to make first-year awards to LEAs in their FY 2010 SIG competitions.

Continuation of \$2 Million Annual Per School Cap

For FY 2010, States continue to have flexibility to award up to \$2 million annually for each participating school. This flexibility applies both to funds that are frontloaded and those that are used for first-year only awards. As in FY 2009, this higher limit will permit an SEA to award the amount that the Department believes typically would be required for the successful implementation of the turnaround, restart, or transformation model in a Tier I or Tier II school (*e.g.*, a school of 500 students might require \$1 million annually, whereas a large, comprehensive high school might require the full \$2 million annually).

In addition, the annual \$2 million per school cap, which permits total per-school funding of up to \$6 million over three years, reflects the continuing priority on serving Tier I or Tier II schools. An SEA must ensure that all Tier I and Tier II schools across the State that its LEAs commit to serve, and that the SEA determines its LEAs have capacity to serve, are awarded sufficient school improvement funding to fully and effectively implement the selected school intervention models over the period of availability of the funds before the SEA awards any funds for Tier III schools.

The following describes the requirements and priorities that apply to LEA budgets and SEA allocations.

LEA Budgets

An LEA's proposed budget should cover a three-year period and should take into account the following:

1. The number of Tier I and Tier II schools that the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school.
2. The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. First-year budgets may be higher than in subsequent years due to one-time start-up costs.
4. The portion of school closure costs covered with school improvement funds may be significantly lower than the amount required for the other models and would typically cover only one year.
5. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I and Tier II schools.
6. The number of Tier III schools that the LEA commits to serve, if any, and the services or benefits the LEA plans to provide to these schools over the three-year grant period.
7. The maximum funding available to the LEA each year is determined by multiplying the total number of Tier I, Tier II, and Tier III schools that the LEA is approved to serve by \$2 million (the maximum amount that an SEA may award to an LEA for each participating school).

SEA Allocations to LEAs

An SEA must allocate the LEA share of school improvement funds (*i.e.*, 95 percent of the SEA's allocation from the Department) in accordance with the following requirements:

1. The SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.
2. An SEA may not award funds to any LEA for Tier III schools unless and until the SEA has awarded funds to serve all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
3. An LEA with one or more Tier I schools may not receive funds to serve only its Tier III schools.
4. In making awards consistent with these requirements, an SEA must take into account LEA capacity to implement the selected school interventions, and also may take into account other factors, such as the number of schools served in each tier and the overall quality of LEA applications.
5. An SEA that does not have sufficient school improvement funds to allow each LEA with a Tier I or Tier II school to implement fully the selected intervention models may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.
6. Consistent with the final requirements, an SEA may award an LEA less funding than it requests. For example, an SEA that does not have sufficient funds to serve fully all of its Tier I and Tier II schools may approve an LEA's application with respect to only a portion of the LEA's Tier I or Tier II schools to enable the SEA to award school improvement funds to Tier I and Tier II schools across the State. Similarly, an SEA may award an LEA funds sufficient to serve only a portion of the Tier III schools the LEA requests to serve.
7. Note that the requirement in section II.B.9(a) of the SIG requirements, under which an SEA that does not serve all of its Tier I schools must carry over 25 percent of its FY 2009 SIG allocation to the following year, does not apply to FY 2010 SIG funds.

An SEA's School Improvement Grant award to an LEA must:

1. Include not less than \$50,000 or more than \$2 million per year for each participating school (*i.e.*, the Tier I, Tier II, and Tier III schools that the LEA commits to serve and that the SEA approves the LEA to serve).
2. Provide sufficient school improvement funds to implement fully and effectively one of the four intervention models in each Tier I and Tier II school the SEA approves the LEA to serve or close, as well as sufficient funds for serving participating Tier III schools. An SEA may reduce an LEA's requested budget by any amounts proposed for interventions in one or more schools that the SEA does not approve the LEA to serve (*i.e.*, because the LEA does not have the capacity to serve the school or because the SEA is approving only a portion of Tier I and Tier II schools in certain LEAs in order to serve Tier I and Tier II schools across the State). An SEA also may reduce award amounts if it determines that an LEA can implement its planned interventions with less than the amount of funding requested in its budget.
3. Consistent with the priority in the final requirements, provide funds for Tier III schools only if the SEA has already awarded funds for all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
4. Include any requested funds for LEA-level activities that support implementation of the school intervention models.
5. Apportion any FY 2009 carryover school improvement funds so as to provide funding to LEAs over three years (assuming the SEA has requested and received a waiver to extend the period of availability to September 30, 2014).

6. Use FY 2010 school improvement funds to make the first year of three-year grant awards to LEAs (unless the SEA has received a waiver of the period of availability for its FY 2010 funds). Continuation awards for years 2 and 3 would come from SIG appropriations in subsequent fiscal years.

Appendix H
KANSAS STATE DEPARTMENT OF EDUCATION
Title I School Improvement Grant
ESEA 1003(g)
Explanation of Budget Line Items

1000 Instruction	
100	Personnel Services—Salaries Instructional salaries for full & part-time certified and non-certified employees, substitute pay, & stipends.
200	Employee Benefits FICA, Group Insurance, Workman’s Compensation, etc., for personnel in line 100 above.
300	Purchased Professional & Technical Services Into District: Consultants, subcontracts, mini-grants, counseling, guidance, medical and accounting services.
400	Purchased Property Services Lease, repair, maintain, & rent property & equipment, owned or used by the district.
500	Other Purchased Services Out of District: Staff travel, workshops/conference registrations, per diem, mileage, lodging, staff development.
600	Supplies & Materials Items that can be consumed, worn out, or deteriorated through use. This includes software that was purchased independently of a hardware package. For Title I, this may be no more than 10% of the total allocation.
700	Property Initial, additional or replacement equipment. This includes software that was purchased as part of a hardware package. For Title I, this amount may be no more than 10% of the total allocation, or \$2,000, whichever is greater.
2000 Support Services	
2100	Support Services --Students Activities designed to assess and improve the well-being of students and to supplement the teaching process. Include only staff in attendance, social work services, substance abuse, guidance and health services, and parent involvement.
2200	Support Services – Instructional Staff Activities associated with assisting the instructional staff in planning, developing and evaluating the process of providing learning experiences for students. These activities include curriculum development, techniques of instruction, child development and understanding, staff training, etc.
2300	Support Services (General Administration) Activities concerned with the overall general administration of the program. These include all personnel and materials required to support

	the program. If a federal program is audited by a state auditor, the CPA audit costs may not be charged to the federal program.
2329	Other Executive Administration Services Amount of funds generated by the indirect cost rate. (i.e., general operating costs such as duplicating, postage, room rental, telephone, etc.)
2400	Support Services Activities that have been assigned in addition to the normal contract concerned with directing and managing the operation of a particular school. Examples would include extended days, Title I summer school or alternative high school.
2700	Student Transportation Services Providing transportation for students. Activities concerned with conveying students to and from school, as provided by State and Federal law. This includes trips between home and school, and trips to and from school activities. Federal funds may not be used to supplant regular transportation costs.
3000 Non-Instructional Services	
3300	Community Services Operations <i>Providing community services to staff or students.</i>
3400	Student Activities Providing activities associated with the students in these programs.

**Appendix I
LEA Application Scoring Form
SUMMARY PAGE**

Reviewer Name: USD Name and USD #: Grant Application Name:

Section	Points Awarded
Section A: Schools to be Served	<i>/5</i>
Section B: Descriptive Information	<i>/210</i>
Section C: Budget	<i>/35</i>
Section D: Assurances	<input type="checkbox"/> Yes <input type="checkbox"/> No
Section E: Waivers	<input type="checkbox"/> Yes <input type="checkbox"/> No
TOTAL APPLICATION SCORE	<i>/250</i>

LEA Grant Scoring Form

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

- 5 pts.** The 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.
- (a) the name and NCES ID # of each school along with the identification of the tier level for each school
 - (b) the intervention model that will be implemented in each school

Scoring Rubric

Marginal (0-1 pts.)	Somewhat Rigorous (2-3 pts.)	Most Rigorous (4-5 pts.)
<p>Identification:</p> <ul style="list-style-type: none"> • List of schools is missing. • Models have not been identified for each school. 	<p>Identification:</p> <ul style="list-style-type: none"> • List of schools is provided but tiers are not designated. • Some models have been identified for individual schools but the list is incomplete. 	<p>Identification:</p> <ul style="list-style-type: none"> • List of schools are provided and correctly identified into tiers. • Models of intervention have clearly been identified that will be implemented for each school.

Points Awarded _____

Comments

B: DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

B 1a: For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that – The LEA has analyzed the needs of each school and selected an intervention for each school.

10 pts. Describe the needs assessment process that the school went through before selecting the Intervention Model.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<p>Process:</p> <ul style="list-style-type: none"> • No evidence of a needs assessment process was provided. • Process does not include all required stakeholders. 	<p>Process:</p> <ul style="list-style-type: none"> • Limited evidence of a needs assessment process was provided. • Limited evidence of consultation with stakeholders regarding the needs assessment process. 	<p>Process:</p> <ul style="list-style-type: none"> • Substantial evidence of a needs assessment process was provided. • Relevant stakeholders were involved in the needs assessment process.

Points Awarded _____

Comments

15 pts. Write a brief summary of the school's data analysis results/findings. Include:

- Achievement Data
 - School Leading Indicator Report
 - School AYP Data
 - School Report Card Data
- Perception Data
- School AYP Data
- School Report Card Data

Scoring Rubric

Marginal (0-5 pts.)	Somewhat Rigorous (6-10 pts.)	Most Rigorous (11-15 pts.)
<p>Summary:</p> <ul style="list-style-type: none"> • few sources of data are included. • no summarization of the data is evident. 	<p>Summary:</p> <ul style="list-style-type: none"> • three of the listed sources of data are included. • summarization of data is not clear. 	<p>Summary:</p> <ul style="list-style-type: none"> • four of the listed sources of data are included. • a concise summarization of the data is evident.

Points Awarded _____

Comments

15 pts. Based on the school's data analysis results, describe the root cause(s) that support the selection of an appropriate intervention model (Root Cause Analysis).

Scoring Rubric

Marginal (0-5 pts.)	Somewhat Rigorous (6-10 pts.)	Most Rigorous (11-15 pts.)
<ul style="list-style-type: none"> No evidence of causes and contributing factors with few connections to low student achievement and/or need for schoolwide intervention. 	<ul style="list-style-type: none"> Limited evidence of causes and contributing factors with few connections to low student achievement and/or need for schoolwide intervention. 	<ul style="list-style-type: none"> Clearly analysis of causes and contributing factors to low student achievement and/or need for schoolwide intervention is provided.

Points Awarded _____

Comments

B 1b: For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that – The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively the required activities of the school intervention model it has selected.

15 pts. Using the Needs Assessment results and the selected School Intervention Model, assess the district and school capacity: Elaborate on how the school used the Innovation Configuration Matrix (ICM) for Schools.

Scoring Rubric

Marginal (0-5 pts.)	Somewhat Rigorous (6-10 pts.)	Most Rigorous (11-15 pts.)
<ul style="list-style-type: none"> Needs assessment does not address all academic areas or subpopulations in which the school is underperforming or showing regression Non-academic needs and associated data are not linked to conditions that impact student achievement 	<ul style="list-style-type: none"> Needs assessment addresses all academic areas or subpopulations in which the school is underperforming or showing regression Non-academic needs and associated data are generally linked to conditions that impact student achievement 	<ul style="list-style-type: none"> Needs assessment is comprehensive, addresses all academic areas or subpopulations in which the school is underperforming or showing regression, and addresses underlying conditions and causes for academic performance issues Non-academic needs and associated data are clearly and logically linked to conditions that impact student achievement

Points Awarded _____

Comments

5 pts. Discuss the strengths and weaknesses identified in the capacity appraisal that was done for the school using the Innovation Configuration Matrix (ICM for Schools).

Scoring Rubric

Marginal (0-1 pts.)	Somewhat Rigorous (2-3 pts.)	Most Rigorous (4-5 pts.)
<ul style="list-style-type: none"> Unclear evidence of strengths and weaknesses was provided. 	<ul style="list-style-type: none"> Limited evidence of strengths and weaknesses was provided. 	<ul style="list-style-type: none"> Substantial evidence of strengths and weaknesses was provided.

Points Awarded _____

Comments

10 pts. Provide an explanation of the school’s capacity to use school improvement funds to provide adequate resources and related support for full and effective implementation of all required activities of the selected model.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"> School’s capacity to use school improvement funds has not been addresses or has been minimally addressed. 	<ul style="list-style-type: none"> School’s capacity to use school improvement funds has been addressed. 	<ul style="list-style-type: none"> School’s capacity to use school improvement funds has been clearly demonstrated.

Points Awarded _____

Comments

B 2: If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.

5 pts.

Scoring Rubric

Marginal (0-1 pts.)	Somewhat Rigorous (2-3 pts.)	Most Rigorous (4-5 pts.)
<ul style="list-style-type: none"> LEA's attempt to explain why it lacks capacity to serve each Tier I school is unclear or does not provide sufficient reason to omit from serving school. 	<ul style="list-style-type: none"> Explains why it lacks capacity to serve each Tier I school. 	<ul style="list-style-type: none"> Clearly explains with supporting detail why the LEA lacks capacity to serve each Tier I school.

Points Awarded _____

Comments

B 3: The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements.

15 pts. Using the needs assessment results, select the Appropriate Intervention Model. Elaborate on how the school utilized the School Intervention Model Selection Rubrics to choose a model.

Scoring Rubric

Marginal (0-5 pts.)	Somewhat Rigorous (6-10 pts.)	Most Rigorous (11-15 pts.)
<ul style="list-style-type: none"> Selected intervention model(s) does not address the needs identified in the school(s)'s needs assessment 	<ul style="list-style-type: none"> Selected intervention model(s) adequately addresses the needs identified in the school(s)'s needs assessment 	<ul style="list-style-type: none"> Selected model(s) fully addresses the needs identified in the school(s)'s needs assessment

Points Awarded _____

Comments

5 pts. Describe why the model will be an appropriate fit for the school.

Scoring Rubric

Marginal (0-1 pts.)	Somewhat Rigorous (2-3 pts.)	Most Rigorous (4-5 pts.)
<ul style="list-style-type: none">Rationale for model selection is unclear or is not logical	<ul style="list-style-type: none">Rationale for model selection is logical and clear.	<ul style="list-style-type: none">Rationale for model selection is detailed, strong, and directly links the model to the needs assessment.

Points Awarded _____

Comments

15 pts. Describe the actions the school will take to design and implement interventions consistent with the final requirements of the grant..

Scoring Rubric

Marginal (0-5 pts.)	Somewhat Rigorous (6-10 pts.)	Most Rigorous (11-15 pts.)
<ul style="list-style-type: none"> • Interventions are not consistently designed and implemented to meet final requirements. • Selected intervention model(s) does not address the needs identified in the school(s)'s needs assessment 	<ul style="list-style-type: none"> • Interventions are designed and implemented to be consistent with final requirements. • Selected intervention model(s) adequately addresses the needs identified in the school(s)'s needs assessment 	<ul style="list-style-type: none"> • Interventions are carefully designed and implemented with integrity to be consistent with final requirements. • Selected model(s) fully addresses the needs identified in the school(s)'s needs assessment

Points Awarded _____

Comments

10 pts. Describe the actions the school will take to recruit, screen and select external providers, if applicable to ensure their quality.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"> The application lacks documentation that thorough recruiting, screening and selecting of external providers was done to ensure their quality. 	<ul style="list-style-type: none"> Where applicable, the application describes the recruiting, screening and selecting of external providers to ensure their quality. 	<ul style="list-style-type: none"> Where applicable, the application clearly describes the recruiting, screening and selecting of external providers to ensure their quality.

Points Awarded _____

Comments

5 pts. Describe how the school will align other resources with the interventions.

Scoring Rubric

Marginal (0-1 pts.)	Somewhat Rigorous (2-3 pts.)	Most Rigorous (4-5 pts.)
<ul style="list-style-type: none">Other resources are not aligned with the interventions.	<ul style="list-style-type: none">Other resources are aligned with the interventions to aid implementation.	<ul style="list-style-type: none">Other resources are carefully aligned with the interventions to aid implementation.

Points Awarded _____

Comments

5 pts. Explain what practices or policies, if necessary, will need to be modified to enable the school to implement the interventions fully and effectively.

Scoring Rubric

Marginal (0-1 pts.)	Somewhat Rigorous (2-3 pts.)	Most Rigorous (4-5 pts.)
<ul style="list-style-type: none"> Where necessary, changes in practices and policies have not fully taken place where these changes would enable the school(s) to implement interventions. 	<ul style="list-style-type: none"> Where necessary, practices and policies have been modified to enable the school(s) to implement interventions. 	<ul style="list-style-type: none"> Where necessary, practices and policies have been modified to enable the school(s) to implement interventions fully and effectively.

Points Awarded _____

Comments

5 pts. Explain how the school will sustain the reforms after the funding period ends.

Scoring Rubric

Marginal (0-1 pts.)	Somewhat Rigorous (2-3 pts.)	Most Rigorous (4-5 pts.)
<ul style="list-style-type: none">The application does not clearly describe how the reforms will be sustained after the funding period ends.	<ul style="list-style-type: none">The application does not clearly describe how the reforms will be sustained after the funding period ends.	<ul style="list-style-type: none">The application clearly describes how the reforms will be sustained after the funding period ends.

Points Awarded _____

Comments

B 4: The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application.

10 pts.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"> Provides a vague timeline without delineation of the steps that will be taken to implement the selected intervention. 	<ul style="list-style-type: none"> Provides a timeline for each step the LEA will take to implement the selected intervention. 	<ul style="list-style-type: none"> Provides a detailed timeline delineating each step the LEA will take to implement the selected intervention.

Points Awarded _____

Comments

B 5: The LEA must describe the annual goals for student achievement on the State's assessment in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds..

15 pts.

Scoring Rubric

Marginal (0-5 pts.)	Somewhat Rigorous (6-10 pts.)	Most Rigorous (11-15 pts.)
<ul style="list-style-type: none"> Goals for student achievement on the state reading/language arts and mathematics assessments are vague, insignificant, or unrealistic. Goals are generic and do not address intervention models chosen Objectives are not directly related to the goal, the selected intervention, or the school(s)'s needs 	<ul style="list-style-type: none"> Describes annual goals for student achievement on the reading/language arts and mathematics state assessments There is a goal for each intervention model chosen Objectives are related to the goal, selected intervention and the school(s)'s needs 	<ul style="list-style-type: none"> Clearly describes significant annual goals for student achievement on the reading/language arts and mathematics state assessments Goals specifically address which intervention model will be implemented at which school(s) and there is a separate goal for each intervention model chosen Objectives are directly related to the goal and selected intervention and clearly address each school(s)'s needs

Points Awarded _____

Comments

B 6: For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement, if applicable.

- 10 pts.**
- (a) Each Tier III school that the LEA plans on serving has been identified.
 - (b) A description of the services that the LEA will provide to the school is provided.
 - (c) A description of the activities that the school will implement was provided.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<p>The grant is not clear in:</p> <ul style="list-style-type: none"> • identifying the Tier III schools to be served. • describing the services that the LEA will provide to the Tier III schools. 	<p>The grant provides:</p> <ul style="list-style-type: none"> • some but not all Tier III schools to be served. • a general description of the services that the LEA will provide to the Tier III schools. 	<p>The grant:</p> <ul style="list-style-type: none"> • clearly identifies all Tier III schools to be served. • clearly and concisely describes the services that the LEA will provide to the Tier III schools.

Points Awarded _____

Comments

B 7: The LEA must describe the goals it has established (subject to approval by SEA) in order to hold accountable its Tier III schools that receive school improvement funds.

- 30 pts.**
- (a) Identify goals/objectives consistent with the desired outcomes and required activities. These must be specific, measurable, attainable and time-bound.
 - (b) Describe how the evaluation plan will document the effectiveness of the activities within identified schools.
 - (c) Describe how the district will use school evaluation data to determine the effectiveness of the school improvement funded activities.

Scoring Rubric

Marginal (0-9 pts.)	Somewhat Rigorous (10-20 pts.)	Most Rigorous (21-30 pts.)
<ul style="list-style-type: none"> • The proposal fails to identify the goals/objectives to document the effectiveness of activities for individual schools. • The proposal fails to provide an evaluation plan, which would document the effectiveness of the activities in the schools. • The proposal lacks a clear description of how the LEA will determine the effectiveness of the school improvement funded activities. 	<ul style="list-style-type: none"> • The proposal establishes overall minimum achievement expectations. • The proposal provides a vague evaluation plan, which would document the effectiveness of the activities in the schools. • The proposal provides a vague plan on how evaluation data will be used to determine the effectiveness of the school improvement funded activities. 	<ul style="list-style-type: none"> • The proposal identifies goals/objectives, which are consistent with the desired outcomes and required activities of the grant (specific, measurable, attainable, and time-phased). • The proposal describes how evaluation plan will document effectiveness of the activities within the identified schools. • The proposal describes how the district will use school evaluation data to determine the effectiveness of the school improvement funded activities.

Comments

Points Awarded _____

B 8: As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools. It should include:

- 10 pts.**
- (a) A list of stakeholders who provided input.
 - (b) The process of how the stakeholders were consulted with regarding the application.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"> • The grant fails to identify any stakeholders whom the LEA consulted with concerning the application and the implementation of the school improvement models in its Tier I and Tier II schools. • The grant fails to describe how the stakeholders were consulted with concerning the application and the implementation of the school improvement models in its Tier I and Tier II schools. 	<ul style="list-style-type: none"> • The grant identified stakeholders whom the LEA consulted with concerning the application and the implementation of the school improvement models in its Tier I and Tier II schools, however it was not clear if these were relevant stakeholders. • The grant provided a vague description of the how the stakeholders were consulted with concerning the application and the implementation of the school improvement models in its Tier I and Tier II schools. 	<ul style="list-style-type: none"> • The grant identified key stakeholders whom the LEA consulted with concerning the application and the implementation of the school improvement models in its Tier I and Tier II schools. Resumes were included to determine their relevance. • The grant provided a detailed description of the how the stakeholders were consulted with concerning the application and the implementation of the school improvement models in its Tier I and Tier II schools and what role they would play in the implementation of the funded activities.

Points Awarded _____

Comments

C: BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

- 35 pts.** The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to –
- (a) Implement the selected model in each Tier I and Tier II school it commits to serve;
 - (b) Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools; and
 - (c) Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

Scoring Rubric

Marginal (0-11 pts.)	Somewhat Rigorous (12-23 pts.)	Most Rigorous (24-35 pts.)
<ul style="list-style-type: none"> • Grant funds are not aligned or clearly tied to the goals, objectives, and strategies. • The budget does not fully support all required components of the intervention model selected. • Other state, local and federal funds supporting grant activities are not specified. • Budgeted items do not comply with supplement, not supplant, provisions of ESEA. 	<ul style="list-style-type: none"> • Grant funds are tied to the goals, objectives, and strategies. • Budgeted items support all required components of the intervention model selected. • Other state, local and federal funds supporting grant activities are specified. 	<ul style="list-style-type: none"> • Grant funds are clear and well defined and directly support the goals, objectives, and strategies. • Budgeted items are of sufficient scope and amount to ensure strategy success and full intervention model implementation. • Other state, local and federal funds clearly and logically support the plan. • All budgeted items comply with supplement, not supplant, provisions of ESEA, including Title I, Part A, §1114(a)(2)(B) and §1120A(b)

Points Awarded _____

Comments

D: ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

Assurances have been checked. Yes No (Circle one.)

E: WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

Waivers the LEA will implement have
been checked. Yes No (Circle one.)

Kansas Tier I, II and III Schools Eligible for FY 2010 SIG Funds

LEA NAME	LEA NCES ID#	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
USD 259 Wichita	2012990	Jardine Technology Middle Magnet School	201299001800	X			NA	
USD 259 Wichita	2012990	Pleasant Valley Middle School	201299000339	X			NA	
USD 259 Wichita	2012990	Truesdell Middle School	201299000343	X			NA	
USD 500 Kansas City	2007950	Banneker Elementary	200795001388	X			NA	
USD 500 Kansas City	2007950	Douglass Elementary	200795001393	X			NA	
USD 205 Bluestem	2008550	Bluestem High School	200855000038		X		88%	
USD 250 Pittsburg	2010710	Pittsburg High School	201071000208		X		91	
USD 257 Iola	2007740	Iola Sr High School	200774000244		X		82	
USD 259 Wichita	2012990	West High School	201299000349		X		74	
USD 259 Wichita	2012990	North High School	201299000346		X		83	
USD 259 Wichita	2012990	Southeast High School	201299000348		X		81	
USD 259 Wichita	2012990	South High School	201299000347		X		79	
USD 259 Wichita	2012990	Heights High School	201299000350		X		88	
USD 353 Wellington	2012840	Wellington High School	201284001769		X		91	
USD 445 Coffeyville	2004980	Field Kindley High School	200498001112		X		87	
USD 484 Fredonia	2006270	Fredonia Sr High School	200627001304		X		86	
USD 500 Kansas City	2007950	F L Schlagle High School	200795001425		X		91	
USD 500 Kansas City	2007950	Washington High School	200795001433		X		80	
USD 500 Kansas City	2007950	J C Harmon High School	200795001423		X		68	X
USD 500 Kansas City	2007950	Wyandotte High School	200795001420		X		79	X
USD 501 Topeka	2012260	Topeka High School	201226001476		X		87	
USD 501 Topeka	2012260	Kepley Middle School	201226001477		X		80	
USD 214 Ulysses	2012420	Sullivan Elementary	201242000067			X	NA	
USD 214 Ulysses	2012420	Anderson Elementary	201242000068			X	NA	
USD 259 Wichita	2012990	Franklin Elementary	201299001648			X	NA	
USD 259 Wichita	2012990	Gardiner Elementary	201299000328			X	NA	
USD 259 Wichita	2012990	Hamilton Middle School	201299000274			X	NA	
USD 259 Wichita	2012990	Lincoln Elementary	201299000276			X	NA	
USD 259 Wichita	2012990	Linwood Elementary	201299000331			X	NA	
USD 259 Wichita	2012990	Spaght Multimedia Magnet Elementary	201299000294			X	NA	
USD 259 Wichita	2012990	Stanley Elementary	201299000295			X	NA	

Kansas Tier I, II and III Schools Eligible for FY 2010 SIG Funds

USD 259 Wichita	2012990	Prairie Elementary	201299001719			X	NA	
USD 259 Wichita	2012990	Avenue A Elementary	201299000317			X	NA	
USD 261 Haysville	2007050	Lincoln Elementary	200705001876			X	NA	
USD 308 Hutchinson	2007620	Everest Middle School	200762000530			X	NA	
USD 308 Hutchinson	2007620	Charles O Stones Intermediate Ctr	200762000535			X	NA	
USD 430 South Brown County	2007470	Junction City Middle School	200747001040			X	NA	
USD 457 Garden City	2006390	Cottonwood Intermediate	200639001227			X	NA	
USD 475 Geary County	2007890	Bertram Caruthers Elementary	200789001266			X	NA	
USD 480 Liberal	2008730	Central Middle School	200873001587			X	NA	
USD 480 Liberal	2008730	Chelsea Elementary	200873001284			X	NA	
USD 500 Kansas City	2007950	Grant Elementary	200795001399			X	NA	
USD 500 Kansas City	2007950	Whittier Elementary	200795001414			X	NA	
USD 500 Kansas City	2007950	Chase Middle School	200795001392			X	NA	
USD 500 Kansas City	2007950	Lundgren Elementary	200795001395			X	NA	
USD 500 Kansas City	2007950	Meadows Elementary	200795001398			X	NA	
USD 500 Kansas City	2007950	Ross Elementary	200795001415			X	NA	
USD 500 Kansas City	2007950	Scott Computer Technology Magnet	200795001714			X	NA	
USD 501 Topeka	2012260	Shaner Elementary	201226001595			X	NA	
USD 501 Topeka	2012260		201226001452			X	NA	
USD 501 Topeka	2012260		201226001114			X	NA	
USD 501 Topeka	2012260	The following schools are excluded from Tier II due to having less than 30 assessed in 2010; they are now included in Tier III:	201226001447			X	NA	
USD 501 Topeka	2012260		201226001115			X	NA	
USD 501 Topeka	2012260	Metro Meridian Alternative HS	201226001439				NA	
		Metro Blvd Alternative HS						
		West Franlin Learning Center High-Charter						

Kansas Tier I, II and III Schools Eligible for FY 2010 SIG Funds

		Brewster High School						# of Students Participating in State Assessments
		Walden Center (closed 2010-11)						
USD 259 Wichita	2012990	Chase High School	201299001693			X	66	21
USD 259 Wichita	2012990	Atchison Alternative School	201299000345			X	48	24
USD 287 West Franklin	2010800	Attica High School	201080001603			X	86	3
USD 314 Brewster	2004080		200408000570			X	91	12
USD 382 Pratt	2010890		201089001870			X	100	9
USD 401 Chase-Raymond	2004650		200465000913			X	100	15
USD 409 Atchison	2003540		200354001868			X	25	17
USD 511 Attica	2003570		200357001514			X	75	11



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2009 Persistently Lowest-Achieving Schools as Defined by Title I School Improvement Grants Section 1003(g)

The Kansas State Department of Education (KSDE) is required to release a list of schools that meet the federal definition of "Persistently Lowest-Achieving." This list is a result of Federal law and regulation in order to access federal school improvement dollars. Only schools that are on the list are eligible for these funds. When announcing the availability of the School Improvement Funds, Secretary Arne Duncan said, "States and school districts have an opportunity to put unprecedented resources toward reforms that would increase graduation rates, reduce dropout rates and improve teacher quality for all students, and particularly for children who most need good teaching in order to catch up."

Many of the schools on the list have made significant gains in student achievement on the state mathematics and reading assessments over the past few years; however, due to the way of calculating the list of schools, they are considered persistently lowest achieving.

The list of schools is divided into 3 groups or tiers. Each tier has its own criteria for identifying schools. Following is an overview of each tier; the complete definition, "Defining Persistently Lowest-Achieving Schools," is posted on the KSDE website at <http://www.ksde.org/Default.aspx?tabid=3498>.

The Tier I schools come from the list of 2009-2010 Title I schools that are already identified as being in improvement, corrective action or restructuring. There are 32 Title I schools from which the Tier 1 schools are selected. The state identifies the five schools with the lowest performance on the state reading and mathematics assessments for the last three years combined as the Tier I schools.

The Tier II schools are selected from all the high schools in the state that are eligible for Title I which is a federal program. In Kansas, approximately 270 high schools are Title I eligible. From this pool of schools, the state selects the 5% that have the lowest performance based on state mathematics and reading assessments for the last three years combined. In addition, to the 5% of schools based on state assessment results, high schools are included in Tier II if their graduation rates are less than 60% for the last three years.

The final group of schools on the list is the Tier III schools. These are the other 27 Title I schools in improvement, corrective action or restructuring which were not included in the Tier I list. These schools are on the improvement list for not making Adequate Yearly Progress for two years. Several may go off improvement this year if their assessment scores continue to improve and they make AYP. The Tier III list of schools also includes some Title I eligible high schools with lower performance that were excluded from Tier II because the number of students taking the state assessments were less than 30.

Revised February 23, 2010

The 2010 schools are listed according to their USD number (#).

TIER I SCHOOLS

USD #	USD Name	KS Bldg #	School NCES/CCD ID#	School Name
259	Wichita	1808	201299000328	Curtis Middle School
480	Liberal	7728	200873001284	Liberal South Middle School
500	Kansas City	8288	200795001395	Emerson Elementary School
500	Kansas City	8298	200795001401	Mark Twain Elementary School
500	Kansas City	8317	200795001415	Northwest Middle School

TIER II SCHOOLS

USD #	USD Name	KS Bldg #	School NCES/CCD ID#	School Name
247	Cherokee	1230	200471000188	South East High School
259	Wichita	1838	201299000346	North High School
259	Wichita	1840	201299000347	South High School
259	Wichita	1842	201299000348	Southeast High School
259	Wichita	1844	201299000349	West High School
259	Wichita	1852	201299001693	Metro Midtown Alternative High School
480	Liberal	7732	200873001286	Liberal Senior High School
500	Kansas City	8294	200795001785	Fairfax Campus/Learning Center
500	Kansas City	8323	200795001420	Wyandotte High School
500	Kansas City	8327	200795001423	JC Harmon High School
500	Kansas City	8329	200795001425	FL Schlagle High School
500	Kansas City	8350	200795001433	Washington High School
501	Topeka	8536	201226001476	Highland Park High School

TIER III SCHOOLS

USD #	USD Name	KS Bldg #	School NCES/CCD ID	School Name
214	Ulysses	0443	201242000067	Kepley Middle School
259	Wichita	1646	201299000263	Clark Elementary School
259	Wichita	1660	201299000271	Enterprise Elementary School

259	Wichita	1814	201299000331	Hamilton Middle School
259	Wichita	1817	201299001800	Jardine Technology Middle Magnet School
259	Wichita	1718	201299000271	Linwood Elementary School
259	Wichita	1828	201299000339	Pleasant Valley Middle School
259	Wichita	1693	201299001719	Spaght Multimedia Magnet School
259	Wichita	1834	201299000343	Truesdell Middle School
308	Hutchinson	3102	200762000530	Avenue A Elementary School
308	Hutchinson	3114	200762000535	Lincoln Elementary School
430	South Brown County	6344	200747001040	Everest Middle School
453	Leavenworth	7008	200843001150	Earl M Lawson Elementary School
480	Liberal	7715	200873001587	Cottonwood Intermediate School
500	Kansas City	8320	200795001417	Argentine Middle School
500	Kansas City	8279	200795001388	Banneker Elementary School
500	Kansas City	8293	200795001399	Bertram Caruthers Elementary School
500	Kansas City	8316	200795001414	Central Middle School
500	Kansas City	8284	200795001392	Chelsea Elementary School
500	Kansas City	8292	200795001398	Grant Elementary School
500	Kansas City	8342	200795001430	Lindbergh Elementary School
500	Kansas City	8305	200795001406	Quindaro Elementary School
500	Kansas City	8313	200795001714	Whittier Elementary School
501	Topeka	8452	201226001595	Chase Middle School
501	Topeka	8474	201226001452	Lundgren Elementary
501	Topeka	8499	201226001115	Scott Computer Technology Magnet School
501	Topeka	8444	201226001439	Shaner Elementary School

ADDITIONAL TIER III SCHOOLS—Small Size so Excluded from Tier II

USD #	USD Name	KS Bldg #	School NCES/CCDID#	School Name	# of Students Participating State Assessments
259	Wichita	1742	201299001697	Metro Meridian Alternative High School	22
259	Wichita	1837	201299000345	Metro Boulevard Alternative High School	25

409	Atchison	5775	200354001868	Atchison Alternative School	18
499	Galena	8272	200636000748	Cornerstone High School	4



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December, 2010

Persistently Lowest-Achieving Schools as Defined by Title I School Improvement Grants Section 1003(g)

The Kansas State Department of Education (KSDE) is required to release a list of schools that meet the federal definition of "Persistently Lowest-Achieving." This list is a result of Federal law and regulation in order to access federal school improvement dollars. Only schools that are on the list are eligible for these funds. When announcing the availability of the School Improvement Funds, Secretary Arne Duncan said, "States and school districts have an opportunity to put unprecedented resources toward reforms that would increase graduation rates, reduce dropout rates and improve teacher quality for all students, and particularly for children who most need good teaching in order to catch up."

Many of the schools on the list have made significant gains in student achievement on the state mathematics and reading assessments over the past few years; however, due to the way of calculating the list of schools, they are considered persistently lowest achieving.

The list of schools is divided into 3 groups or tiers. Each tier has its own criteria for identifying schools. Following is an overview of each tier; the complete definition, "Defining Persistently Lowest-Achieving Schools," is posted on the KSDE website at <http://www.ksde.org/Default.aspx?tabid=3498>.

The Tier I schools come from the list of 2010-2011 Title I schools that are already identified as being in improvement, corrective action or restructuring. There are 37 Title I schools from which the Tier 1 schools are selected. The state identifies the five schools with the lowest performance on the state reading and mathematics assessments for the last three years combined as the Tier I schools.

The Tier II schools are selected from all the high schools in the state that are eligible for Title I which is a federal program. In Kansas, approximately 270 high schools are Title I eligible. From this pool of schools, the state selects the 5% that have the lowest performance based on state mathematics and reading assessments for the last three years combined. In addition, to the 5% of schools based on state assessment results, high schools are included in Tier II if their graduation rates are less than 60% for the last three years.

The final group of schools on the list is the Tier III schools. These are the other 28 Title I schools in improvement, corrective action or restructuring which were not included in the Tier I list. These schools are on the improvement list for not making Adequate Yearly Progress for two years. Several may go off improvement this year if their assessment scores continue to improve and they make AYP. The Tier III list of schools also includes some Title I eligible high schools

Revised December 12, 2010

with lower performance that were excluded from Tier II because the number of students taking the state assessments were less than 30.

The 2010 schools are listed according to their USD number (#).

TIER I SCHOOLS

USD #	USD Name	KS Bldg #	School NCES/CCD ID#	School Name
259	Wichita	1817	201299001800	Jardine Technology Middle Magnet School
259	Wichita	1828	201299000339	Pleasant Valley Middle School
259	Wichita	1834	201299000343	Truesdell Middle School
500	Kansas City	8279	200795001388	Banneker Elementary
500	Kansas City	8285	200795001393	Douglass Elementary

TIER II SCHOOLS

USD #	USD Name	KS Bldg #	School NCES/CCD ID#	School Name
205	Bluestem	0240	200855000038	Bluestem High School
250	Pittsburg	1316	201071000208	Pittsburgh High School
257	Iola	1564	200774000244	Iola Sr. High School
259	Wichita	1844	201299000349	West High School
259	Wichita	1838	201299000346	North High School
259	Wichita	1842	201299000348	Southeast High School
259	Wichita	1846	201299000350	Heights High School
353	Wellington	4280	201284001769	Wellington High School
445	Coffeyville	6772	200498001112	Field Kindley High School
484	Fredonia	7838	200627001304	Fredonia Sr. High School
500	Kansas City	8329	200795001425	F L Schlagle High School
500	Kansas City	8350	200795001433	Washington High School
500	Kansas City	8327	200795001423	J C Harmon High School
500	Kansas City	8323	200795001420	Wyandotte High School
501	Topeka	8538	201226001477	Topeka High School

TIER III SCHOOLS

USD #	USD Name	KS Bldg #	School NCES/CCD ID#	School Name
214	Ulysses	0443	201242000067	Kepley Middle School
214	Ulysses	0444	201242000068	Sullivan Elementary
259	Wichita	1798	201299001648	Anderson Elementary
259	Wichita	1674	201299000274	Franklin Elementary
259	Wichita	1678	201299000276	Gardiner Elementary
259	Wichita	1814	201299000331	Hamilton Middle School
259	Wichita	1716	201299000294	Lincoln Elementary
259	Wichita	1718	201299000295	Linwood Elementary
259	Wichita	1693	201299001719	Spaght Multimedia Magnet Elementary
259	Wichita	1782	201299000317	Stanley Elementary
261	Haysville	1961	200705001876	Prairie Elementary
308	Hutchinson	3102	200762000530	Avenue A Elementary
308	Hutchinson	3114	200762000535	Lincoln Elementary
430	South Brown County	6344	200747001040	Everest Middle School
457	Garden City	7148	200639001227	Charles O Stones Intermediate Ctr
475	Geary County	7618	200789001266	Junction City Middle School
480	Liberal	7715	200873001587	Cottonwood Intermediate
500	Kansas City	8293	200795001399	Bertram Caruthers Elementary
500	Kansas City	8316	200795001414	Central Middle School
500	Kansas City	8284	200795001392	Chelsea Elementary
500	Kansas City	8292	200795001398	Grant Elementary
500	Kansas City	8313	200795001714	Whittier Elementary
501	Topeka	8452	201226001595	Chase Middle School
501	Topeka	8474	201226001452	Lundgren Elementary

501	Topeka	8486	201226001114	Meadows Elementary
501	Topeka	8465	201226001447	Ross Elementary
501	Topeka	8499	201226001115	Scott Computer Technology Magnet
501	Topeka	8444	201226001439	Shaner Elementary

ADDITIONAL TIER III SCHOOLS—Small Size so Excluded from Tier II

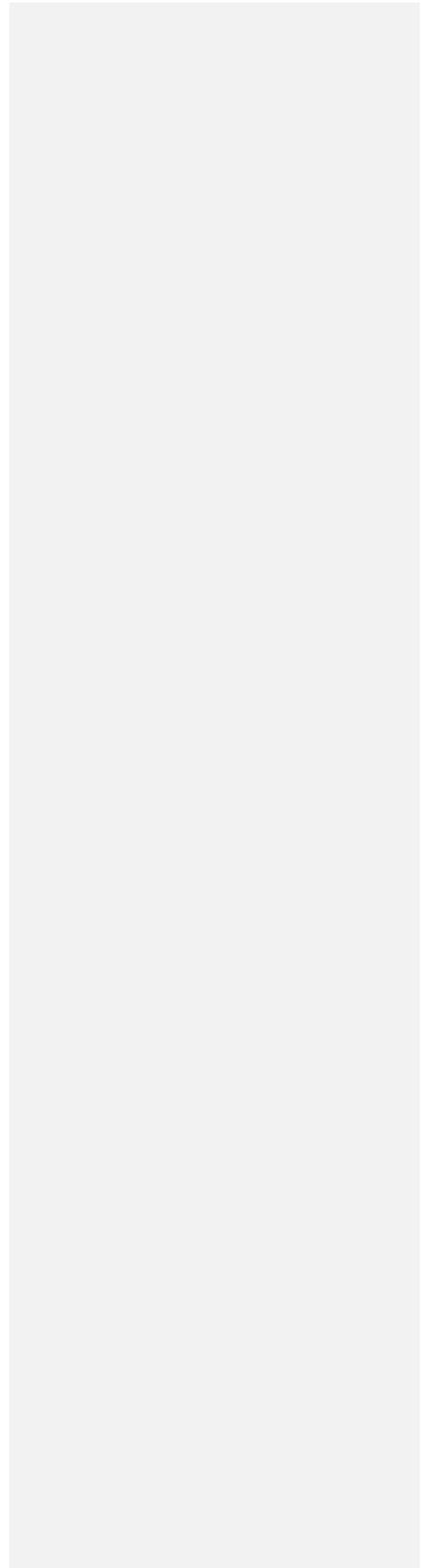
USD #	USD Name	KS Bldg #	School NCES/CCD ID#	School Name
259	Wichita	1742	201299001693	Metro Meridian Alternative HS
259	Wichita	1837	201299000345	Metro Blvd Alternative HS
287	West Franklin	2562	201080001603	West Franklin Learning Center High-Charter
314	Brewster	3278	200408000570	Brewster High School
382	Pratt	5093	201089001870	Walden Center (closed 2010-11)
401	Chase-Raymond	5536	200465000913	Chase High School
409	Atchison	5775	200354001868	Atchison Alternative School
511	Attica	8764	200357001514	Attica High School

*Note: Schools that received SIG funding last year were not included in Tier I, Tier II, or Tier III.

APPENDICES

- APPENDIX A: Kansas Learning Network Memorandum of Understanding**
- APPENDIX B: KLN Standards and Supporting Indicators of School Improvement**
- APPENDIX C: Implementation Coach (IC) and Principal Meeting Report**
- APPENDIX D: Kansas Improvement Notebook**
- APPENDIX E: MTSS Innovation Configuration Matrix**
- APPENDIX F: School Leading Indicator Report**
- APPENDIX G: KSDE School and District Report Card (Sample)**
- APPENDIX H: KSDE School and District AYP Report (Sample)**
- APPENDIX I: Intervention Selection Model Rubrics**
- APPENDIX J: LEA Application**
- APPENDIX K: LEA Application Scoring Form**
- APPENDIX L: Sample District Effectiveness Appraisal Final Report**
- APPENDIX M: Systemic and Coherence Capacity Addendum to District Effectiveness Appraisal**
- APPENDIX N: Tier III Application with No Model**
- APPENDIX O; KSDE Agenda for School District Presentation Visit**

APPENDIX A:
Kansas Learning Network
Memorandum of Understanding



Memorandum of Understanding

The Kansas Learning Network

June 2011

The Kansas Department of Education (KSDE) has contracted with Cross & Joftus to work with the KSDE and Kansas districts that are on Year 2 of improvement (as defined by the No Child Left Behind Act) and that have communicated a willingness and ability to make changes in their policies, practices, and systems that will result in improved student performance. Cross & Joftus, KSDE, and the districts have also agreed to:

- Participate¹ in three “Network” meetings during the school year in Topeka or another site.
- Participate in the review of one district other than one’s own and of the KSDE.²
- Help to coordinate the review of and technical assistance for its own system, transparently providing access to data, information, and key stakeholders.³
- Complete “assignments” and implement appropriate reforms effectively and efficiently.⁴

¹ For Cross & Joftus, this includes at least two members of its senior team. For KSDE, this includes at least two senior administrators. For districts, this includes the superintendent, possibly one or two other senior district administrators (depending on size of district), a board member, and a school principal.

² For Cross & Joftus, at least two senior consultants will participate in each of the reviews. For KSDE, two senior administrators will participate in each of the district reviews. For districts, one or two senior district administrators (depending on size of district) will participate in the review of one other district, and one senior district administrator will participate in the review of the KSDE.

³ For Cross & Joftus, this includes having a coordinator who works closely with the district and KSDE coordinator to schedule visits and data collection. For KSDE and the districts, this includes having a coordinator who helps to plan the schedule; contact and coordinate key stakeholders for observations, interviews, focus groups, etc.; and collect and distribute data and information as requested by Cross & Joftus.

⁴ For Cross & Joftus, this includes coming to meetings and site visits well prepared, submitting high-quality reports to districts and KSDE in a timely manner, coordinating all activities efficiently and effectively, and facilitating reform processes at the state and local levels that will result in increased student performance and narrowed gaps in achievement. For KSDE and the districts, this includes completing reading and handouts recommended by Cross & Joftus, strongly considering and, when feasible, implementing the recommendations received from Cross & Joftus and the districts, modeling the continuous improvement process, and, if appropriate, sustaining the Network of Learning.

- Participate in monthly conference calls following the completion of the needs assessment.

In addition to the general agreements above, Cross & Joftus, the Kansas Department of Education, and the participating districts agree to the following:

Cross & Joftus, LLC

- Design and implement a model that, if fully implemented, builds state capacity for monitoring and improving district quality, fosters a continuous improvement process at KSDE and participating districts, and improves district effectiveness and efficiency related to improving school quality and student outcomes.
- Act professionally and ethically in all manners related to the project.
- Work collaboratively with KSDE and participating districts while insisting upon and supporting improvement in schools, districts, and the state system of support for districts in need of improvement.
- Provide the highest quality consultants.
- Help to identify additional sources of funding—including foundation, corporate, and federal grants and expansion into other states—for The Learning Network that would help support implementation in Kansas.
- Use the contract from KSDE to pay for all expenses incurred by Cross & Joftus, including travel and related costs of its consultants to Network meetings and site visits.

Kansas Department of Education

- Work collaboratively with Cross & Joftus and participating districts to implement strategies and reforms that will result in high-performing schools, districts, a state system of support for districts in need of improvement, and, ultimately, increased performance for all students.

- Remain open to recommendations and, when appropriate, implement recommendations—even when it is “uncomfortable”—that will result in a high-performing state system of support for districts in need of improvement.⁵
- Work diligently to foster and then sustain a culture of continuous improvement.
- Ensure understanding of and support for work of The Learning Network among key stakeholders, including school board, administrators, educators, teacher and administrator unions, business and civic leaders, and parents.
- Strongly consider remaining committed to supporting the continuity of The Learning Network beyond one year, if appropriate.
- Help to identify additional sources of funding—including foundation, corporate, and federal grants and expansion into other states—for The Learning Network that would help support implementation in Kansas.
- Secure and pay for the costs of an appropriate meeting room, breakfast, and lunch for each of the three Network meetings.
- Pay for the cost of all travel related to The Learning Network for KSDE administrators.
- Pay invoices from Cross & Jofus within 30 days of receipt.

Participating District

- Work collaboratively with Cross & Jofus, KSDE, and other participating districts to implement strategies and reforms that will result in a high-performing system of schools, and, ultimately, increased performance for all students.
- Remain open to recommendations and, when appropriate, implement recommendations—even when it is “uncomfortable”—that will result in high-performing schools and increased student achievement.⁶

⁵ Such recommendations may include strategies up to and including takeover of a persistently failing school or district.

⁶ Such recommendations may include strategies up to and including closure or complete restructuring of a persistently failing school.

- Develop with KSDE and Cross & Joftus and implement consistently a technical assistance plan.
- Work diligently to foster and then sustain a culture of continuous improvement.
- Ensure understanding of and support for work of The Learning Network among key stakeholders, including school board, administrators, educators, teacher and administrator unions, business and civic leaders, and parents.
- Pay for the cost of all travel related to The Learning Network for administrators and board members from the district.

Statement of Commitment

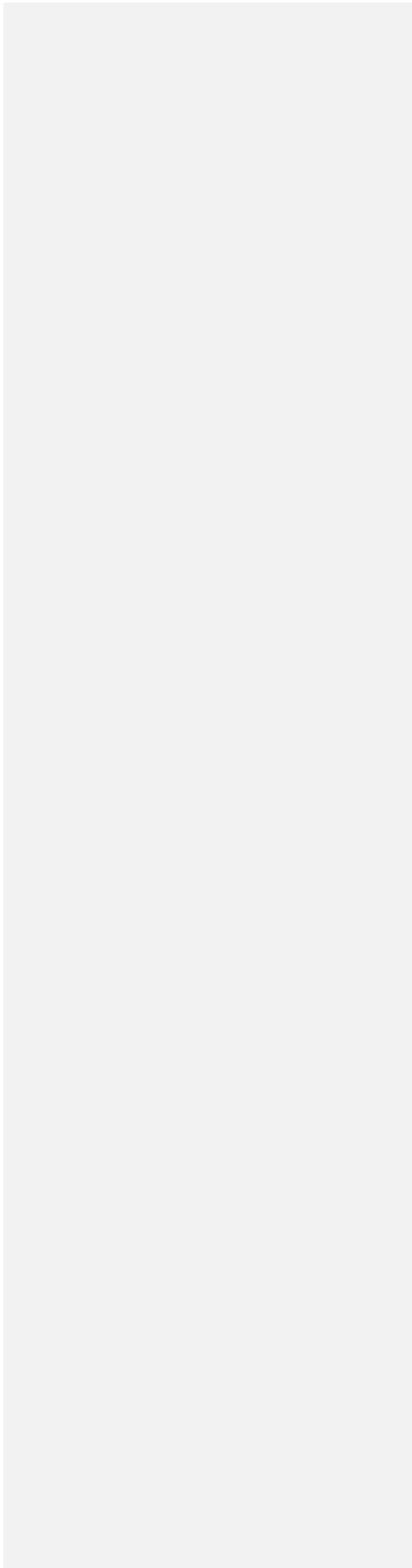
The undersigned agree to and, to the best of their ability, will abide by this memorandum of understanding.

Diane DeBacker, Kansas Commissioner of Education (Date)

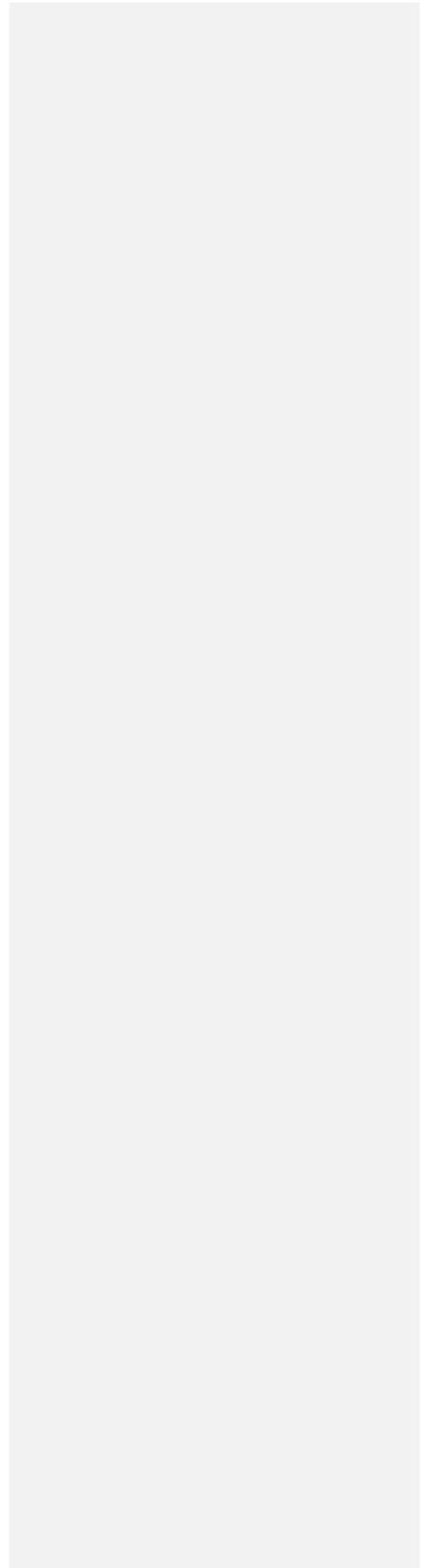
District Superintendent (Date)

President of the Board of Education (Date)

Scott Joftus, President, Cross & Joftus, LLC (Date)



**APPENDIX B:
KLN Standards
And
Supporting Indicators
Of
School Improvement**





HANDBOOK

CROSS & JOFTUS
2009

The Learning Network Mission

To improve school and district quality and increase student achievement through a collaborative approach that builds the capacity of teachers and administrators to improve instruction and the systems that support it.

"Our partnership with Cross & Joftus is allowing us to change our relationship with districts that have the greatest challenge, that of **overcoming the effects of poverty.**"

"There was a real **integrity** to the process."

"I felt an immediate **connection** to the members of the Cross & Joftus team."

"I am extremely pleased that we volunteered to be a part of the Kansas Learning Network."

"The Cross & Joftus consultants created a **safe atmosphere** so that people could be honest and trust that what they were saying would be kept confidential."

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I. Welcome to The Learning Network

Thank you for your participation in The Learning Network (TLN). The purpose of TLN is to directly engage professionals like you in improving results for schools, teachers, and students. We hope to bypass the typical less-effective, top-down attempts at reform. With you, we will assess your state and district's needs and establish strategic priorities. Once we have identified strengths and weaknesses, Cross & Joftus will provide you and your colleagues with critical technical assistance to help you implement real, lasting solutions. Finally, you will be provided with several opportunities to collaborate with your peers across the state. We hope to tear down the walls of isolation that separate you from potential partners in critical change, your own neighbors. All of these activities combined will help us better understand roles, challenges, responsibilities, and available resources and develop solutions for your particular community.

Goals

Our two primary goals are:

1. Improve school and district quality as measured by **student outcomes**
2. Foster a sustainable **continuous improvement** process at the school, district, and state level

It is our belief that in order for us to make considerable progress on Goal #1, we must ensure that Goal #2 is achieved. Given the regular shift in the political tide, the constant change in leadership at all levels, and increasing challenges faced in our communities, it is important that a continuous learning and improvement process is established and nurtured. Only when such a process is in place can we be sure that the policies and practices of the educational infrastructure are aligned to yield the greatest possible results for kids.

II. Who We Are

Our Story

Early in 2004, Christopher T. Cross and Scott Joftus combined their knowledge and talents to provide education leaders with expert and customized assistance in evaluation, strategic planning, policy analysis and development, and school and district improvement. Sharon Deich joined Cross & Joftus in April 2007, enhancing the capabilities of the core team to focus on expanded learning opportunities and address financing issues central to the success of all reforms.

Over time, we have worked with different clients on diverse issues, including:

- strategic planning;
- school system improvement;
- literacy;
- teacher quality;
- high school reform;
- accountability and data systems;
- public-private financing approaches;
- student achievement gaps;
- out-of-school time learning;
- No Child Left Behind Act implementation; and
- science, technology, engineering, and math [STEM] strategies.

Project Team

Each member of your project team brings a valuable set of skills and experiences in the area of district and school reform. These individuals will collaborate with you and your colleagues to assess needs, identify strategies for improvement, and implement change.

Scott Joftus, President of Cross & Joftus and TLN Co-Director, is very familiar with the workings of state education agencies and local school districts from his many years in the education field—as a teacher, the director of an education policy firm, a head of an education policy consulting group, and the leader of an education advocacy organization. He is also a well-seasoned evaluator of education programs, having conducted numerous evaluations for states and districts. Scott is now putting that experience to good use with the national rollout of The Learning Network, a new approach to school system improvement.

Christopher T. Cross, Chairman at Cross & Joftus, is a former Assistant Secretary for Educational Research and Improvement at the U.S. Department of Education and former president of the Maryland State Board of Education. He works with clients such as the Aspen Institute, California Department of Education, and Education Commission of the States to disseminate promising practices and connect policymaking to critical research. Chris is a noted author and expert on the federal role in education and serves on numerous high-profile advisory boards.

Ray Daniels, Cross & Joftus Senior Associate and TLN Co-Director, was the superintendent of Kansas City, Kansas Public Schools from 1998 to

2004. While superintendent, he led the district's implementation of First Things First and oversaw a remarkable increase in student achievement. During his tenure, for example, the percentage of students in the district scoring at or above proficiency on the state reading assessment increased 20 points, and the achievement gap between White and Hispanic students virtually evaporated. Prior to his tenure as superintendent, Dr. Daniels served as the district's director of personnel and then the assistant superintendent for personnel services. He also served the district as a high school English teacher, basketball and track coach, and assistant principal. Dr. Daniels received his master's and doctorate degrees from the University of Kansas and his bachelor's degree from Kansas State University.

Over the course of 42 years, **Joan Evans** taught and served as school site and central office administrator in the Los Angeles Unified School District (LAUSD). As Director of Standards-Based Education, Ms. Evans collaboratively developed and implemented Deming's "continuous improvement process" with representatives from all constituent groups. Ms. Evans has provided training and published articles about how to systematically implement an effective standards-based curriculum, instruction, and assessment system. These practices led to measurable gains in student performance that exceeded the state average and a significant decrease in the achievement gap. Joan's systems-based approach connected professional development with classroom observations and student achievement data in order to target specific practices and ultimately raise student achievement.

Eleanor Johnson is a consultant on educational evaluation and policy analysis and is serving as a National Research Council committee member (expert in program evaluation) for the review of the Title VI and Fulbright-Hays International Education Programs. She recently retired as an assistant director for education issues at the United States Government Accountability Office (GAO), where she led over 60 GAO studies, including GAO's groundbreaking, high-visibility evaluations of school finance and school facilities. Recommendations and information from these reports redefined the model for school finance policy and the metrics of school finance equity nationwide and guided efforts to rebuild and modernize America's schools and the U. S. Department of Education. Prior to GAO, she published two books and worked as a management consultant and program evaluator for a variety of clients and as an educational administrator and teacher in New York and Maine. She received a B. A. from Brandeis University, an M. A. from Columbia University, and an Ed. D. from the George Washington University.

Alice Parker, Ed.D., a Cross & Jofus senior consultant, has more than 40 years experience in the classroom, as a building principal, a district administrator and Assistant Superintendent of Public Instruction for California. Her areas of expertise include public policy and practice, special education models that meet federal and state compliance but is rooted in a Response to Intervention model and focused on greatly improved outcomes for any child at risk of school failure. Alice also has worked as a consultant to State Departments of Education, local school districts, charter management organizations and agencies and provided support, consultation, and training in leadership, reducing disproportion,

implementation of Response to Intervention, inclusive preschool options, and systems' change.

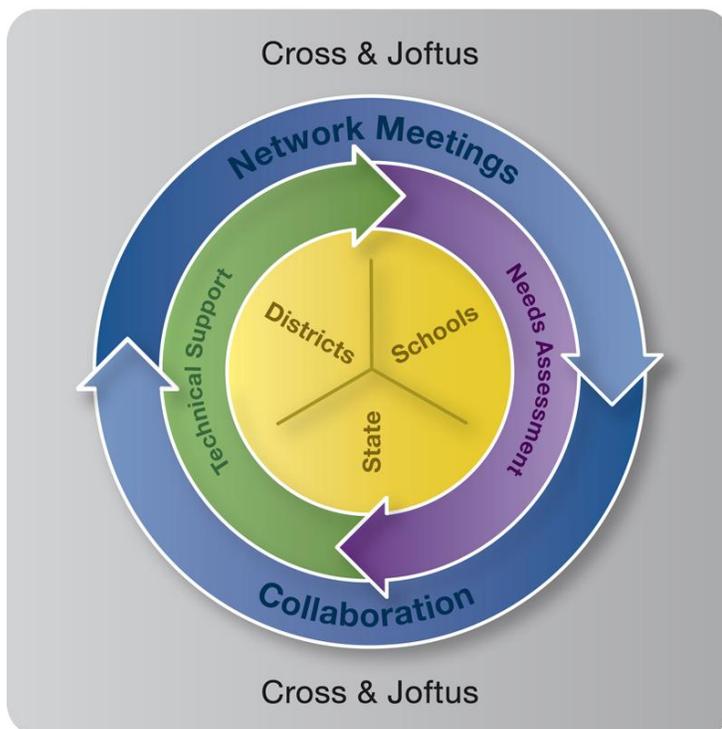
Torrey Shawe serves as a Policy and Project Associate for Cross & Joftus clients including the Kansas Department of Education and the District of Columbia's Office of the State Superintendent of Education. Before joining Cross & Joftus, Torrey was a Senior Policy Analyst at the National Governors Association where she helped manage the Honor States Grant Program, a governor-led initiative to improve high school and college-ready graduation rates. Previously, Torrey was a director at the Coalition of Essential Schools (CES), an educational reform organization, where she focused on network development and center and school support. During this time, Torrey also founded she19, a national non-partisan effort to inspire women to vote in the 2004 Presidential election. Before entering the field of education, Torrey was a Producer at Organic, a web development company based in San Francisco. Torrey holds a B.A. in history from the University of Virginia and an M.A. in educational policy from the University of California, Berkeley.

III. Overview of TLN Activities

Key TLN activities include a needs assessment, technical support, and collaboration among Learning Network members. These activities support the partnership of the state, districts, and schools in their efforts to ensure all children can succeed (see figure).

The Learning Network™

Rethinking School Improvement



Network Collaboration

Three times throughout the school year, district leaders and the state gather to share both challenges and solutions. These meetings provide an opportunity for participants to exhibit their work, ask questions of their knowledgeable peers, and establish connections for future collaboration. TLN participants are also encouraged to seek support from each other throughout the year through email, phone, and in-person visits.

Needs Assessment

Each Learning Network district and the state education agency host a three-day visit during which a team of experts and peers implements a research-based process—the Process for Advancing Learning Strategies for Success (PALSS). Designed by Cross & Joftus, this process aims to identify strengths and weaknesses of the instructional delivery and support system; determine the systemic coherence of the system; and develop the capacity of administrators and teachers to improve instruction on a continuous basis. PALSS incorporates three key activities: interviews/focus groups, surveys, and classroom observations.

Technical Support

The needs assessment report identifies key challenge areas that could benefit from the help of an external expert or a team of experts. With the help of Cross & Joftus, the district or state identifies up to three priority issues to receive immediate attention. Support is provided by both members of the Cross & Joftus project team and if need be, other content experts from the field.

IV. Network Collaboration

Three times throughout the year, participating district leaders and the state education agency gather to share both challenges and solutions. These meetings provide an opportunity for participants to exhibit their work, ask questions of their knowledgeable peers, and establish connections for future collaboration. In addition, each district sends members of its leadership team to participate in the needs assessment visits of at least two other member districts. These intensive three-day reviews bring visiting colleagues together both to provide important external feedback to the host district and share ideas about how to face common challenges at home. In between TLN meetings and needs assessment visits, the districts and the state education agency are encouraged to seek support from one another via email, phone, and in-person visits. These collaborative activities reinforce a culture of continuous improvement as participants look deeply into their own data and practice as well as learn about the successful innovations in neighboring communities.

As the national Network grows, opportunities for state leaders to swap ideas and benefit from each other's common experiences will be made available. At the regional and national level, state superintendents and commissioners can minimize the "reinvention of the wheel" via the dissemination of best practices, ensuring more successful, efficient state agencies.

V. Needs Assessment

The needs assessment provides critical information regarding the strengths and weaknesses of a particular state agency or district and how it supports the educational process. Cross & Jofus has designed the PALSS system to allow for flexibility while diving deep into the nooks and crannies of a state or district infrastructure. In the spirit of continuous learning and improvement, PALSS was designed to be re-used by TLN participants again and again. It is our hope that this process will become institutionalized within your organization so that reflection and policy and practice adjustment occur at all levels throughout the year.

Focus Areas

The needs assessment is organized into four key focus areas:

- Curriculum and Assessment
- Instruction and Professional Development
- Leadership
- Culture and Human Capital

Although there is considerable cross-over (e.g., teacher training could be covered in both professional development and human resources), these focus areas provide helpful structure for the interviews, focus groups, and classroom observations as well as the final report.

The following are the kinds of philosophical and practical evidence the team of visitors will be looking for during the needs assessment. Please

note that we will incorporate your state's standards into our work with you and your team.

CURRICULUM AND ASSESSMENT

Standard 1: The school/district develops and implements a curriculum that is rigorous, intentional and aligned to state standards.

Indicators

- The district has a written curriculum for all grades and subjects that is aligned with standards and assessments and across grades and that reflects high expectations and current research regarding instructional strategies.
- The district initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (P-12), (as part of a living, constantly adapting system).
- Teachers and administrators meet frequently to discuss alignment and rigor of curriculum and pacing guides, teaching and assessment strategies, and quality of student work.
- There is vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).
- The school curriculum provides specific links to continuing education.
- Best practices in ESOL and SPED are being implemented.
- There is in place a systematic process for monitoring, evaluating and reviewing the curriculum.
- The curriculum provides access to a common academic core for all students. The common academic core is culturally responsive and available to all students.

- The district and its schools have an overall plan for instructional improvement with appropriate strategies and resources.
- The underlying goal of the district is to graduate students "college and career-ready." This means being prepared for any postsecondary education or training experience, including study at two- and four-year institutions leading to a postsecondary credential (i.e. a certificate, license, Associates or Bachelor's degree) necessary for their chosen career.⁷

Standard 2: The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Indicators

- Classroom assessments of student learning are frequent, rigorous and aligned with the state's Content Performance Standards.
- Teachers collaborate in the design of authentic assessment tasks aligned with the standards and relevant to the school culture.
- Students can articulate the academic expectations in each class and know what is required to be proficient.
- Test scores are used to identify curriculum gaps.
- Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.
- Performance standards are clearly communicated, evident in classrooms and observable in student work.
- Implementation of the state-required assessment program is coordinated by school and district leadership.
- Samples of student work are analyzed to inform instruction, revise curriculum and obtain information on student progress.

⁷ American Diploma Project.

- Instructional decisions are based on data. Teachers use formative assessments regularly and know the specific strengths and weaknesses of students, especially in reading. Strategies for student improvement should be based on assessment data.

Standard 3: The district/school utilizes data based decision making and have processes and policies to integrate and sustain academic performance (instruction, curriculum, and assessment) decisions.

Indicators

- Data-based decision making is utilized to enhance academic performance.
- There are processes and policies to integrate and sustain academic performance.

INSTRUCTION AND PROFESSIONAL DEVELOPMENT

Standard 1: Instruction

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Indicators

- Effective and varied instructional practices are used and implemented with fidelity in all classrooms.
- Instructional strategies and learning activities are aligned with the district and school learning goals, and assessment expectations for student learning and specific cultural needs.
- Instructional strategies and activities are consistently monitored and aligned with the changing needs of diverse student populations to ensure various learning approaches and learning styles are addressed.
- Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.

- Teachers incorporate the use of technology in their classrooms.
- Instructional resources (textbooks, supplemental reading, and technology) are sufficient to effectively deliver the curriculum.
- Teachers examine and discuss student work collaboratively and use this information to inform their practice.
- Homework is frequent and monitored and tied to instructional practice.
- The school and district have a meaningful vocabulary and process for communicating expectations related to instructional improvement.
- The school and/or district monitor the quality of instruction and provide substantive feedback and follow-up support.
- There are processes in place for identifying early and supporting low-performing students.
- District leadership provides guidance and oversight to improve teaching and learning for all learners, especially high-priority students, English learners and students with disabilities.

Standard 2: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Indicators

- The school has an intentional plan for building instructional capacity through ongoing professional development.
- Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.
- Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.

- Professional development is on-going, job-embedded and specific to the learning community.
- Professional development planning shows a direct connection to an analysis of student achievement data.
- The school/district provides a clearly defined evaluation process.
- Leadership provides the fiscal resources for the appropriate professional growth and development of certified staff based on identified needs.
- The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.
- Leadership provides and implements a process of personnel evaluation that meets or exceeds standards.
- The school/district improvement plan identifies specific instructional leadership needs and the school board has strategies to address them.
- Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practice.

LEADERSHIP

Standard 1: District instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creation of a learning culture, and development of leadership capacity.

Indicators

- Leadership identifies representatives and roles and responsibilities of the District Leadership Team.
- Leadership has developed and sustained a shared vision.
- The district establishes a district wide theory of action related to improving schools and consistent with the district's vision and goals.

- The district's goals, theory of action, strategies, and use of resources are coherent.
- Leadership decisions are focused on student academic performance and are data-driven and collaborative.
- The district improvement team disaggregates data for use in meeting the needs of a diverse population, communicates the information to district staff and incorporates the data systematically into the district's plan.
- Leadership ensures all instructional staff has access to curriculum related materials and the training necessary to use curricular and data resources relating to academic content standards for public districts.
- Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.
- Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure and removes barriers in order to sustain continuous district improvement.
- The district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe, culturally sensitive and effective learning environment.
- The district establishes a welcoming, trusting relationship with parents and community.
- District leadership provides a process for the development and the implementation of continuous district improvement.
- There is evidence that the local board has an intentional focus on student academic performance.
- The board should have positive working relationships with other local and state policymakers and the media.
- District leadership builds capacity among building leaders by establishing clear expectations for building leadership teams.

- Distributed leadership is expected and supported as a district wide practice.
- Accountability for district and building leaders is established.

Standard 2: The organization of the district and school maximizes use of time, all available space and other resources to promote effective teaching and learning and supports high student and staff performance.

Indicators

- The school is organized to maximize use of all available resources to support high student and staff performance and provide extended learning time and culturally relevant learning activities.
- The master class schedule provides all students access to the entire curriculum.
- The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.
- Staff makes efficient use of instructional time to maximize student learning.
- Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time; and integrated units).
- The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide high-quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, cultural needs, etc.).
- The school/district provides a clearly defined process to provide equitable and consistent use of fiscal resources.
- The school board analyzes funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.

- State and federal program resources are allocated and integrated (Safe Schools, Title I, Individuals with Disabilities Education Act, etc.) to address student needs identified by the school/district.

Standard 3: The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

Indicators

- A collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.
- The school/district planning process involves collecting, managing and analyzing data.
- The school/district uses data for school improvement planning.
- School and district plans reflect learning research, current local, state and national expectations for student learning and are reviewed by a planning team.
- The school/district analyzes their students' unique learning needs.
- The desired results for student learning are defined.
- Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.
- Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.
- The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.
- The action steps for school improvement are aligned with the school improvement goals and objectives.

- The plan identifies the resources, timelines and persons responsible for carrying out each activity.
- The plan includes a bold, differentiated strategy for addressing the needs of schools struggling the most to demonstrate progress.
- The means for evaluating the effectiveness of the improvement plan are established.
- The improvement plan is aligned with the school’s profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.
- The plan is implemented as developed.
- The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.
- The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.
- The district and schools foster coherence across systems and practices and remains committed to continuous improvement.

CULTURE AND HUMAN CAPITAL

Standard 1: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

Indicators

- There is leadership support for a safe, orderly, culturally sensitive and equitable learning environment.
- The district has a process for reviewing school environment and culture and providing feedback to schools.

- Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.
- Teachers hold high expectations for all students and support their academic, cultural, emotional, physical, and behavioral development.
- Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.
- Teachers recognize and accept their professional role in student success and failure.
- The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths.
- The school and district facilitate and support learning communities among teachers and administrators.
- Teachers communicate regularly with families about individual student's progress (e.g., engage through conversation).
- The teachers and staff care about students and inspire their best efforts.
- Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.
- There is evidence that student achievement is highly valued and publicly celebrated in a manner that is culturally appropriate (e.g., displays of student work, assemblies).
- The school/district provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity through policies, curriculum and instruction.

Standard 2: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.

Indicators

- Families and the community are active partners in the educational process and work together with the school/district staff to promote programs and services for all students, based on high expectations and state standards.
- Structures are in place to ensure that all students have access to the entire curriculum (e.g., school counseling, career planning).
- The school/district systemically supports efforts to reduce barriers to learning.
- Students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction.
- The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.
- There is an intentional, coordinated service delivery for children and families, including that which occurs within and outside of school and before, during and after school.

Standard 3: The school/district has sound systems in place for recruiting and retaining outstanding educators and assigns educators in a way that best contributes to all students' learning.

Indicators

- All human resource policies and procedures support the improvement of student achievement.
- The human resources department reflects a theory of service/support to the schools.

- The human resources department establishes a practice of ongoing reflection and evaluation of department policies and practices.
- The recruitment and hiring process for teachers and administrators should be based on a structured process that focuses on high student achievement.
- The recruitment and hiring process should strive to provide a diverse professional staff.
- The human resources department establishes the necessary technology and staff training to enhance recruitment, employment, and recordkeeping.
- District policies related to compensation and benefits should address performance and high-need areas and make it possible to hire and maintain high-quality staff.
- The organization and staffing of the human resources department should allow for the most efficient and effective service to schools and staff.
- The transfer and assignment of staff should not be based on seniority but on student needs.
- A mentoring program should be available for new teachers.

Standard 4: The district builds a culture of commitment, collegiality, mutual respect, shared responsibility and stability.

Indicators

- District leadership works to develop professional norms, including peer support, collaboration, trust, shared responsibility and continuous learning for all adults in the system.
- Professional learning communities are developed to build teacher knowledge and skill and to inform instruction across the system based on student needs.
- District leadership holds all adults in the system accountable for student

learning and has clear expectations for instruction, consistent with the focus on improved achievement for students.

- Leadership is distributed among the superintendent, central office administration, principals, teachers and community leaders.
- District leadership has established clear expectations for student achievement and applies consistent pressure on schools for measurable improvement in student achievement.

Note: The above standards and indicators are adapted from the Kansas System of Support Correlates, Standards, and Indicators of District Improvement and the California County Superintendents Educational Services Association's (CCSESA) District Assistance and Intervention Team (DAIT) Toolkit.

Continuous Learning with PALSS

PALSS Rationale

The 1984 publication of *In Search of Excellence: Lessons from America's Best Run Companies* led to increased interest in the management process of observing work sites and providing frequent feedback to enhance worker productivity. This concept was applied to education in 1990.⁸ Since then, it has been estimated that a teacher makes over 1,000 decisions a day and that during five minutes in a classroom, we typically can observe up to 20 decisions being made.⁹

⁸ Frase & Hetzel (1990). *School Management by Wandering Around*. See also Eisner (2002). "The Kinds of Schools We Need." *Phi Delta Kappan*, 83, 576-583.

⁹ Downey, Steffy, English, Frase, Poston (2004). *The Three-Minute Classroom Walk-Through*. Thousand Oaks, CA: Corwin Press

The goal of providing periodic feedback to district staff, teachers, and administrators based on interviews, focus groups, and classroom observations is to inform future management, teaching, and learning practices. The intent is not to evaluate individual performance. Rather, PALSS is a collaborative process for gathering, analyzing, and applying information about practices that consistently and systematically enhance student learning. The challenge is not only to understand current management, teaching, and learning practices, but also to replicate and support effective practices in all aspects of a school and district through coaching and professional development.

The unique nature of PALSS is that the data collected during classroom visits are used to focus the work of educators in professional learning communities as they examine what instructional practices have the greatest impact on advancing achievement and what opportunities need to be provided to access the next learning levels. This information coupled with the feedback provided by interviews and focus groups provide critical direction for strategic planning and continuous improvement initiatives.

Finally, an emerging body of research examines the efforts of some districts to play more prominent roles in learning improvement. In particular, successful central office reinvention typically involves the following:¹⁰

- Engaging central office administrators across the central office in

¹⁰ Honig, M. and Copland (September 2008). "Reinventing District Central Offices to Expand Student Learning." Issue Brief. Learning Point Associates.

learning-focused partnerships with schools.

- Investing substantially in the development of central office administrators as key reform participants.
- Supporting central office administrators in inventing new forms of participation in reform.
- Involving external support providers in central office support roles.

PALSS Process

As stated earlier, PALSS incorporates interviews/focus groups, surveys, and classroom observations. A description of each component is as follows:

Interviews/Focus Groups

The first step of PALSS is to interview or conduct focus groups with administrators, teachers, board members, community members, parents, and students to determine their vision for instructional improvement and theory of action for accomplishing that vision. There are several questions that Cross & Joftus addresses during the interviews:

- 1) Is there a clear, commonly held vision in the system for instructional improvement?
- 2) Is there an overarching strategy for accomplishing this improvement?
- 3) What are administrators' beliefs about how to best improve instruction?

- 4) Is there coherence with regard to how the school, district, or state is organized, operates, and uses resources?

The goal is to gain an understanding of leadership’s vision, plan, and capacity for reform in order to develop and implement a plan that is most likely to result in instructional improvement and, ultimately, gains in student achievement.

Surveys

In addition to interviews, Cross & Joftus conducts a confidential online survey of all teachers and principals in the system. The survey draws from standards of the National Staff Development Council and your state’s professional development and student achievement. The survey asks teachers and principals to rate the extent to which effective, research-based instructional practices are occurring in their schools.

Classroom Observations

Another key element of PALSS is classroom observations. Twenty-five years of research affirms the power of classroom observations on improving instruction.¹¹ “The most important reason for conducting observational assessment of classrooms is for informing professional development.”¹² A summary of the research supporting classroom observations can be found in Appendix A.

¹¹ See, for example, Marzano (2001). *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. Association for Supervision and Curriculum Development. Downey (2004). *The Three Minute Classroom Walk-Through: Changing School Supervisory Practice One Teacher at a Time*. Corwin Press.

¹² Pianta, R.C. & Hamre, B.K. (2009) Conceptualization, Measurement, & Improvement of Classroom Processes: Standardized Observation Can Leverage Capacity. *Educational Research*, 28, 110+

There are two purposes for the data-driven professional development (PD) program provided by Cross & Joftus. First, the program offers a standardized process for collecting and evaluating classroom observation data in order to determine the extent to which PD activities are being implemented and producing increased student learning. Second, the program identifies practices that can be shared during future PD sessions as models to expand use of “what works.”

The success of PALSS as a professional development effort is linked to *how* this educational data collection system focuses on the four phases of W.E. Deming’s “Continuous Improvement Process”: (1) Planning Phase (2) Doing Phase, (3) Studying Phase, and (4) Acting Phase for Scaling-Up & Sustainability.¹³

Systematic implementation of the continuous improvement process will see the following results being accomplished in each phase:

- (1) Planning Phase: Equips state and district administrators and teachers with research-based educational strategies and skills to conduct five-minute observations using a protocol developed by Cross & Joftus. Participants are introduced to the concept, goals and processes for using a standardized protocol for systematically conducting classroom observations to determine the current implementation of PD practices and to inform future PD.

¹³ W.E. Deming. 1986 Total Quality Management Model.

- (2) Doing Phase: Uses a standardized protocol to collect classroom observation data, calibrate data, provide feedback to visited teachers, and identify appropriate future PD practices. Teams of administrators and teachers conduct approximately 70 classroom observations over three days.
- (3) Studying Phase: Involves compiling aggregated observational data in two ways. First, data are presented in tabular form, showing the percentages of classrooms visited that demonstrated each teaching and learning research-based strategy by school level (i.e., elementary, middle, high) as well as a short description of what needs to be changed. Examples of this table from a real district are presented in Appendices C and D. Second, Cross & Jofus presents the data graphically to show observed practices across all levels of schooling. Partial examples of the graphical representation of observed practices are presented in Appendices E and F. Participants provide feedback on the effectiveness and efficiency of the process using the National Staff Development Standards.
- (4) Acting Phase for Scaling-Up & Sustainability: Incorporates a systematic process to modify, enhance, and strengthen future PD in order to effectively predict greater student learning gains. The findings of the interviews, surveys, and classroom observations are compiled into a final report that the host district or state can use to share findings with stakeholders, develop a technical support strategy, and begin work on a new or improved strategic plan.

Needs Assessment Final Report

Within three weeks of hosting your needs assessment visit, you will receive the first draft of the final report. This report will summarize the findings of the visiting team, including Cross & Joftus consultants and district and state visitors. Included are results from the teacher and principal surveys, conclusions from the focus groups and interviews, and observations and data from the school and classroom visits. Quotes that are representative of a certain theme or shared set of beliefs are featured throughout. Finally, the report concludes with a list of purposefully general recommendations for technical assistance. What type of support that will be provided and how it will be provided will be finalized by your leadership team and Cross & Joftus.

You are welcome to review the report and provide feedback regarding edits you think should be made before releasing the report to the greater public. Cross & Joftus will gladly refine the report with your feedback. Once you and your team are comfortable with the final version, it is critical that the report be shared with Board members, the unions, staff, and the greater community. Only with a broad understanding of the challenges and the urgency that you and your team are facing will you achieve real traction. If Cross & Joftus can be helpful in preparing and/or giving this presentation of the final report, please let us know.

Planning a Needs Assessment Visit

Planning your needs assessment visit, which will last two to three days depending on district size and other factors, will take a good amount of work. The first step should be assigning one person to act as Visit Coordinator. This person will be in charge of logistics such as scheduling conference rooms, ordering food for meals, contacting community members to participate in focus groups, etc. This person should have a good eye for detail as there are many odds and ends to organize and track.

The primary elements of the visit are as follows:

1. Day 1 Morning Session for presentation and discussion of documentation and data as well as planning for the rest of the visit
2. Interviews and Focus Groups
3. School/classroom visits
4. Debrief

The entire visit is organized around the four focus areas, with activities running concurrently. Within the four focus areas, all focus groups and interviews will be scheduled.

Before you view a sample schedule, here are a few important points to keep in mind:

Attendees

- You should expect 3-5 Cross & Joftus consultants, 2-4 peer district representatives, and 2-4 state agency representatives to attend the visit.
- Your union representative(s) should be invited to attend the Day 1 morning session as well as the Day 3 Debriefing session.

- You will be reaching out to your employees, parents, community members, and students asking them to participate in various focus groups and interviews. It is better to start early to get on people's calendars and to confirm 1-2 more people than you would need in case of last minute cancellations.

Space

- Ideally, the first morning session, all focus groups and interviews, and the debriefing session are all occurring in the same building.
- You will need a large conference room for breakfast and lunch on the first day and the debrief session on the afternoon of the third day. You will need up to four smaller rooms for focus groups and interviews from the afternoon of Day 1 through the morning of Day 3.

Day 1 Morning Session

- The first session of Day 1 should begin with a breakfast for the whole group and end with a lunch for the whole group. Each focus area will be led by a representative from your organization (e.g., Leadership = Superintendent, Instruction = Director of Professional Development) and a Cross & Joftus consultant. Also included in these groups will be a representative or two from a visiting district and/or the state. Finally, a member of the community relevant to each focus area should be included in the morning session.
- This session will last approximately 3 hours. The leader of the session should be prepared to share data and documentation about your organization's approach to that particular focus area. Discussion of the

information should follow along with a run-through of the schedule for the next 2.5 days.

Lunch

- Report out with whole group to identify common themes that will be explored, etc.

Focus Groups and Interviews

- Following lunch, focus groups and interviews (and, as described below, school/classroom visits) will commence. Focus groups and interviews will occur in all four focus areas through the remainder of the visit.
- Focus groups should include 6-8 people and run for approximately 1.5 hours. Interviews are one-on-one or one-on-two and should last one hour.

School and Classroom Visits

- School and classroom visits will be conducted by the visiting district and state representatives.
- The Cross & Joftus instruction/professional development lead will facilitate a training session for all observers at the end of the morning session on Day 1. That afternoon, all observers will visit a school (or two) where they will practice the observation protocol together. Classroom visits will recommence on the morning of Day 2. Two teams of two observers will split up to visit 4-5 classrooms in each of 20+ schools. Organizers can choose a mix of schools and a mix of classrooms. Recommendations regarding what kind of classrooms (e.g., mix of all

types, only Language Arts and Math) will be provided by Cross & Joftus during the planning process.

- Principals and teachers at each school to be visited should be invited to participate in the observations.
- Ideally, transportation to the various schools will be provided by the host district.

Debriefing Session

- The Debriefing Session on the last day will begin at approximately 2 pm and will end at around 4 pm.
- During this session, an overview of observations and findings will be shared. For this initial, preliminary report-out, it is recommended that only key members of the host leadership team plus the union representative attend.
- A draft final report will be sent to the Superintendent within 3 weeks following the visit. The Superintendent and his/her team will have the opportunity to review and provide comments to Cross & Joftus. Changes will be made and a final report will be submitted soon after.

To get a better sense of what a 3-day needs assessment visit could look like, please review the following Sample Schedule.

Day 1

	Instruction/PD C&J Leader	Instruction/PD State and Visiting District Admin	Curr/Asses C&J Leader	Leadership C&J Leader	Culture/ Human Capital C&J Leader
AM	<p>Meeting with instruction and/or PD director(s) and one state admin</p> <p>Discuss instructional improvement and PD goals, challenges, and strategies</p> <p>Review data and information (PD plan, instructional improvement strategies, etc.)</p> <p>Plan visit</p>	<p>Split up across four focus area teams for introductions and planning</p>	<p>Meet with Chief Academic Officer, PTA officer (or comparable), and one external district admin</p> <p>Discuss curriculum and assessment in the district</p> <p>Review data and information (alignment reports, policies, etc.)</p> <p>Plan visit</p>	<p>Meeting with Superintendent, local CEO (or comparable), and one external district admin</p> <p>Discuss goals, theory of action, key strategies, and key challenges of district; challenges related to recruiting and retaining highly effective teachers and principals</p> <p>Review data and information (strategic plan, key evaluation reports, etc.)</p> <p>Plan visit</p>	<p>Meeting with director of family engagement and safe schools, HR director, local YMCA (or comparable), and one state admin</p> <p>Discuss engagement and school environment goals, challenges, and strategies; challenges related to recruiting and retaining highly effective teachers and principals</p> <p>Review data and information (school environment reviews, pay scale, teacher distribution etc.)</p> <p>Plan visit</p>
	Lunch	Lunch	Lunch	Lunch	Lunch
PM	<p>6 classroom visits</p> <p>Debrief with state and district admin</p>	<p>6 classroom visits with C&J Instruction/ PD leader</p> <p>Debrief</p>	<p>Principal Focus Group</p>	<p>District Administrator Focus Group (not the Superintendent)</p> <p>Board Member Focus Group (or interviews)</p>	<p>Interview with HR Director</p> <p>Parent Focus Group</p>

Day 2

Instruction/PD C&J Leader	Instruction/PD State and Visiting District Admin	Curr/Asses C&J Leader	Leadership C&J Leader	Culture/ Human Capital C&J Leader
Interviews with instruction/PD directors Teacher Focus Group Principal Focus Group Observation and debrief with district and state admin	Classroom visits (2 people per team, 20 visits per team, in large districts, no more than 4-5 classrooms per school) Debrief with instruction/PD leader	Teacher Leader Focus Group Interview with assessment director Curriculum Coordinator Focus Group	Interviews with Mayor and 1-2 other civic leaders Interviews with CFO and other district administrators	Principal Focus Group Teacher Leader Focus Group School walk throughs

Day 3

Instruction/PD C&J Leader	Instruction/PD State and Visiting District Admin	Curr/Asses C&J Leader	Leadership C&J Leader	Culture/ Human Capital C&J Leader
Classroom visits with state and district administrators Address missing info Debrief district	20 classroom visits per team Debrief district	Academic Coach Focus Group Address missing info Debrief district	Teacher Leader Focus Group Principal Focus Group Address missing info Debrief district	Civic Leader Focus Group (or interviews) Student Focus Group Address missing info Debrief district

NOTE: On Day 2, the Culture/Human Capital leader and Instruction/PD leader can spend the day together if there are not enough principals and teachers to create additional groups. The walk throughs will be different from classroom visits in that the walk throughs will focus on school environment, include “casual” conversations with staff.



VI. Technical Assistance

The needs assessment report will identify a few key areas that would benefit from technical assistance. Cross & Joftus will then collaborate with your leadership team to develop a technical assistance plan. In parallel, Cross & Joftus will identify an individual or group of individuals to provide the support described in the technical assistance plan. Support may come directly from Cross & Joftus consultants and/or from other individuals or groups who have expertise in the particular area of need of the district or state. If it is not a Cross & Joftus consultant, the technical assistance provider will be identified and/or approved, contracted, and supervised by Cross & Joftus. Most of the support will be provided in person although some will be provided over the phone and via email. One important support component will be in the form of monthly check-in calls to discuss progress and challenges. Should your team decide that more assistance is needed beyond the hours allotted in this project, additional hours can be arranged with Cross & Joftus at a reduced rate.

Technical assistance can be provided in a variety of areas including:

- Organizational structure
- Human resources
- Professional development
- Executive coaching
- Board development

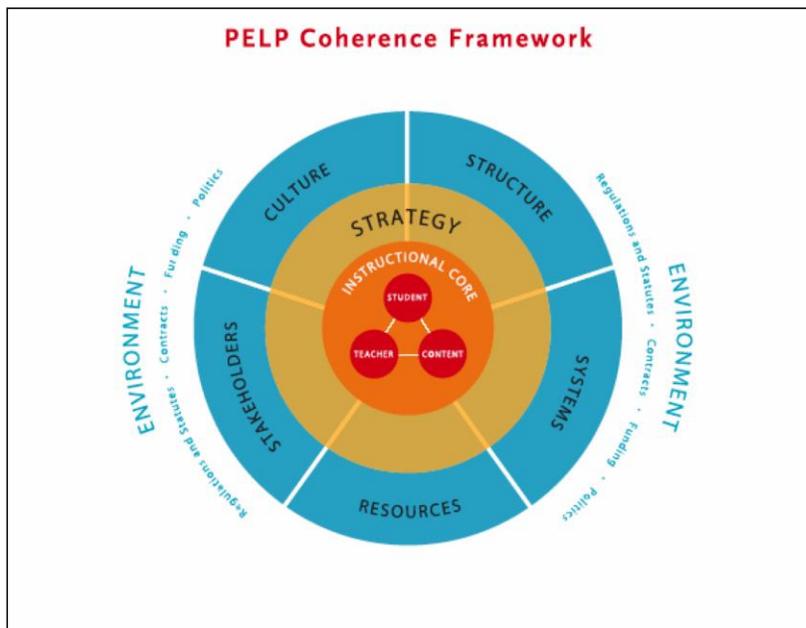


- Strategic planning
- Curriculum development

Below are three examples of the kind of technical assistance that Cross & Joftus will provide to you and your team.

Coherence

Coherence, as defined by the Public Education Leadership Project at Harvard University, means that “the elements of a school district work together in an integrated way to implement an articulated strategy.” Whatever that strategy might be, and there are many research-backed reform strategies that a district or state can choose from, the strategy must both support teaching and learning and be supported by the district’s resources, systems, culture, and stakeholders. Only when coherence is achieved will the district be effective. Likewise, only when coherence is achieved between the state and the district will there be meaningful change at scale.



(PELP, 2007)

Cross & Jofus is helping a large urban school district tackle this concept of coherence, a critical step in achieving the district’s goal of “empowering all students with the 21st Century skills and knowledge they need to succeed.” To accomplish this, we have worked with district leadership and key stakeholders to establish the district’s Theory of Action. This focuses strategy development by narrowing the range of choices to those actions that have the highest likelihood of increasing achievement levels. Once the Theory of Action was identified, we developed a plan and helped to create systems for fostering and sustaining systemic coherence. This included addressing issues related to organizational structure, roles and



responsibilities of senior staff, communication among senior staff, strategies for supporting schools and holding them accountable, and strategies for improving the quality and consistency of professional development—including use of coaches and implementation of PLCs—across schools. With a more coherent system in place:

- the district's overall instructional and programmatic vision is communicated consistently to all district and school staff;
- only those programs and initiatives deemed critical to raising student achievement are continued and nurtured;
- benchmarks and metrics are established throughout the system so that all entities can regularly measure progress; and
- school level facilities needs are addressed promptly and efficiently.

To read more about the idea of coherence, review Appendix G, “Note on the PELP Coherence Framework.”

Classroom Observations

Cross & Joftus has been assisting a district in its efforts to institutionalize classroom observations. Building upon the use of the PALSS process during the district's own needs assessment visit as well as the participation of key district leaders in the classroom observations that occurred in other district needs assessment visits, our consultants are helping the district develop a training and implementation plan to bring the classroom observation protocol to all central office and school instructional staff. The

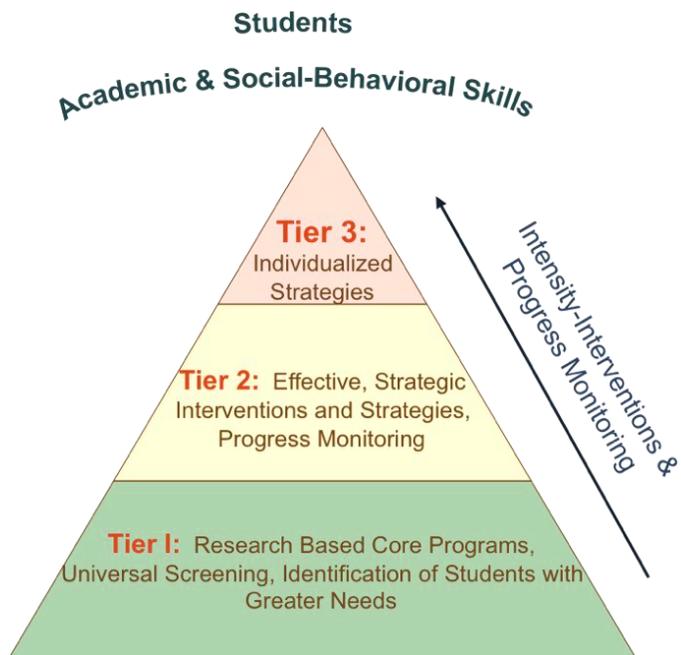


goal of the plan is to establish a culture of continuous improvement where all members of the school community expect and desire to learn from each other for the purpose of increasing student achievement. We have found that although many districts have identified a walk-through strategy of some sort, it is used only sporadically in some schools by some teachers. Moreover, data from the walk throughs are rarely used to provide feedback to educators or shape future professional development offerings. Only when walk throughs are used in all classrooms in all schools and the resulting data are used thoughtfully and systematically will the power of observations be realized.

To review a sample classroom observation sheet, see Appendix H.

Response to Intervention (RtI)

Cross & Joftus is helping another district ramp up its instructional delivery system, especially for struggling students (and those most likely to be referred to special education), by helping to design and implement a Response to Intervention (RtI) approach. According to the National Center on Response to Intervention, “response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems.” The following pyramid depicts the progression of interventions based upon need.



Our consultants are helping district leaders execute Rtl at scale, providing practical recommendations and one-on-one coaching regarding:

- How to build buy-in amongst teachers and instructional coaches
- Use of formative assessments as progress-monitoring tools
- Training on assessment administration and interpretation of results
- How to establish a data-based decision-making culture
- Professional development for all supported interventions



- Communication about RtI to key stakeholders including parents and the community

The Response to Intervention approach will enable this district to better meet the needs of its most struggling students while simultaneously improving instructional efficacy for the student population as a whole.



VII. Sustaining Change

It is our belief that an education organization that achieves coherence is one that can withstand leadership changes, shifts in political priorities, and economic downturns. An aligned school system is a well-run driver of improvement that is both efficient and effective in addressing issues such as enhancing the quality of the instructional core to meet the needs of all students, raising achievement of ELL and special education students, and increasing college-ready rates. Such a school system strives for continuous improvement and remains focused on its end goal, never allowing external or internal voices to pull it off track.

A school district that lacks coherence, on the other hand, is one in which the workings of the central office – professional development, hiring, resource allocation, public engagement, etc. – are not aligned to fulfill the mission of the district and improve student outcomes. Hard work yields little in such a system due to broken lines of communication, duplicative efforts, and conflicting sub-goals. It is in such systems that reform initiatives lead to lackluster results and broad disappointment after the external consultants have moved on and the extra money dries up.

Cross & Joftus aims to bring coherence to your education organization so that you will continue to see gains in system efficacy and student performance after we are long gone. Simply put, in coherence we find the key to sustainable lasting change.



VIII. Frequently Asked Questions

Q: We are a very small district composed of one high school, two middle schools, and four elementary schools. Can we shorten our needs assessment visit from three to two days?

A: We can certainly be flexible with the structure of the needs assessment visits to accommodate your district/agency's particular needs and circumstances.

Q: The MOU says that we have to send one representative on at least two needs assessment visits. What if we want to send a representative to all of our network's visits. Would that be possible?

A: Yes, although your district/agency will be responsible for any additional travel costs.

Q: Does our needs assessment visit schedule need to look just like the one you have provided or can we adjust it a bit?

A: The visit schedule is up to you. The only three things we ask are:

- The visit is organized around the four focus areas.
- The first morning is structured as we have suggested in the sample schedule. It is important that we have that time to review data and prepare for the three days of interviews, focus groups, and classroom observations.
- The visit includes all of the interviews and focus groups described in the sample schedule. The days and times when they occur does not matter to us.



Q: How long does it take to put together the final needs assessment report?

A: You should expect it to take approximately 3 weeks for us to put together the final report. This is primarily due to us writing your report while conducting your peers' needs assessment visits.

Q: We have a very good relationship with a technical support provider in our state. Is it possible for us to use our allotted TA hours with them?

A: Absolutely. We can work with your provider to ensure that the support is consistent with the findings and recommendations from the needs assessment.

Q: We are very happy with the technical assistance Cross & Joftus is providing. Unfortunately, we have used all of our allotted hours. Can we purchase more TA directly from Cross & Joftus?

A: Yes. Please speak with Scott Joftus about extending your TA contract.



IX. Appendices

Appendix A: Memorandum of Understanding

The Department of Education (Agency) has contracted with Cross & Joftus to work with the Agency and those districts that are on Year 2 of improvement (as defined by the No Child Left Behind Act) and that have communicated a willingness and ability to make changes in their policies, practices, and systems that will result in improved student performance. Cross & Joftus, the Agency, and the districts have also agreed to:

- Participate¹⁴ in three “Network” meetings during the school year.
- Participate in the review of one district other than one’s own and of the Agency.¹⁵
- Help to coordinate the review of and technical assistance for its own system, transparently providing access to data, information, and key stakeholders.¹⁶
- Complete “assignments” and implement appropriate reforms effectively and efficiently.¹⁷
- Participate in monthly conference calls following the completion of the needs assessment.

In addition to the general agreements above, Cross & Joftus, the Agency, and the participating districts agree to the following:

¹⁴ For Cross & Joftus, this includes at least two members of its senior team. For the Agency, this includes at least two senior administrators. For districts, this includes the superintendent, possibly one or two other senior district administrators (depending on size of district), a board member, and a school principal.

¹⁵ For Cross & Joftus, at least three senior consultants will participate in each of the reviews. For the Agency, two senior administrators will participate in each of the district reviews. For districts, one or two senior district administrators (depending on size of district) will participate in the review of one other district, and one senior district administrator will participate in the review of the KSDE.

¹⁶ For Cross & Joftus, this includes having a coordinator who works closely with the district and the Agency coordinator to schedule visits and data collection. For the Agency and the districts, this includes having a coordinator who helps to plan the schedule; contact and coordinate key stakeholders for observations, interviews, focus groups, etc.; and collect and distribute data and information as requested by Cross & Joftus.

¹⁷ For Cross & Joftus, this includes coming to meetings and site visits well prepared, submitting high-quality reports to districts and the Agency in a timely manner, coordinating all activities efficiently and effectively, and facilitating reform processes at the state and local levels that will result in increased student performance and narrowed gaps in achievement. For the Agency and the districts, this includes completing reading and handouts recommended by Cross & Joftus, strongly considering and, when feasible, implementing the recommendations received from Cross & Joftus and the districts, modeling the continuous improvement process, and, if appropriate, sustaining The Learning Network.



Cross & Joftus, LLC

- Design and implement a model that, if fully implemented, builds state capacity for monitoring and improving district quality, fosters a continuous improvement process at KSDE and participating districts, and improves district effectiveness and efficiency related to improving school quality and student outcomes.
- Act professionally and ethically in all manners related to the project.
- Work collaboratively with the Agency and participating districts while insisting upon and supporting improvement in schools, districts, and the state system of support for districts in need of improvement.
- Provide the highest quality consultants.
- Help to identify additional sources of funding—including foundation, corporate, and federal grants and expansion into other states—for The Learning Network that would help support implementation in the state.
- Use the contract from the Agency to pay for all expenses incurred by Cross & Joftus, including travel and related costs of its consultants to Network meetings and site visits.

Department of Education

- Work collaboratively with Cross & Joftus and participating districts to implement strategies and reforms that will result in high-performing schools, districts, a state system of support for districts in need of improvement, and, ultimately, increased performance for all students.
- Remain open to recommendations and, when appropriate, implement recommendations—even when it is “uncomfortable”—that will result in a high-performing state system of support for districts in need of improvement.¹⁸
- Work diligently to foster and then sustain a culture of continuous improvement.
- Ensure understanding of and support for work of The Learning Network among key stakeholders, including school board, administrators, educators, teacher and administrator unions, business and civic leaders, and parents.

¹⁸ Such recommendations may include strategies up to and including takeover of a persistently failing school or district.



- Strongly consider remaining committed to supporting the continuity of The Learning Network beyond one year, if appropriate.
- Help to identify additional sources of funding—including foundation, corporate, and federal grants and expansion into other states—for The Learning Network that would help support implementation in the state.
- Secure and pay for the costs of an appropriate meeting room, breakfast, and lunch for each of the three Network meetings.
- Pay for the cost of all travel related to The Learning Network for the Agency's administrators.
- Pay invoices from Cross & Joftus within 30 days of receipt.

Participating District

- Work collaboratively with Cross & Joftus, the Agency, and other participating districts to implement strategies and reforms that will result in a high-performing system of schools, and, ultimately, increased performance for all students.
- Remain open to recommendations and, when appropriate, implement recommendations—even when it is “uncomfortable”—that will result in a high-performing schools and increased student achievement.¹⁹
- Develop with the Agency and Cross & Joftus and implement consistently a technical assistance plan.
- Work diligently to foster and then sustain a culture of continuous improvement.
- Ensure understanding of and support for work of The Learning Network among key stakeholders, including school board, administrators, educators, teacher and administrator unions, business and civic leaders, and parents.
- Pay for the cost of all travel related to The Learning Network for administrators and board members from the district.

¹⁹ Such recommendations may include strategies up to and including closure or complete restructuring of a persistently failing school.



Statement of Commitment

The undersigned agree to and, to the best of their ability, will abide by this memorandum of understanding.

State Commissioner of Education (Date)

District Superintendent (Date)

President of the Board of Education (Date)

Scott Joftus, President, Cross & Joftus, LLC (Date)



Appendix B: PALSS Research Base

This section provides a summary of 25 years of research validating the merit of classroom visits. The explanations associated with each of these citations are summarized in Downey et al. (2004).

1. Enhanced teacher satisfaction comes from higher frequency of classroom visits which results in 25% more students being cognitively engaged in the lesson

-Frase, 2001: "A Confirming Study of the Predictive Power of Principal Classroom Visits on Efficacy and Teacher Flow Experiences." American Education Research Association Paper.

-Galloway & Frase, 2003: A Methodological Primer for Estimating the Effects of Flow in the Classroom. American Education Research Association Paper.

2. Improved teacher self-efficacy has a strong predictive link to student achievement

-Chester & Beaudin, 1996: "Efficacy Beliefs of Newly Hired Teachers in Urban Schools." *American Educational Research Journal*.

-Frase, 2001; "A Confirming Study of the Predictive Power of Principal Classroom Visits on Efficacy and Teacher Flow Experiences." American Educational Research Association Paper.

-Galloway & Frase, 2003: "A Methodological Primer for Estimating the Effects of Flow in the Classroom." American Education Research Association Paper

3. Improved teacher attitudes toward professional development were evident when administrators were in classrooms more often, teachers express higher regard for professional development practices

-Frase, 2001 & 2003: "Policy Implications for School Work Environments." American Education Research Association Paper



-Galloway & Frase, 2003: "A Methodological Primer for Estimating the Effects of Flow in the Classroom." American Education Research Association Paper

4. Improved teacher attitudes toward teacher appraisal were evident by teachers whose classrooms were visited more frequently

-Frase, 1998, 2001: "An Examination of Teachers' Flow Experiences, Efficacy, and Instructional Leadership in Large Inner-City and Urban School Districts." American Education Research Association Paper.

-Galloway & Frase, 2003: "A Methodological Primer for Estimating the Effects of Flow in the Classroom." American Education Research Association Paper.

5. Increased perceived teacher efficacy of other teachers and of the school is related to the frequency of classroom visits

-Frase, 1998, 2001: "An Examination of Teachers' Flow Experiences, Efficacy, and Instructional Leadership in Large Inner-City and Urban School Districts." American Education Research Association Paper.

-Frase 2001: "A Confirming Study of the Predictive Power of Principal Classroom Visits on Efficacy and Teacher Flow Experiences." American Education Research Association Paper.

-Galloway & Frase, 2003: "A Methodological Primer for Estimating the Effects of Flow in the Classroom." American Education Research Association Paper.

6. Improved classroom instruction occurs with higher frequency of classroom visits and constant focus on the instructional core

-Marzano, 2001: *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. Association for Supervision and Curriculum Development.

-Freedman & LaFleur, January 2003: "Principal Visibility and Classroom Walk-Throughs." Paper presented at the International Congress of School Effectiveness & School Improvement.

-Teddlie, Kirby, & Stringfield, 1989: "Effective Versus Ineffective Schools: Observable Differences in the Classrooms." *American Journal of Education*.



7. Improved teacher perception of principal effectiveness increases with the frequency of classroom visits

-Andrews & Soder, 1987: "Principal Leadership & Student Achievement." *Educational Leadership*, 44 (6), 9-11.

- Freedman & LaFleur, 2002: "Making Leadership Visible and Practical: Walking for Improvement." American Educational Research Association Paper.

- Heck, Larsen, & Marcoulides, 1990: "Instructional Leadership and School Achievement." *Educational Administration Quarterly*.

-Sagor, 1992: "Three Principals Who Made A Difference." *Educational Leadership*, 49 (5), 13-18.

-Smith & Blasé, 1991: "From Empiricism to Hermeneutics: Educational Leadership as a Practical and Moral Activity." *Journal of Educational Administration*, 29 (1), 6-21.

- Valentine, Clark, Nickerson, & Keefe, 1981: *The Middle School Principal*. National Association of Secondary School Principals.

- Wimpleberg, Teddlie, & Stringfield, 1989: "Sensitivity to Context: The Past and Future of Effective Schools Research." *Educational Administration Quarterly*, 25, 82-107.

8. Improved student discipline and student acceptance of advice and criticism

-Blasé, 1987: "Dimensions of Effective School Leadership: The Teacher's Perspective." *American Educational Research Journal* 24, 589-610.

-Smith & Blasé, 1991: "From Empiricism to Hermeneutics: Educational Leadership as a Practical and Moral Activity." *Journal of Educational Administration*, 29 (1), 6-21.

9. Improved teacher-perceived effectiveness of the school increases when administrators visit classrooms frequently



-Frase, 2001: "A Confirming Study of the predictive Power of Principal Classroom Visits on Efficacy and Teacher Flow Experiences." American Education Research Association Paper.



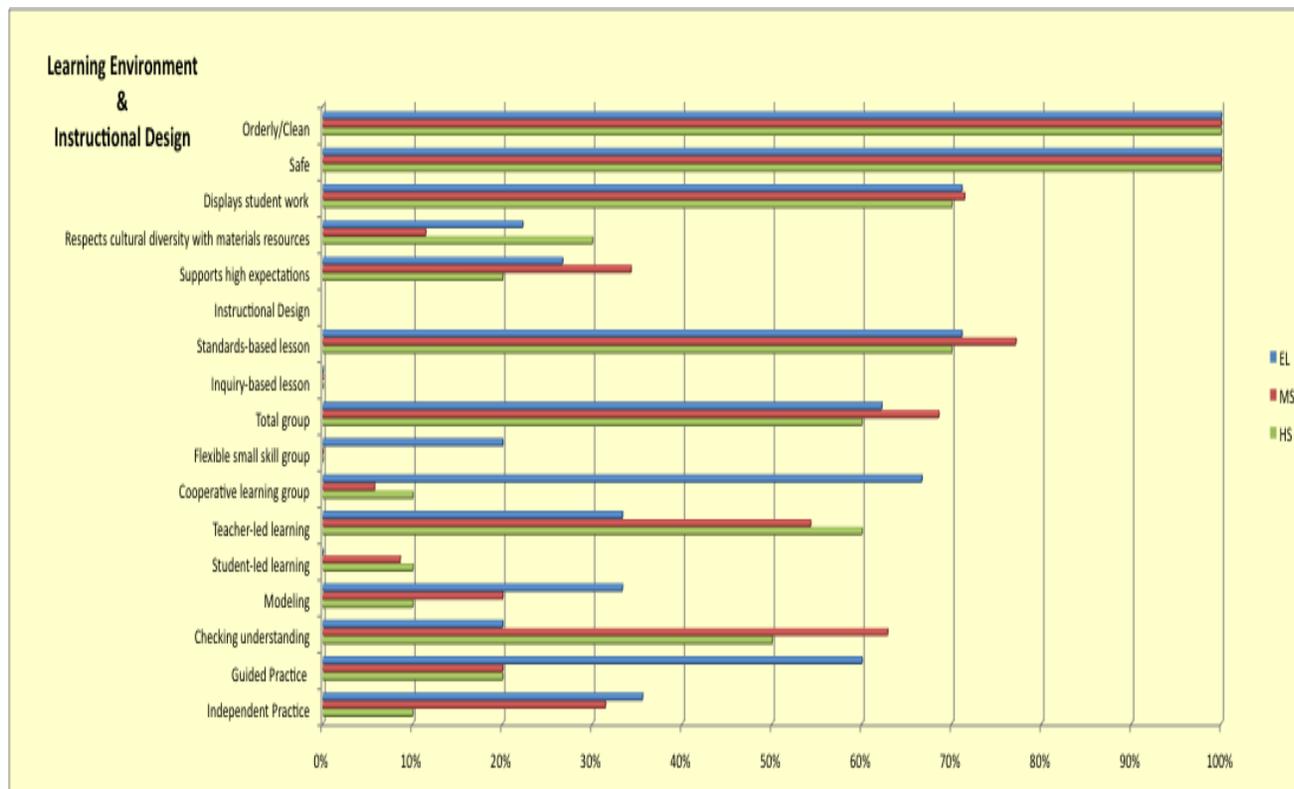
Appendix C: Teaching Practices Observed in District's Elementary Schools

OBSERVED PRACTICES +		PD RECOMMENDATIONS Δ
Learning Environment		
100% Orderly/Clean 100% Safe 71% Displays student work 22% Respects cultural diversity with materials resources 27% Supports high expectations	TEACHING	-Respect for cultural diversity needs to be more evident in the learning environment. -Support for high expectations for learning needs to be made more explicit for students.
Instructional Design		-Active engagement of students in the learning process would be strengthened by using inquiry-based and student-led learning. -Use of modeling and small flexible learning groups need to increase. -Opportunities to check understanding and give feedback need to occur prior to students being expected to perform independent practice successfully.
Strategies Used		-Adjustments for various learning styles needs to accommodate for a balance of ways students can receive information. -A larger repertoire of instructional strategies is necessary to provide educators with skills to scaffold instruction for all tiers of learning, address culturally responsive teaching, and address diverse learning needs. -Need to increase demonstration of the practices that were only evident in 2-40% of the classes visited.

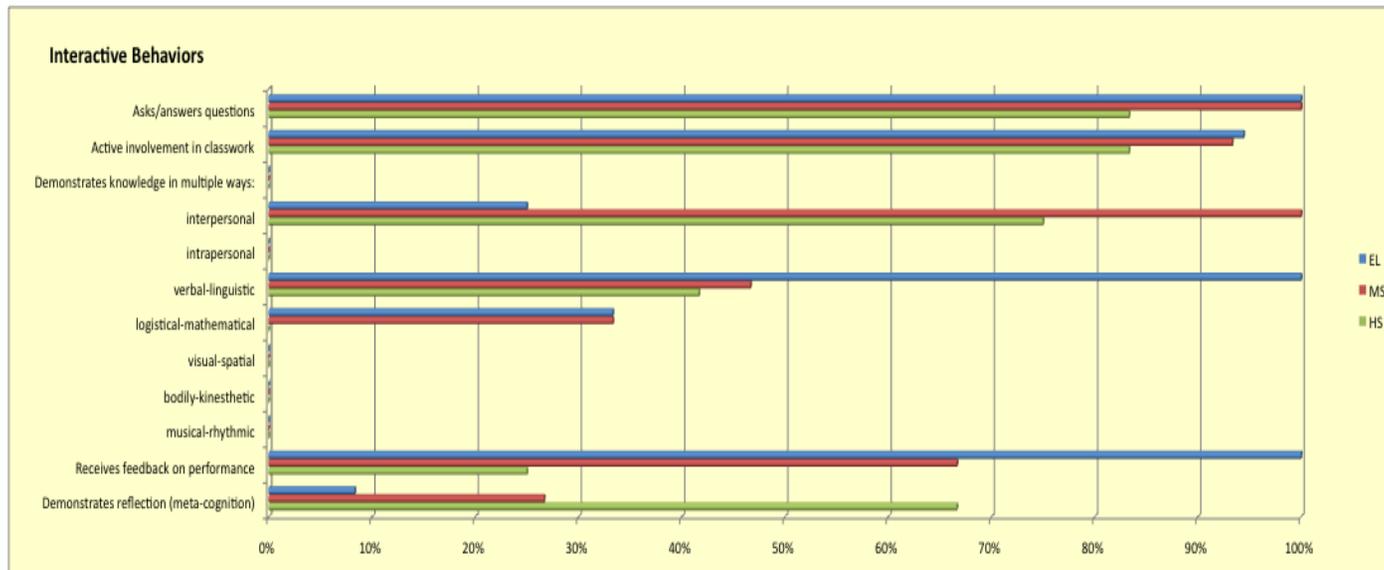
Appendix D: Learning Practices Observed in District's Elementary Schools

OBSERVED PRACTICES +		PD RECOMMENDATIONS Δ
Interactive Behaviors 84% Asks/answers questions 56% Active involvement in classwork Demonstrates knowledge in multiple ways: 11% -Interpersonal 0% -Intrapersonal 51% -Verbal-linguistic 4% -Logistical-mathematical 27% -Visual-spatial 20% -Bodily-kinesthetic 7% -Musical-rhythmic 42% Receives feedback on performance 2% Demonstrates reflection (meta-cognition)	LEARNING	Interactive Behaviors -Students need to be able to demonstrate their learning using a variety of multiple intelligences. -Students need to be provided regular & continuous feedback on performance with opportunities for self-evaluation and for taking responsibility for their future learning.
Cognitive Level 22% Knowledge 38% Comprehension 36% Application 7% Analysis 2% Synthesis 2% Evaluation		Cognitive Level -Need to provide instruction and opportunities for students to practice higher-level thinking skills.
Work Produced 47% Individual Work 16% Group Work 49% Written work 0% Project 7% Presentation/Performance 0% Self-Evaluation/Reflection		Work Produced -Need to provide assignments that require students to present their work by project, performance and presentation and include opportunities for students to demonstrate self-evaluation/reflection practices.
Resources 29% Textbooks 53% Supplemental materials 22% Manipulatives 27% Technology 4% Materials reflect diversity 11% Worksheets		Resources -Student use of textbooks, technology, and manipulatives should be increased to address diverse learning needs; the use of resources needs to be extended beyond worksheets.

Appendix E: Teaching Practices Observed in District (Partial)



Appendix F: Learning Practices Observed in District (Partial)





Appendix G: Classroom Observation Form

District: District A Public Schools School: _____ Date: _____ Time In: _____ Time Out: _____
 Subject/Grade: _____ Teacher: _____

Room: _____ No. of Students: _____ Standard: _____ Student Task Produced (objective): _____

PRACTICES	LEARNING PRACTICES
<p>ENVIRONMENT: Orderly/Clean/Well-Managed Safe Evidence of student learning</p> <p>DESIGN/INSTRUCTIONAL PLANNING : Standards-based lesson communicated <input type="checkbox"/> e. Guided Practice Instruction informed by learning data <input type="checkbox"/> f. Independent Modeling/Demonstration <input type="checkbox"/> practice/Homework Checking understanding/feedback <input type="checkbox"/> g. Evaluation/Feedback</p> <p>STRATEGIES: Adjust for multiple learning styles (auditory/visual/kinesthetic) Incorporate culturally responsive readings/perspectives/materials Address diverse language needs Target research-based practices that accelerate learning (see reverse) <input type="checkbox"/> (1). Identify similarities & differences <input type="checkbox"/> (2). Summarize & take notes <input type="checkbox"/> (3). Reinforce efforts & provide recognition <input type="checkbox"/> (4). Use homework & practice opportunities <input type="checkbox"/> (5). Represent knowledge in multiple ways using differentiated instruction <input type="checkbox"/> (6). Organize learning in groups; cooperative learning/pairs/small groups <input type="checkbox"/> (7). Set objectives & provide immediate/continuous feedback <input type="checkbox"/> (8). Generate & test hypotheses <input type="checkbox"/> (9). Use cues, questions & advance organizers</p> <p>THINKING LEVEL: Knowledge (recall) <input type="checkbox"/> Application (use) <input type="checkbox"/> Synthesis (create) Comprehension <input type="checkbox"/> Analysis (examine) <input type="checkbox"/> Evaluation (judge) Interpret</p>	<p>5. E=ENVIRONMENT/RESOURCES DEMONSTRATED: <input type="checkbox"/> a. Textbooks <input type="checkbox"/> b. Supplemental materials <input type="checkbox"/> c. Manipulatives <input type="checkbox"/> d. Technology <input type="checkbox"/> e. Worksheets</p> <p>6. D=DESIGN: <input type="checkbox"/> a. Engages actively in classwork <input type="checkbox"/> b. Asks/answers questions <input type="checkbox"/> c. Demonstrates expected learning independently <input type="checkbox"/> d. Receives feedback on performance <input type="checkbox"/> e. Demonstrates self-evaluation</p> <p>7. S=STRATEGIES DEMONSTRATED: <input type="checkbox"/> a. Experiences differentiated presentations of information <input type="checkbox"/> b. Demonstrates knowledge in multiple ways (circle all that apply): interpersonal, intrapersonal, verbal-linguistic, logistical-mathematical, visual-spatial, bodily-kinesthetic, musical-rhythmic</p> <p>8. T=THINKING LEVEL DEMONSTRATED BASED ON INDEPENDENT TASK:</p> <p>COMMENTS:</p> <p>Observer: _____</p>

DESCRIPTORS OF RESEARCHED-BASED EDUCATIONAL STRATEGIES

Adjust for multiple learning styles	Provide input using a balance of visual/auditory/kinesthetic experiences
Incorporate culturally responsive readings/perspectives	Provide respect for ALL cultures with equitable opportunities for learning guided by principles of differentiation related to respectful tasks, flexible grouping and ongoing assessment and adjustment
Address diverse language needs	Provide models, scaffolds, access to students' prior knowledge; provide cooperative learning activities; and differentiate instruction using visuals, pantomimes, shorter and simpler sentences at a slower rate with high frequency vocabulary and elimination of idiomatic expressions (Classroom Instruction that Works with English Language Learners, p. 2. Hill &



	Flynn, 2006)
Identify similarities and differences	Provide forms of comparing, classifying, and creating metaphors and analogies
Summarize and take notes	Provide summarizing activities by engaging students in deleting information, substituting information, and keeping information in a condensed form
Reinforce efforts and provide recognition	Provide reward or praise for effort and accomplishments at targeted levels of performance
Use homework and practice opportunities	Provide tasks that prepare for learning or elaboration regarding what was learned
Represent knowledge in multiple ways	Provide knowledge to be stored in two forms: a. Linguistic Form; b. Imagery Form or non-linguistic using graphics, graphic organizers, pictures, models, and engagement in kinesthetics
Organize learning in groups	Provide cooperative learning with positive interdependence, face to face supportive interaction, individual/group accountability, interpersonal/small group skills, group processing
Set objectives and provide immediate/continuous feedback	Provide learning focus and feedback that is corrective, timely, specific to criterion, and ensures self-monitoring for self-evaluation
Generate and test hypotheses	Provide either for deductive thinking (using rules to predict) OR inductive thinking (discover principle and draw conclusions)
Use cues, questions and advance organizers	Provide hints or higher level questions to produce help for students to use what they already know about a topic. Provide four types of "Advance Organizers": 1) expository -description of new content through reading/discussion; 2) narrative - presentation of information in story format; 3) skimming - quick review of highlights; 4) illustrating -pictorial representation such as a graphic organizer.
Increase student engagement	Provide active interaction/connectivity with learning task through the use of the "Interactive Behaviors" listed under "Learning Practices" leading to project-based learning, problem-based learning, digital story-telling, and real-world learning activities.

*Descriptors from Classroom Instruction that Works: Researched-Based Strategies for Increasing Student Achievement. (Marzano, Pickering, Pollock 2001)

APPENDIX C:
Implementation Coach (IC)
and
Principal Meeting Report

Implementation Coach and Principal Meeting Report

Implementation Coach: _____Joyce Carter_____ **Principal:** ___Dave Saunders

District: _259_ **School:** _Jardine Technology Magnet Middle School_ **Date:** __February 16, 2010

Meeting Participants: _____Carter, Saunders, Malget (data coach) , Forshee (math coach)

1. Describe the “next step action” completed by the principal as a result of the previous meeting.

Discuss cognitive levels/assessment framework information on math; update on KSA preparation; discuss planning for next school year based upon student learning.

2. Describe the current focus of plan development or implementation at this time? Today’s focus was upon cognitive levels/assessment framework information; KSA preparation efforts, and planning for the 2010-11 school year.

3. What’s working well?

America’s Choice implementation:

- The AC math coach uses a power point presentation with all staff and new district teachers on integrating math concepts in the curriculum each year.
- USD 259 has used the cognitive framework when doing curriculum work since 2005.
- We discussed assessment framework information for math. We plan to take the spring 2010 KSA information and break it down into the forms and analyze where student strengths and weaknesses are.
- During May and June meeting times, I would like to help develop a lesson planning tool for teachers that would provide information from the cognitive levels description page, AC critical components, and math/reading integration tips. This tool would be used in the 2010-11 school year.

Student preparation for KSA

- P/T conferences had a focus upon student assessment and went over very well with parents. This was a focus during the October 2009 discussions with the leadership team and was done successfully.
- Reading activities to prep for upcoming KCA will be given to staff during PD on 2/18 by the reading coach.
- Teachers reported that the use of NWEA graphs was very well received by parents at the conferences.
- Standards-based artifacts are on display throughout the building.

Future Planning using student learning as the focus:

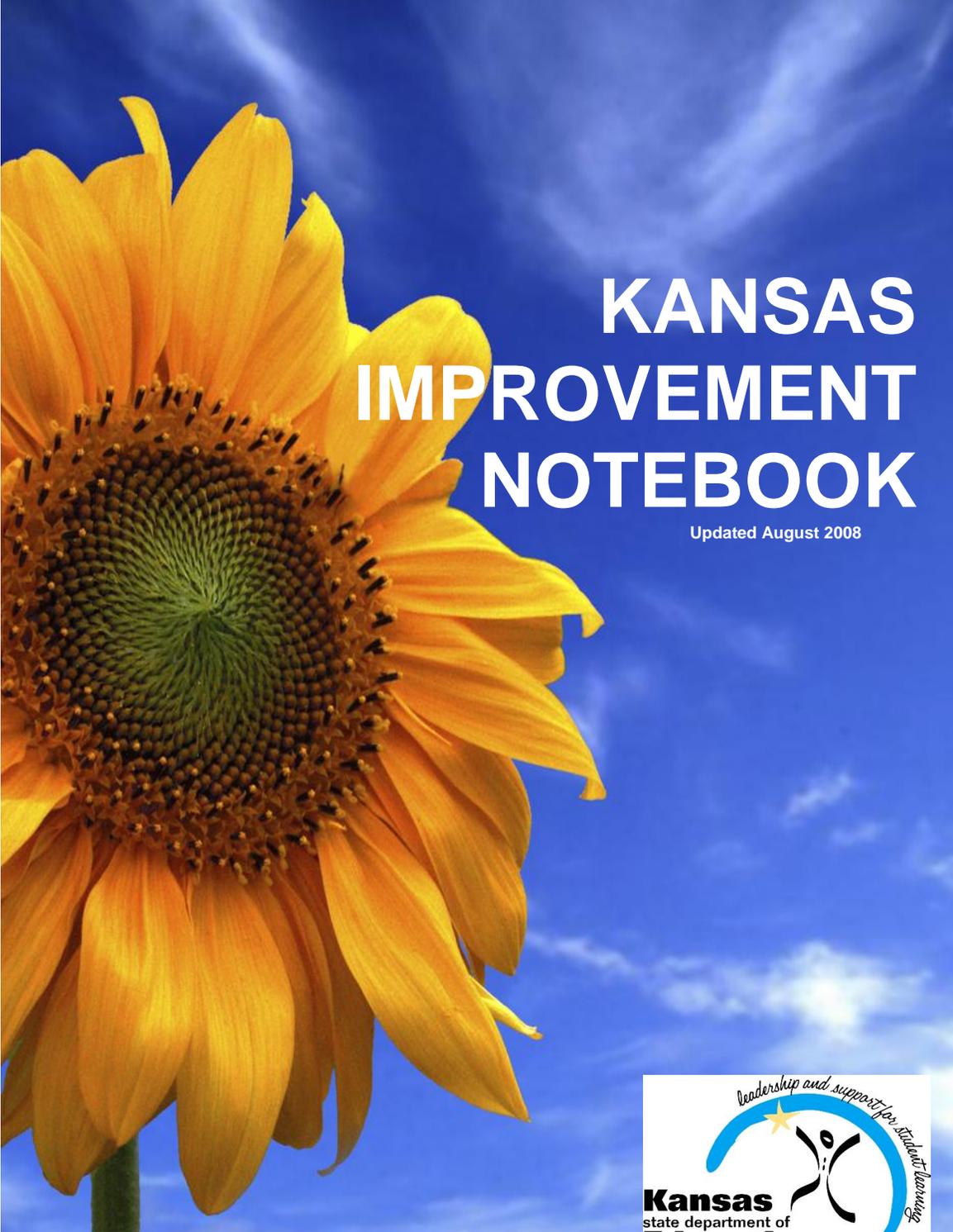
- Need corrective reading with decoding and comprehension focus for low level learners.
- A review of students was considered, according to academic levels, with district admin (KBusch) to determine section needs for next year.
- Class size was considered for optimum learning.
- State budget cuts will delay decision making for future planning in best interests of student achievement.
- Teachers were surveyed online and anonymous about new programs at Jardine. Results were discussed and showed very positive responses to the survey questions.

4. Describe the current challenges or concerns related to plan development or implementation at this time?

- Budget cuts will most likely hinder the work the school does to increase student learning

5. What support is needed to address the challenges or concerns?

APPENDIX D:
Kansas Improvement Notebook



KANSAS IMPROVEMENT NOTEBOOK

Updated August 2008



Acknowledgments

The Kansas State Department of Education wishes to thank the many people who made this document possible.

- The Washington State Office of Superintendent of Public Instruction. The KANSAS IMPROVEMENT NOTEBOOK is largely based on the SCHOOL SYSTEM IMPROVEMENT RESOURCE GUIDE: PUTTING IT ALL TOGETHER (revised in 2005) which may be downloaded from the Washington State Department of Education's web site at: <http://www.k12.wa.us/SchoolImprovement/SSIRG.aspx>.
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Introduction to the Notebook

Adapted from *School System Improvement Resource Guide: Putting It All Together*

What is school improvement?

School Improvement is a continuous process districts and schools use to ensure that all students are achieving at high levels. All schools, in collaboration with families and communities, can create better environments so that all students are well rounded and successful. Continuous improvement of public schools is essential to providing increased student performance and quality results. Innovative, exemplary, and research-based programs, coupled with strong leadership, rigorous curriculum, staff-development, focused and aligned resources, and public participation in planning are critical factors in improving schools.

Who needs school improvement?

All schools are encouraged to engage in school improvement planning. The Kansas State Board of Education, through Quality Performance Accreditation, requires that each school develop a school improvement plan based on a self-review of the school's systems. The self-review required by the state shall include active participation and meaningful input by staff, students, parents, and community members. The school improvement process described in this guide can fulfill this requirement.

Will this process help us sustain effective changes?

In the past, school improvement plans often centered on isolated interventions, such as new programs or changes in schedules. These types of changes, called first order changes, may be positive but do not necessarily create sustained change to student outcomes. Second order changes are those that alter the school culture or the ways people work together. Second order changes often focus on systems as opposed to single programs. The process outlined in this notebook encourages second order change through activities that help staff to reflect on their beliefs and gain focus and ownership that leads to lasting benefits for students and all stakeholders.

Who uses the Kansas Improvement Notebook?

The Kansas Improvement Notebook is a resource to all Kansas school districts and schools to support their work in developing and implementing systemic improvement. *District and school personnel may choose to adopt the entire process outlined in this notebook or only adopt those sections that strengthen existing processes.*

For schools identified as accredited on improvement, conditionally accredited, or unaccredited for Quality Performance Accreditation, this notebook serves as a guide for completing an improvement process that results in completing the required Integrated Improvement Plan for Schools.

For districts and/or schools identified on improvement under No Child Left Behind, this notebook serves as a guide for completing an improvement process that results in the completion of the required Integrated Improvement Plan for Districts and/or the Integrated Improvement Plan for Schools.



Introduction to the Notebook, continued

What is the Kansas Improvement Notebook?

The Kansas Improvement Notebook was developed to

- support districts and schools as they analyze existing systems and look at additional structures they may need to create a culture in which the importance of student achievement is reflected in an ongoing, data-driven improvement process;
- provide a model planning process to support sustained school improvement; and
- highlight findings from state and national experience that provide examples of best practices with proven track records of success in improving student learning.

This guide is designed as a “work in progress” that will grow more valuable as a resource for educators as districts and schools share their insights and suggestions. Districts and schools are encouraged to suggest additional information or revisions to the content of this publication.

Section A highlights the **Kansas Improvement Model**.

Section B is an **overview of factors that impact student achievement**. District and school personnel are encouraged to review and thoughtfully consider the concepts in this section as they define and refine their improvement plans.

What additional considerations are important when developing and implementing improvement plans?

- Existing school and district improvement plans.
- Available resources, including fiscal and personnel.
- Time available for staff, parents and community to collaborate in developing, refining and/or implementing improvement plans.
- Tight connection between district and school plans, resulting in simultaneous “bottom-up” and “top-down” development with a focus on collaboration.
- Strategies to mediate the tension between decentralization/school autonomy and district centralization/direction. (See “How Effective School Systems and Schools Work Together in School Improvement?”)
- Role of the local school board in the development of policy, regulations and goals.
- Role of the school, parents and community groups in plan development and implementation.
- Role of professional associations in plan development and implementation.
- Creation of professional learning communities both at the district and school level.
- Capacity of district and school personnel to implement first order and second order change initiatives.



Section A: Kansas Improvement Model

What is the purpose of this section?

This section presents the Kansas Improvement Model as a tool to support district and school improvement efforts. District and school personnel may choose to adopt the entire model or adopt those sections that strengthen their existing processes.

A variety of improvement models are available to districts and schools. Listed below are a few organizations that offer improvement models:

Table of Contents for Section A

Kansas Improvement Model

Kansas Improvement Model: Timelines

Kansas Improvement Model: Timeline for Improvement Stages – Worksheet

Kansas Improvement Model: Participants in Planning



Kansas Improvement Model

Phase 1		
Stage 1	Orientation & Readiness	Develop a level of cooperation and commitment to support the changes that will occur within the improvement process. This includes a common understanding and readiness to orient stakeholders to systematic district and school improvement processes. Attention is given to understanding the vision/mission of the school and/or district.
Stage 2	Gather & Organize Data	Collect a wide range of data that creates an accurate picture of the current reality for the school and/or the district. This includes collecting quantitative and qualitative data to conduct a self-evaluation by each school and/or district.
Stage 3	Analyze Data	Analyze data to identify strengths and challenges as well as their root causes. This includes bringing together data to formulate inferences for making informed decisions about school improvement.
Stage 4	Prioritize & Set Goals	Determine a manageable set of Specific Measurable Attainable Results-orientated and Time-bound (SMART) goals that will become the focus of improvement efforts district wide and/or school wide. This includes establishing priorities for improvement efforts based on the needs of all students.
Stage 5	Research & Identify Effective Practices, Strategies, Programs, Interventions	Identify and select practices, programs, interventions, etc. that incorporate strategies scientifically based in research (SBR) that will assist the school and/or district in reaching their SMART goals. This includes reviewing research on specific SBR strategies and/or networking with schools/districts that have implemented these specific strategies.
Phase 2		
Stage 6	Develop & Implement Plan(s)	Develop and implement an improvement plan(s) that addresses the learning needs of all students within Multi-Tiered Systems of Support (MTSS). This includes writing an improvement plan that clearly identifies a systematic approach to outlining connections between current challenges, SMART goals, identified SBR strategies, staff development, involvement with stakeholders, and measures of success.
Phase 3		
Stage 7	Monitor Implementation & Progress	Monitor the implementation of the improvement plan(s). Monitoring includes (1) ensuring the scientifically based and researched strategies are being utilized with students, (2) collecting data on the effectiveness of the strategies scientifically based in research, (3) measuring progress against indicators, and (4) implementing evaluation procedures.
Stage 8	Review & Revise	Conduct ongoing formative and summative evaluation of SBR strategies, staff development, and stakeholder involvement. Review and revision of the plan will allow the school and/or the district to cycle through as many stages of the improvement process as



needed to support continuous growth.

Kansas Improvement Model: Timelines

Phase One					Phase Two	Phase Three	
Stage 1:	Stage 2:	Stage 3:	Stage 4:	Stage 5:	Stage 6:	Stage 7:	Stage 8:
Orientation & Readiness	Gather & Organize Data	Analyze Data	Prioritize & Set Goals	Research & Identify Effective Strategies/Practices	Develop & Implement Plan(s)	Monitor Implementation & Progress	Review & Revise
Develop a clear picture of what it will take to progress through the eight stages of the improvement process. The appropriate structures and supports for this to happen will be in place (e.g., planning team, district buy-in, and shared vision).	Select data to collect in five categories: perception, achievement, behavior, contextual and demographics. Conduct a self-evaluation by each district or school (see the District Integrated Needs Assessment). Data is prepared to facilitate analysis using a data carousel activity.	Identify root causes of the issue. Completion of this stage will result in an analysis of data based on narratives, charts and graphs displaying the current status of the school and/or district system. A prioritized list of challenges will be generated and used in subsequent stages to develop SMART goals and improvement plans.	Determine priorities for local needs based on district/school strengths and challenges identified by data analysis. Challenges/concerns are grouped into themes. Clear, measurable and time-bound SMART goals are written and prioritized.	Identify SBR practices, strategies, programs, and/or interventions that address the stated goals and root causes to provide the basis of improvement plans through additional research and analysis of data, identification of best practices, and site-visits. Districts encourage individual schools to deal with issues systemically.	Focus specific improvement plans on prioritized areas, describing the specific activities, timelines, persons responsible and outcome measures for each strategy, intervention, and/or program created. Implementation means putting the plan fully into practice by carrying out the tasks identified.	Monitor implementation of the action plan, identified strategies/practices and student progress to ensure continuous progress toward achieving school/district goals. Formative and summative measures are used to see if progress is occurring toward each SMART goal. Based on this information, plans are revised as necessary.	Analyze formative and summative measures specified in the improvement plans to determine if student needs have been met. Data on system changes (structural goals) and student achievement (core goals) should be considered.
Deadlines: On Target* . Districts and schools establish timelines for completing each stage. It is recommended that every district and school review data at least on a yearly basis. Then review and revise improvement plans accordingly.							
Deadlines: On Watch** . It is recommended that districts and schools complete stages 1-6 during the year the district and/or school is On Watch.						They will initiate stage 7 and 8 the year following the On Watch year.	
Deadlines: On Improvement and Accredited on Improvement*** . These districts and/or schools are required to complete stages 1 – 6 within 90 days of official notification from KSDE following the Kansas State School Board meeting. Stages 7 and 8 are to be initiated by the beginning of second semester.						If stages 1-6 were completed the previous year, stages 7 and 8 are initiated within 90 days of official notification.	

- *On Target refers to a district and/or school that has made AYP two or more consecutive years for NCLB. "On Target" also refers to schools that have met QPA criteria two or more consecutive years.
- **On Watch refers to a district and/or school that previously was On Target and has **not made AYP** for one year for NCLB. If that district does not make AYP for a second consecutive year, the school will be on improvement. On Watch also refers to schools previously On Target that did **not meet QPA criteria** for one year. If that school does not meet OPA criteria for a second consecutive year, the school will be Accredited on Improvement.



- ***On Improvement refers to a district and/or school that has **not made AYP** two or more consecutive years for NCLB. Accredited on Improvement refers to a school that **has not** met QPA criteria two or more years.

Kansas Improvement Model

Timeline for Improvement Stages Worksheet

Stages	Description	Expected Completion Dates
Stage 1: Orientation & Readiness	Develop a clear picture of what it will take to progress through the eight stages of the improvement process. The appropriate structures and supports for this to happen will be in place (e.g., planning team, district buy-in, shared vision).	
Stage 2: Gather & Organize Data	Select data to collect in five categories: perception, achievement, behavior, contextual and demographics. Conduct a self-evaluation by each school or district (see the District Integrated Needs Assessment). Data is prepared to facilitate analysis using a data carousel activity.	
Stage 3: Analyze Data	Identify root causes of the issue. Completion of this stage will result in an analysis of data based on narratives, charts and graphs displaying the current status of the school and/or district system. A prioritized list of challenges will be generated and used in subsequent stages to develop SMART goals and improvement plans.	
Stage 4: Prioritize & Set Goals	Determine priorities for local needs based on school/district strengths and challenges identified by data analysis. Challenges/concerns are grouped into themes. Clear, measurable and time-bound SMART goals are written and prioritized.	
Stage 5: Research & Identify Effective Strategies/Practices	Identify SBR practices, strategies, programs, and/or interventions that address the stated goals and root causes to provide the basis of improvement plans through additional research and analysis of data, identification of best practices, and site-visits. Districts will encourage individual schools to deal with issues systemically.	
Stage 6: Develop & Implement Plan(s)	Focus specific improvement plans on prioritized areas, describing the specific activities, timelines, persons responsible and outcome measures for each strategy, intervention, and/or program created. Implementation means putting the plan into practice fully by carrying out the tasks identified.	Districts and schools On Improvement for NCLB must submit the plan within 90 days of official notification.
Stage 7: Monitor Implementation & Progress	Monitor implementation of the action plan, identified strategies/practices and student progress to ensure continuous progress toward achieving school/district goals. Formative and summative measures are used to see if progress is occurring toward each SMART goal. Based on this information, plans are revised as necessary.	
Stage 8: Review & Revise	Analyze formative and summative measures specified in the improvement plans are analyzed to determine if student needs have been met. Data on system changes (structural goals) and student achievement (core goals) should be considered.	



Kansas Improvement Model – Participants in Planning

Planning Team and Core Leadership Team

DISTRICT and/or SCHOOL PLANNING TEAM

The district and/or school planning team develops the integrated improvement plan for the district and/or school. The responsibility of the district and/or school planning team includes reviewing data, identifying strengths and challenges, selecting Scientifically Based Researched (SBR) Strategies, establishing SMART Goals with a plan and determining implementation and monitoring protocols for adoption of the improvement plan.

The following chart suggests membership on the planning teams. The last column provides a place to identify the core leadership team. The core leadership team is drawn from the larger planning team and has at least two members: a person who serves as facilitator for both teams and a person who serves as the data coordinator for both teams. The facilitator and data coordinator are the primary contacts with the Kansas State Department if the district and/or school is on improvement for Title I or is accredited on improvement, conditionally accredited, or unaccredited for Quality Performance Accreditation (QPA). It is recommended that (1) one person fill no more than two roles on the team, and (2) no more than one of the asterisked roles may be filled by an employee of the school district.

School Planning Team (Sample)			
Role	Name	Email address	Phone Number
Superintendent or Representative			
Principal or Principals' Representative			
Site Council Member*			
Community Member*			
Family/Parent Representative*			
General Education Teacher			
Counselor, Social Worker, etc.			
Special Education Educator			
Local Consolidated Plan Contact (if applicable)			
Teacher of English Language Learners			
Title 1 Representative (if applicable)			
Other			

Kansas Improvement Model – Participants in Planning, continued

Planning Team and Core Leadership Team, continued

CORE LEADERSHIP TEAM

The core leadership team supports the work of the planning team and is comprised of membership from the planning team. The responsibility of the core leadership team includes preparation for planning team meetings, which includes generating agendas, and providing needed materials for the meeting. This could include gathering data, researching practices, strategies, programs, interventions, et cetera that are scientifically based in research, and drafting the improvement plans. The work of the core leadership team provides the foundation of the work of the district and/or school planning team(s). The connections between the core leadership team and the planning team are fluid and encourage collaborative workflow between the two groups. **Two critical people on the core leadership team are the planning facilitator and data coordinator.**

FACILITATOR

Responsibilities:

- oversee planning process, phases one, two and three
- organize, coordinate, and facilitate planning team meetings
- work closely with the superintendent throughout the planning process
- coordinate completion of planning team and leadership team documents and products
- attend trainings and regional meetings offered by the Kansas State Department of Education and others as needed
- understand and support the improvement planning process

Knowledge and skills to consider when selecting a Facilitator:

- experience in school and district planning
- experience in group processes
- experience in coordinating projects
- willingness to engage in the improvement process and participate in training
- written, oral and listening skills
- ability to work with a diverse group of individuals

Recommended support for role:

- training opportunities
- provision of time to fulfill facilitator responsibilities
- fiscal and other resources to support planning efforts
- support from Data Collection Coordinator
- clerical support

Kansas Improvement Model – Participants in Planning, continued

Planning Team and Core Leadership Team

DATA COORDINATOR

Responsibilities:

- participate in planning process, phases one, two and three
- participate in planning team meetings
- participate in core leadership team meetings
- coordinate the selection, collection, display, sorting and discussion of district and/or school data
- work closely with the Facilitator throughout the improvement process
- attend appropriate trainings
- understand and support the school improvement planning process

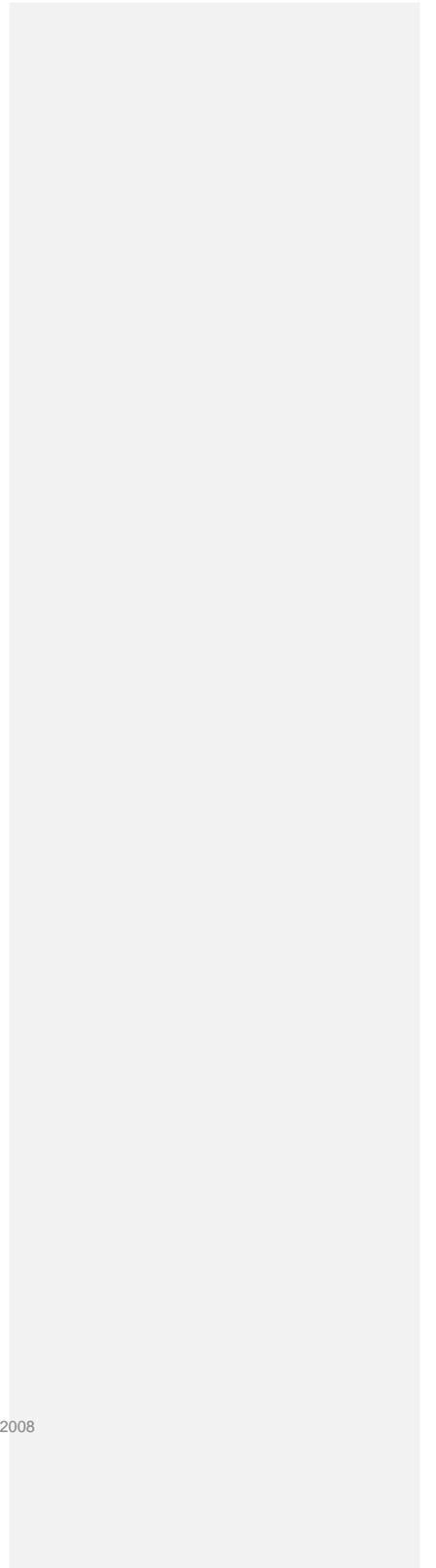
Knowledge and skills to consider when selecting a Data Collection Coordinator:

- expertise in utilization of technology
- willingness to engage in process and participate in trainings
- experience in collecting data from a variety of sources
- strong written, oral and listening communication skills
- ability to work with a diverse group of individuals

Recommended support for role:

- appropriate training opportunities
- provision of time to fulfill data collection facilitator responsibilities
- fiscal and other resources to support data collection efforts
- local technical support, if available





Kansas Improvement Model – Participants in Planning, continued

Planning Team and Core Leadership Team

Core Leadership Team		District Planning Team	
Members: Example – Superintendent, Assistant Superintendent, and any other pertinent central office staff.		Members: Example – Core Planning Team plus school principals, representation across the district, including Title I, Special Education, general education, parents and community stakeholders.	
Responsibilities	Outcomes	Responsibilities	Outcomes
<ul style="list-style-type: none"> Determine scope of participation in Kansas Improvement Process. Periodically communicate progress to district school board and district stakeholders. 	<ul style="list-style-type: none"> The planning team decides whether to adopt the entire Kansas Improvement Process or only those sections that strengthen existing processes. Create awareness through a communication plan. Form effective partnerships. 	<ul style="list-style-type: none"> Gathering and analyzing data. Identifying SBR strategies/practices. 	<ul style="list-style-type: none"> All performance data including all student groups, state assessments, all other kinds of data as listed on the “What to collect” worksheet (see page #) Select appropriate initiatives and strategies to support identified student learning needs
<ul style="list-style-type: none"> Select district/school planning team membership. Assign improvement planning facilitator and data coordinator. Schedule and plan all meetings of the District Planning Team. Develop a planning budget for improvement process. 	<ul style="list-style-type: none"> District/school planning team will be comprised of appropriate stakeholders. Ensuring that the Kansas Improvement Model is implemented. Ensuring that all relevant data is made available to the district planning team. Schedule for the year has been established with appropriate benchmarks. Review fiscal and human resources and reallocate, if necessary. 	<ul style="list-style-type: none"> Drafting the improvement plan(s). Coordinating alignment between district and school plan(s). Communicating information to all stakeholders and providing an opportunity for input. 	<ul style="list-style-type: none"> District improvement and/or school improvement plan(s) are submitted in a timely fashion. District and school improvement plans are aligned. All stakeholders are offered an opportunity to provide input and all federal requirements are fulfilled.
<ul style="list-style-type: none"> Monitor the implementation of the Kansas Improvement Model. 	<ul style="list-style-type: none"> The process is adhered to and the improvement plan is created within the appropriate timeframe. 	<ul style="list-style-type: none"> Monitoring the implementation of the district improvement plan and/or school improvement plan(s). 	<ul style="list-style-type: none"> The district and school improvement plans are implemented with fidelity.

Section B: Factors that Impact School Improvement

What is the purpose of this section?

This section highlights key effective practices with proven track records of success in improving student learning. Educators are encouraged to consider these factors prior to and during the development of an improvement plan.

Who uses this section?

Both district and school personnel are encouraged to review this section as they consider strengths and challenges in their current systems.

Table of Contents for Section B

What is a Multi-Tiered System(s) of Support (MTSS)?

What are the 21st Century Learning Skills?

How Can Effective Districts and Schools Work Together in School Improvement?

How Can Leadership Impact School Improvement?

What Does Research on High Performing Districts Say about School Improvement?

What Can We Ask Ourselves about School Improvement?



Factors that Impact School Improvement, continued

What is Multi-Tiered System of Support (MTSS)?

for additional information on MTSS go to <http://www.kansasmtss.org/>

Core Beliefs:

- Every child learns and achieves to high standards
- Learning includes academic and social competencies
- Every member of the education community continues to grow, learn and reflect
- Every leader at all levels are responsible for every student
- Change is intentional, coherent and dynamic

How to achieve the core beliefs:

- Every child will be provided a rigorous and research-based curriculum
- Every child will be provided effective and relentless teaching
- Interventions will be provided at the earliest identification of need
- Policy will be based on evidence based practice
- Every educator will continuously gain knowledge and develop expertise to build capacity and sustain effective practice
- Resources will be intentionally designed and redesigned to match student needs
- Every leader will be responsible for planning, implementing and evaluating
- Academic and behavioral data will be used to inform instructional decisions
- Educators, families and community members will be part of the fundamental practice of effective problem-solving and instructional decision making
- An empowering culture creates collective responsibility for student success

Factors that Impact School Improvement, continued

[What is Multi-Tiered System of Support \(MTSS\)?, continued](#)

for additional information on MTSS go to <http://www.kansasmtss.org/>

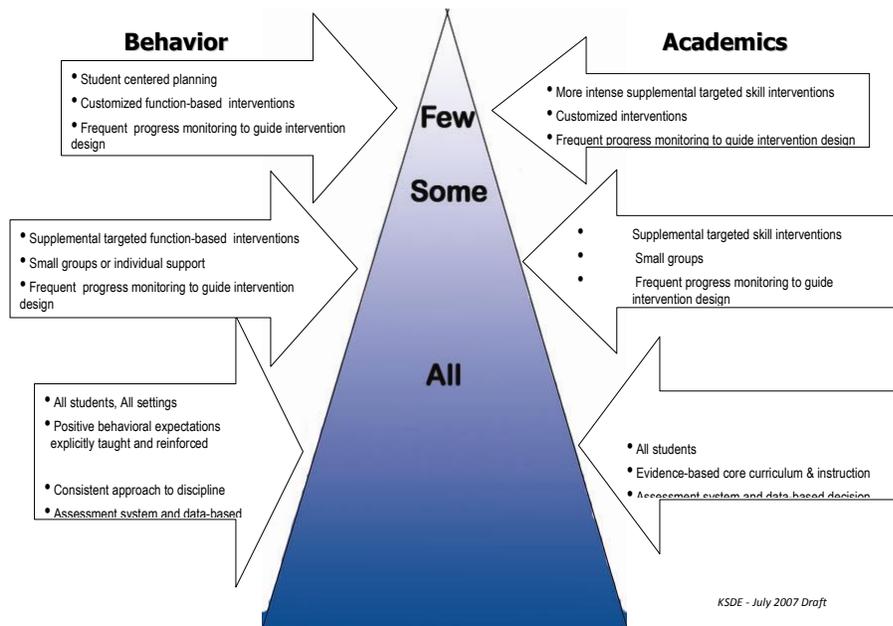


Factors that Impact School Improvement, continued

What is Multi-Tiered System of Support (MTSS)? continued

for additional information on MTSS go to <http://www.kansasmtss.org/>

Kansas Multi-Tiered System of Support (MTSS)



Factors that Impact School Improvement, continued

What foundation knowledge and skills do 21st Century learners need?

adapted from the Partnership for 21st Century Skills

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120

Profile of the 21st Century Learner

Creativity and Innovation

The student...

- demonstrates originality and inventiveness in work;
- develops, implements, and communicates new ideas to others;
- is open and responsive to new and diverse perspectives; and
- acts on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs.

Critical Thinking and Problem Solving

The student...

- exercises sound reasoning in understanding;
- makes complex choices and decisions;
- understands the interconnections among systems;
- identifies and asks significant questions that clarify various points of view and lead to better solutions; and
- frames, analyzes, and synthesizes information in order to solve problems and answer questions.

Communication

The student...

- understands, manages, and creates effective oral, written, and multimedia communication in a variety of forms and contexts and for a variety of purposes.

Collaboration

The student...

- demonstrates ability to work effectively with diverse teams;
- exercises flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal; and
- assumes shared responsibility for collaborative work.

Information Literacy

The student...

- accesses information efficiently and effectively, evaluates information critically and competently, and uses information accurately and creatively for the issue or problem at hand; and
- possesses a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

Media Literacy

The student...

- understands how media messages are constructed, for what purposes and using which tools, characteristics, and conventions;
- examines how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors; and



- possesses a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

Factors that Impact School Improvement, continued

What foundation knowledge and applied skills do 21st Century learners need?

Information and Communication Technology Literacy

The student...

- uses digital technology, communication tools, and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy;
- uses technology as a tool to research, organize, evaluate, and communicate information; and
- possesses of a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

Flexibility and Adaptability

The student...

- adapts to varied roles and responsibilities; and
- works effectively in a climate of ambiguity and changing priorities.

Initiative and Self-Direction

The student...

- monitors his or her own understanding and learning needs;
- goes beyond basic mastery of skills and/or curriculum to explore and expand his or her own learning and opportunities to gain expertise;
- utilizes time efficiently and manages workload;
- defines, prioritizes, and completes tasks without direct oversight;
- demonstrates initiative to advance skill levels towards a professional level; and
- demonstrates commitment to learning as a lifelong process.

Social and Cross-Cultural Skills

The student...

- works appropriately and productively with others;
- leverages the collective intelligence of groups when appropriate; and
- bridges cultural differences and uses differing perspectives to increase innovation and the quality of work.

Productivity and Accountability

The student...

- sets and meets high standards and goals for delivering quality work on time; and
- demonstrates diligence and a positive work ethic (e.g., being punctual and reliable).

Leadership and Responsibility

The student...

- uses interpersonal and problem-solving skills to influence and guide others toward a goal;
- leverages strengths of others to accomplish a common goal;
- demonstrates integrity and ethical behavior; and
- acts responsibly with the interests of the larger community in mind.

Employability and Career Development

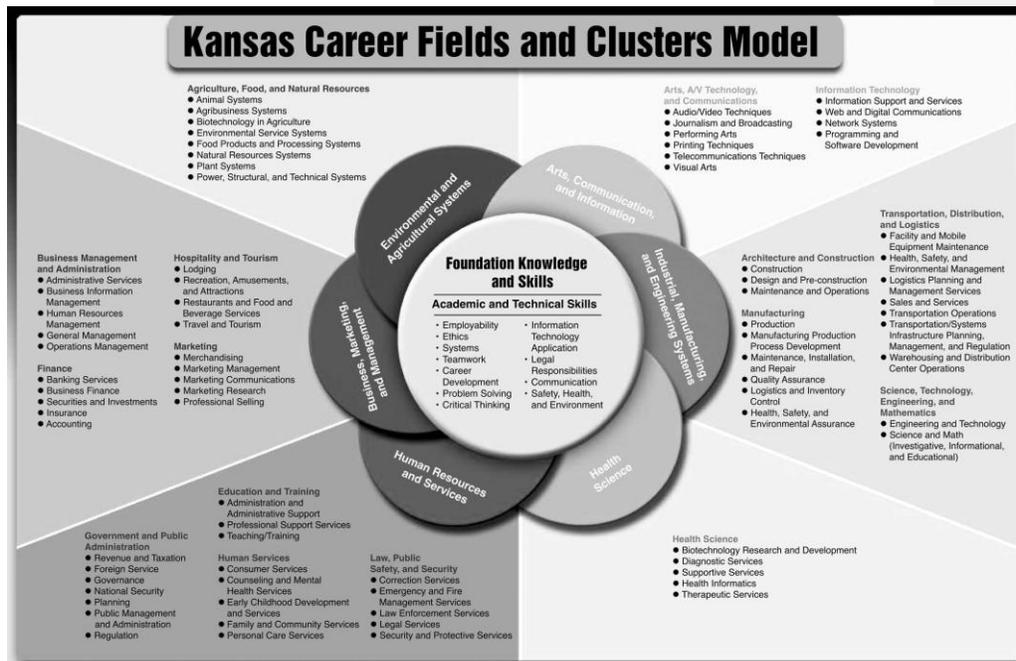


The student...

- understands the importance of employability skills;
- effectively explores, plans, and manages career choices and goals; and
- recognizes and acts upon requirement for career advancement by planning continuing education, training, and/or professional development.

Factors that Impact School Improvement, continued

What foundation knowledge and applied skills do 21st Century learners need?



Kansas Career Clusters

A Career Cluster is a group of occupations that may have common characteristics and job duties. These clusters can help students explore different career paths.

As the "Career Fields and Clusters Model" illustrates, the ability to plan a career begins with the most basic elements of success. Core knowledge, skills and intangibles such as social skills combine to form the foundation considered vital for every student. Once the foundation is in place, students can explore six basic career fields by using assessments designed to provide insight into what interests and motivates them. These assessments range from standardized testing to aptitude surveys, and are a valuable tool for evaluating potential careers.

Within the six career fields, there are 16 career clusters. Each cluster contains a set of career pathways. These pathways are exactly what they sound like, pathways that link from grade school to over 600 specific careers.

The pathways identify each step, skill, education requirement and aptitude needed to be successful within any specific career. You can learn more about career clusters at www.careerclusters.org.

Kansas, like many other states, is embracing the career clusters model and applying it within schools across the state. Kansas Career and Technical Education (CTE) has been charged with creating the career pathways as they relate to the curriculum and needs of Kansas students, educators and employers. Once the model is fully integrated, each student will be able to explore every opportunity and chart his or her own path to a rewarding career.

Factors that Impact School Improvement, continued

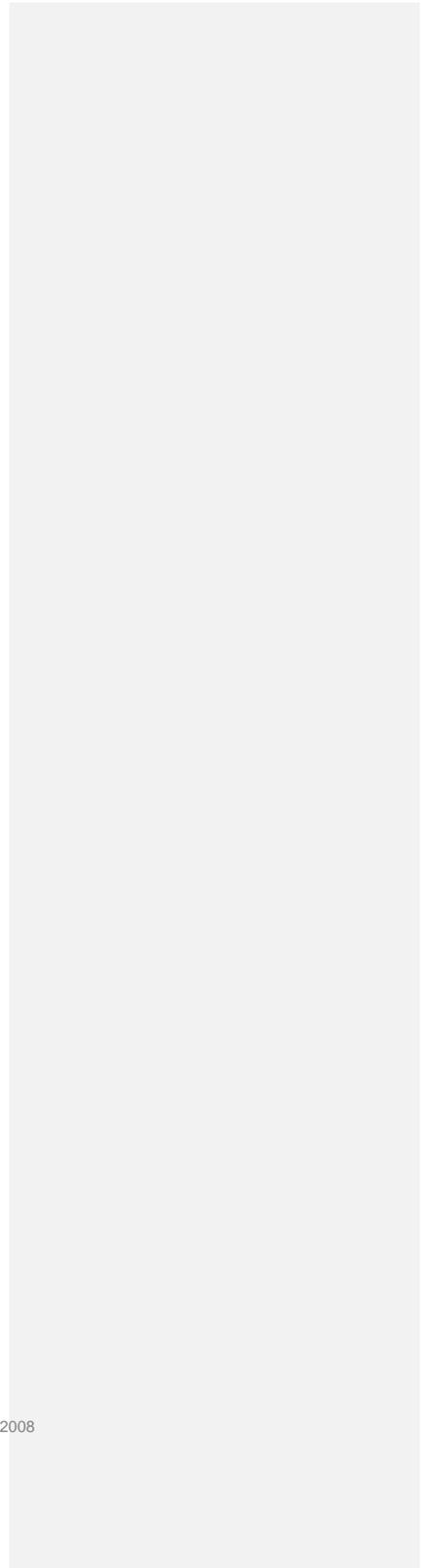
What does quality professional development look like?

Comprehensive High Quality Professional Development	
<p><i>*This document was developed to more clearly outline what Comprehensive and High Quality Professional Development (HQPD) means as defined in the Perkins Act of 2006, No Child Left Behind (NCLB) legislation, and the Kansas Professional Development Program Guidelines. Meeting the criteria outlined in parts I, II, and III, below, are required. Note: One day and short-term conferences or workshops are NOT considered to be high-quality professional development unless part of a comprehensive on-going plan. (*This document is not required for submission to KSDE.)</i></p>	
<p>Part I: To be considered high quality professional development, the activity must meet all seven context criteria listed below:</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> active engagement of educators, over time; <input type="checkbox"/> directly linked to improved student learning and performance within the school's curriculum <input type="checkbox"/> directly linked to priorities identified in the individual, school and district improvement plans; <input type="checkbox"/> consistent with and supportive of priorities in the individual, building, and district professional development plans; 	<ul style="list-style-type: none"> <input type="checkbox"/> provision of sufficient time and other resources for learning, practice and follow up; <input type="checkbox"/> supported by school leadership AND, <input type="checkbox"/> provides educators with the opportunity to provide feedback on the effectiveness of their participation in the professional development activity
<p>Part II: To be considered high quality professional development, the activity must include one or more of the following processes:</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> course work to improve content knowledge and/or instructional practice; <input type="checkbox"/> training to improve instructional practice and application; <input type="checkbox"/> action research and sharing of findings <input type="checkbox"/> peer observation and feedback <input type="checkbox"/> peer coaching and mentoring 	<ul style="list-style-type: none"> <input type="checkbox"/> active participation in study groups; <input type="checkbox"/> grade-level collaboration and work; <input type="checkbox"/> cross grade-collaboration and work; <input type="checkbox"/> content-area collaboration and integration work; <input type="checkbox"/> specialization-area collaboration and work; <input type="checkbox"/> internships/externships <input type="checkbox"/> short-term job shadowing opportunities
<p>Part III: To be considered high quality professional development, the content must address one or more of the following concepts:</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> knowledge related to standards and classroom instruction: <input type="checkbox"/> Career and Technical Education <input type="checkbox"/> English, Reading, Writing, Communication, Language Arts <input type="checkbox"/> Mathematics, Sciences <input type="checkbox"/> World Languages <input type="checkbox"/> Civics, Government, Economics, History, Geography <input type="checkbox"/> Fine Arts and Humanities <input type="checkbox"/> Health & Physical Education <input type="checkbox"/> Technology <input type="checkbox"/> Other: <input type="checkbox"/> instructional strategies related to content being taught in the classroom or virtually; <input type="checkbox"/> improvement of classroom management skills; <input type="checkbox"/> a combination of content knowledge and content-specific teaching skills; <input type="checkbox"/> the integration of academics and career and technical education; <input type="checkbox"/> research-based instructional strategies; 	<ul style="list-style-type: none"> <input type="checkbox"/> Strategies to improve language and academic skills for students with limited English proficiency <input type="checkbox"/> methods of teaching children from special populations and/or with special needs; <input type="checkbox"/> identifying early and appropriate interventions; <input type="checkbox"/> teaching students with different needs and talents; <input type="checkbox"/> use of data and assessments to inform classroom practice and student learning; <input type="checkbox"/> instruction in linking secondary and post-secondary education; <input type="checkbox"/> involving parents and/or family in improving the learning of every student; <input type="checkbox"/> strategies for integrating technology into curriculum and Instruction; <input type="checkbox"/> instructional leadership development and management training for educators; <input type="checkbox"/> mentoring and/or coaching other teachers or administrators; <input type="checkbox"/> leadership development and management training to improve the quality of formal and aspiring leaders;
<p>For further information and/or suggestions for edits to this document please contact: Carla Sullivan csullivan@ksde.org Lynn Bechtel lbechtel@ksde.org Kathy Boyer kboyer@ksde.org Robin Harris rharris@ksde.org</p>	

Factors that Impact School Improvement, continued

How Can Districts And Schools Work Together In School Improvement?

DISTRICT	SCHOOL
District facilitates a collaborative process to establish a clear and shared district-wide vision regarding powerful teaching, powerful learning, effective leadership and commitment to equity and excellence.	School improvement and district improvement plans are aligned with this common vision. Leadership is a shared process across the district and school(s).
District develops improvement goals and an action plan using an interactive process that recognizes and incorporates information gained from data review and trend analyses developed by the district and/or school(s) as part of their improvement planning.	School improvement goals and action plans include core learning goals identified in the district improvement plan as well as data-driven goals customized to fit their unique school profile and data.
District reviews and revises policies and practices to align with and support the learning improvement efforts described in school and district improvement plans.	Schools review procedures and practices to align them to district goals.
District curriculum aligns with state assessed indicators. The district leads and supports frequent monitoring of teaching and learning to ensure implementation of the curriculum throughout the district.	Schools ensure that all students are taught and assessed in the defined curriculum in ways that meet individual learning needs. All students have access to rigorous and relevant course work with supports to succeed.
District provides a comprehensive professional development program, which includes job-embedded staff development, that builds capacity among all the adults in the system that focuses clearly on meeting the learning goals defined in the school and district improvement plans. Professional development is consistent with the vision and mission of the district and school.	Schools monitor school-based staff development to ensure that it focuses on the building school capacity of the adults in the school and on meeting the learning goals defined in the school and district improvement plans. Schools monitor participation in district-wide professional development. Professional development is consistent with district and school vision and mission.
District reviews budget and other resource allocations and realigns priorities where possible to support district and school improvement goals and action plans.	Schools review site-based budgets and resource allocations and realign priorities where possible to support their school improvement plans.
District guides and supports improvement planning processes and their implementation at each school.	Schools consider whole system as well as individual school and student outcomes in the development and implementation of school improvement plans.
District develops effective strategies to recruit, support and retain highly qualified staff.	Schools develop effective strategies to support and retain quality staff that align with district strategies.
District clarifies the roles and responsibilities of all staff and administrators and monitors accountability of adults in the school system.	Schools understand the roles and responsibilities of all employee groups in the school system and look for ways to work within this system most effectively. Schools monitor staff accountability in their schools.



Factors that Impact School Improvement, continued

How Can Leadership Impact School Improvement?

Kansas Leadership Standards* (KSLLC Standards) (*Kansas adopted licensure standards based on Interstate School Leaders Licensure Consortium (ISLLC) Standards)

[The consortium was created to develop standards for school leaders.](#) The 6 standards are as follows:

A school administrator is an educational leader who promotes:

Standard 1: the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Kansas Standard #1: The program level administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school and community.

Standard 2: the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Kansas Standard #2: The program level administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a building climate and instructional programs conducive to student learning for all and staff professional growth.

Standard 3: the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4: the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: the success of all students by acting with integrity, fairness, and in an ethical manner.

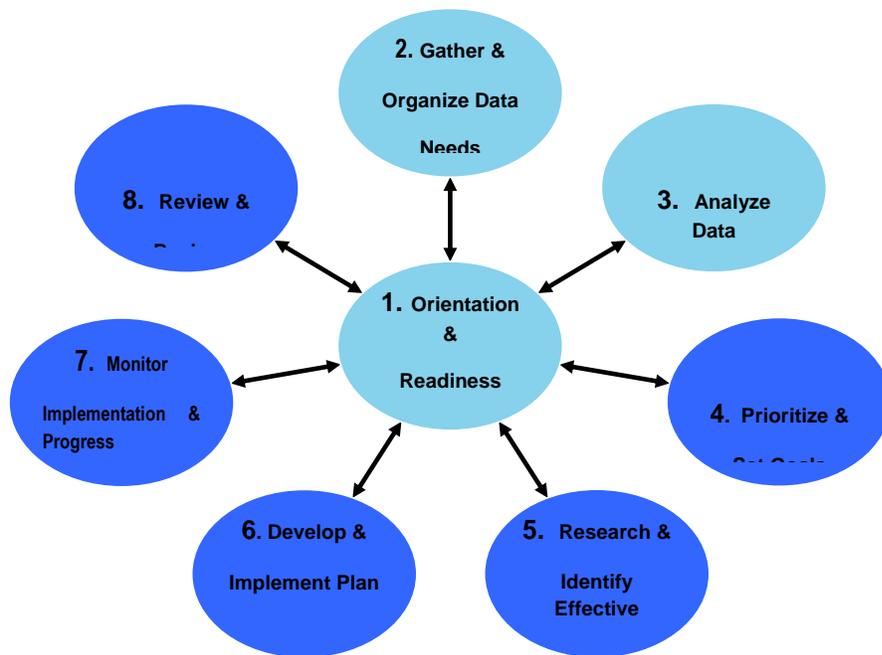
Standard 6: the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

For a complete listing of Kansas program, building, and district leadership standards and indicators go to <http://www.ksde.org/LinkClick.aspx?fileticket=adxw8%3d&tabid=295>

An additional resource on national standards is *The Performance Expectations and Indicators for Education Leaders*. This document describes observable and measurable leader actions required to improve teaching and learning for every student. Based on the central concepts in the six ISLLC Standards for School leaders the performance expectations and indicators reflect a decade of experience in educational leadership. For a copy of the complete PDF document go to <http://www.ccsso.org/content/pdfs/isllcstd.pdf>

Factors that Impact School Improvement, continued

Continuous School Improvement



Factors that Impact School Improvement, continued

What Does Research on High Performing Districts Say about School Improvement?

Characteristics of Districts with High Performing Schools
Adapted from SCHOOL SYSTEM IMPROVEMENT GUIDE: PUTTING IT ALL TOGETHER

Research suggests the following best practices are common among districts with highly effective and high performing schools.

CLEAR AND SHARED FOCUS

Districts focus on student achievement, on learning and teaching, and on results. Districts reflect shared beliefs and values, establish clear and meaningful goals and a clear vision of change. Districts set goals, build commitment around goals and remove competing programs as well as barriers when appropriate.

HIGH STANDARDS AND EXPECTATIONS FOR ALL STUDENTS

Districts hold all adults in the system accountable for student learning. Districts have clear expectations for instruction that are consistent with the focus on improved outcomes for students. Superintendents expect excellence of all. Districts exhibit intensive attention to classroom practice and provide guidance and oversight for teaching and improvement of learning for all students. Schools have latitude in use of resources and influence over issues important to school staff in supporting high standards and expectations for all students.

EFFECTIVE LEADERSHIP

District leaders are dynamic, united in purpose, involved, visible in schools and interested in instruction. Leadership is ethical and distributed; all leaders have clear expectations for instruction, hold themselves and others accountable and consistently monitor schools for improved student achievement. All district administrators have direct or indirect roles in improving teaching over time.

HIGH LEVELS OF COMMUNICATION AND COLLABORATION

Districts build a culture of commitment, collegiality, mutual respect and stability. Professional norms include peer support, collaboration, trust, shared responsibility and continuous learning for all adults in the system. Professional learning communities are developed to build teacher knowledge and skill and to change instruction across the system based on student needs. Districts must also develop as professional learning communities.

ALIGNMENT OF CURRICULUM, INSTRUCTION AND ASSESSMENT WITH STANDARDS

Districts align curriculum standards, assessments and policies. Curriculum is aligned district-wide and there is a centralized and coordinated approach to curriculum. Districts ensure that schools frequently monitor classroom practice for alignment of the “written,” “taught,” and “assessed” curriculum.

Factors that Impact School Improvement, continued

What Does Research on High Performing Districts Say about School Improvement?, continued

FREQUENT MONITORING OF TEACHING AND LEARNING

Districts use data-based evidence to monitor results, to make instructional decisions and for accountability. District staff assists schools in gathering and using data. Districts hold all adults in the system accountable for student learning, beginning with the superintendent, district staff and principals. Districts have clear expectations for student achievement and apply consistent pressure on schools for measurable improvement in student achievement. Superintendents expect excellence of all, monitor, and provide feedback.

FOCUSED RESULTS-BASED PROFESSIONAL DEVELOPMENT

Districts may be providers or brokers of high quality results-based professional development programs that are focused on classroom practice, include on-site coaching and are intensive and ongoing. Professional development support is based on needs identified at the school level through data-based evidence from results in teaching and learning. Professional learning communities are developed to build teacher knowledge and skills and support change of instruction across the system.

SUPPORTIVE LEARNING ENVIRONMENT

Districts ensure that all students are valued and honored throughout the system and assist schools in creating learning environments that provide appropriate instruction for diverse learning. They also ensure that schools are safe, healthy and inviting environments for students and their families. Districts provide professional development to support staff in developing and implementing high expectations for student behavior. Districts develop and maintain procedures to guide student behavior and provide guidelines for dealing effectively with crises.

HIGH LEVELS OF PARENT AND COMMUNITY INVOLVEMENT

Districts mobilize and manage community and business support and involve family and community as partners. Kansas schools are required to implement a site counsel as one strategy to involve parents and communities. Districts build a culture of commitment, collegiality, mutual respect and stability.

MULTI-TIERED SYSTEM OF SUPPORT FOR STUDENTS

Districts establish a multi-tiered system of support to identify instructional/behavioral needs of all students and match instruction and support with those needs. Districts provide technical assistance and professional development support to all staff as they design and implement a multi-tiered system of support in classrooms and schools.

Factors that Impact School Improvement, continued

What Can We Ask Ourselves about School Improvement?

CLEAR AND SHARED FOCUS

Districts focus on student achievement, on learning and teaching, and on results. Districts reflect shared beliefs and values and establish clear and meaningful goals to create a clear vision of change. Districts set goals, build commitment around goals, and remove competing programs/priorities when necessary.

These actions support schools in which

- all stakeholders know where they are going and why;
- the focus is on achieving a shared vision and all understand their role in achieving the vision; and
- the focus and vision are developed from common beliefs and values, creating a consistent direction for all involved.

Guiding Questions

- How does the district develop and share its focus on improving student learning?
 - *Define district and school roles for curriculum and instruction.*
 - *Identify core values in strategic plans.*
 - *Address instructional goals, as well as goals for facilities and finance, in strategic plans.*
 - *Develop instructional goals and priorities based on student's academic and behavioral needs.*
 - *Ensure goals are consistent with district and/or school vision, mission, and priorities.*
- How does the district and/or school know that its focus and mission are shared?
 - *Build and ensure commitment to vision, mission and focus in the hiring and induction/mentoring processes.*
 - *Build and ensure commitment to vision, mission and focus within current staff.*
- How does the district emphasize closing achievement gaps among students?
 - *Articulate core purpose as focus on equity in student learning, both to accelerate students' learning to close achievement gaps and to enhance students' learning to achieve high standards.*
 - *Communicate clear vision of the desired results and expected changes.*
 - *Include clear and meaningful goals related to accountability for results in student learning within improvement plans.*
- How are the district-wide visions of powerful teaching and learning developed and implemented?
- How are the school-wide visions of powerful teaching and learning developed and implemented?
- Is there a clear connection between the two?
 - *Communicate clear vision of the desired results and changes expected in teaching and learning.*
 - *Collaboratively determine visions of powerful teaching and learning, and communicate both in district documents.*



- *Provide professional development to support teachers to attain the skills and knowledge to implement those visions.*
- *Frequently monitor both teaching and learning to support implementation of these visions.*

Factors that Impact School Improvement, continued

What Can We Ask Ourselves about School Improvement?, continued

HIGH STANDARDS AND EXPECTATIONS FOR ALL STUDENTS

Districts hold all adults in the system accountable for student learning. Districts have clear expectations for instruction and apply consistent pressure on schools for improved outcomes for students. Superintendents expect excellence of all. Districts exhibit intensive attention to classroom practice and provide guidance and oversight for teaching and improvement of learning for all students. Central office has responsibility for defining goals and standards. Schools have latitude in use of resources and influence over issues important to school staff in supporting high standards and expectations for all students.

These actions support schools in which

- teachers and staff believe that all students can learn and meet high standards;
- while recognizing that some students must overcome significant barriers, these obstacles are not seen as insurmountable; and
- students are offered an ambitious and rigorous course of study.

Guiding Questions

- How does the district monitor reform and change efforts to maintain pressure for improved learning?
 - *Use data focused on learning and classroom practices to inform instruction.*
 - *Support systemic use of data to improve classroom practice to increase student achievement and to close achievement gaps.*
 - *Provide professional development to support administrators to effectively monitor staff.*
- How does the district support and monitor school implementation of relevant and rigorous class work for all students?
 - *Support providing a full range of curriculum for all students in policy and practice.*
 - *Articulate visions for powerful teaching and learning and essential content to be mastered by all students.*
 - *Provide latitude for schools in use of resources and influence over issues important to school staff in supporting high standards and expectations for all students.*
- How does the district communicate high standards for teaching and learning and monitor implementation of these standards?
 - *Support frequent monitoring of staff to hold them accountable.*
 - *Develops processes to monitor accountability and to provide feedback to adults in the system.*
 - *Support systemic use of data to improve classroom practice to increase student achievement and to close achievement gaps.*
 - *Support providing a full range of curriculum for all students in policy and practice.*
 - *Central office staff and superintendent focus intensive attention on classroom practice.*
 - *Provide professional development to support administrators to effectively monitor staff.*

Factors that Impact School Improvement, continued

What Can We Ask Ourselves about School Improvement?, continued

HIGH STANDARDS AND EXPECTATIONS FOR ALL STUDENTS, continued

- How do district leaders model the belief that all students can learn to high standards; how does the district help all staff to share this belief and behave accordingly?
 - *Expect excellence of all, and monitor and provide feedback relative to this expectation.*
 - *Provide guidance and oversight for improvement of learning for all students.*

- How do district leaders, principals and teacher leaders define, describe and elicit quality student work?
 - *Provide professional development to support administrators to effectively monitor staff.*
 - *Articulate visions for powerful teaching and learning and essential content.*
 - *Provide guidance and oversight for improvement of learning for all students.*

- How does the district lead and support schools to close achievement gaps among students?
 - *Provide guidance and oversight for improvement of learning for all students.*
 - *Support providing a full range of curriculum for all students in policy and practice.*
 - *Provide professional development and guidance to staff to improve classroom practice.*
 - *Provide latitude for schools in use of resources and influence over issues important to school staff in supporting high standards and expectations for all students.*

Factors that Impact School Improvement, continued

What Can We Ask Ourselves about School Improvement?, continued

EFFECTIVE LEADERSHIP

Leadership is described as ethical and distributed among adults within the system. These leadership roles can include the superintendent, district leaders, principals and teacher leaders. District leaders are described as dynamic, united in purpose, involved, visible in schools and interested in instruction. Leaders provide encouragement, recognition and support. All district administrators have roles in improving teaching over time. Leaders have clear expectations for instruction, hold themselves and others accountable and provide consistent support for improved student achievement.

These behaviors and actions support schools in which

- effective instructional and administrative leadership is required to implement change processes;
- effective leaders are proactive and seek help that is needed, nurturing an instructional program and school culture conducive to learning and professional growth;
- effective leaders can have different styles and roles; and
- teachers and other staff, including those in the district office, have a leadership role.

Guiding Questions

- What is the central focus of senior administrators and other leaders in the district?
 - *Make student learning a primary reference point for decision making and resource allocation.*
 - *Lead and support schools in closing achievement gaps among their students.*
 - *Improve teaching and increase student achievement in meeting standards over time.*
 - *Educate school board members in school an improvement agenda and engage them as part of the district learning community.*
- How do leaders demonstrate their commitment to student learning and improved instruction?
 - *Hold district leaders and others accountable for student learning.*
 - *Distribute leadership among the superintendent, central office, staff, principals and teacher leaders.*
 - *Define administrative roles to align with district instructional focus.*
 - *Provide expert staff and other resources to schools to help with focused improvement efforts.*
 - *Lead and support schools in closing achievement gaps among their students.*
- How does district leadership work with unions to collaborate and focus on student learning?
 - *Develop plans and guidelines to address student learning in collaboration with the unions.*
 - *Provide opportunities and build capacity of teacher leaders.*
 - *Provide encouragement, recognition and support.*
- How is data used in decision-making processes?
 - *Guide a process of inquiry into district-wide organization and performance.*
 - *Hold district leaders and others accountable for student learning.*
- How does district leadership support school improvement; i.e., ESD partnerships, consultants, etc.?



- *Make student learning a primary reference point for decision making and resource allocation.*
- *Strategically use external requirements and resources to advance improvement efforts.*

Factors that Impact School Improvement, continued

What Can We Ask Ourselves about School Improvement?, continued

EFFECTIVE LEADERSHIP, continued

- *Provide expert staff and other resources to schools to help with focused improvement efforts.*
 - *Lead and support schools in closing achievement gaps among their students.*
- How do district and school administrators lead and support schools in closing achievement gaps among students?
 - *Demonstrate commitment through unity of purpose, visibility in schools and intensive focus on instruction.*
 - *Provide encouragement, recognition and support.*
 - *Make student learning a primary reference point for decision making and resource allocation.*
 - *Frequently monitor teaching and learning, and hold district leaders and others accountable for student learning.*
 - *Provide expert staff and other resources to schools to help with focused improvement efforts.*
 - *District leaders and others accountable for student learning.*

Factors that Impact School Improvement, continued

What Can We Ask Ourselves about School Improvement?, continued

HIGH LEVELS OF COMMUNICATION AND COLLABORATION

Districts build a culture of commitment, collegiality, mutual respect and stability. Professional norms include peer support, collaboration, trust, shared responsibility and continuous learning for the adults in the system. Professional learning communities are developed to build teacher knowledge and skill and to change instruction across the system. Districts also develop professional learning communities.

These actions support schools in which

- there is strong teamwork among teachers across all grades and with other staff; and
- everybody is involved and connected to each other, including parents and members of the community, to identify problems and work on solutions.

Guiding Questions

- What district policies/governance support communication and collaboration among staff?
Parents? Community?
 - *Develop collaborative efforts among staff to build teacher knowledge and skill and to change instruction across the system.*
 - *Develop professional learning community at district office level.*
 - *Collaborate with the teachers' association to address school and district improvement.*
 - *Allocate resources to schools to support communication and collaboration among staff and with parents/community.*
- How does the district communicate and collaborate with stakeholders about instructional focus? School improvement? Use of data?
 - *Communicate vision of powerful teaching and learning and of essential curriculum.*
 - *Focus intensive attention on classroom practice (superintendent and central office).*
 - *Review data collaboratively; ensure data is relevant and usable.*
 - How does the district support school level communication and collaboration efforts; e.g., time, staff, technology, dollars?
 - *Communicate the need for and lead efforts to close achievement gaps among students.*
 - *Develop professional learning communities among staff to build teacher knowledge and skill and to change instruction across the system.*
- How does the district build a culture of commitment, collegiality, mutual respect and stability?
 - *Embed collaboration among teachers in professional development activities.*
 - *Communicate the need for and lead efforts to close achievement gaps among students.*
 - *Develop professional norms of peer support, collaboration, trust, shared responsibility and continuous learning for adults in the system.*

Factors that Impact School Improvement, continued

What Can We Ask Ourselves about School Improvement?, continued

ALIGNMENT OF CURRICULUM, INSTRUCTION AND ASSESSMENT WITH STANDARDS

Districts align curriculum with standards, assessments, and policies. Curriculum is adopted district-wide and there is a centralized and coordinated approach to curriculum. Districts use multiple measures to assess learning.

These actions support schools in which

- the planned and actual curriculums are aligned with the essential academic learning requirements (EALRs) and grade level expectations (GLEs) and are consistently delivered;
- research-based teaching strategies and materials are used;
- staff understands the role of classroom and state assessments, what the assessments measure and how student work is evaluated; and
- staff uses data from multiple assessments, including state assessments, to plan instruction.

Guiding Questions

- How does the district lead efforts to align learning standards with the state standards and assessments?
 - *Support alignment of curriculum, instruction and assessment with state standards in policy, procedures and practice.*
 - *Provide professional development to increase staff skills in alignment of curriculum, instruction and assessment with the state standards and assessments.*
 - How do district policies support alignment of curriculum, instruction and assessment?
 - *Align the written, taught and tested curriculum.*
 - *Implement policies addressing alignment of curriculum, instruction and assessment to support closing achievement gaps among students.*
 - *Use multiple measures to systematically assess student learning.*
 - *Focus on early differentiated interventions for students in danger of not meeting grade level expectations; offer extended learning opportunities to accelerate students.*
- What are the processes for coordinating curriculum district-wide?
 - *Align curriculum horizontally and vertically district-wide.*
 - *Align the written, taught and tested curriculums.*
 - *Lead a centralized and coordinated approach to curriculum.*
 - How are resources allocated to support the process of improving instruction?
 - *Allocate resources to support district-wide core curriculum.*
 - *Focus first priority on providing support, resources and academic coaches to struggling schools.*
 - *Provide professional development to support use of research-based teaching strategies.*
- How does the implementation of curriculum, instruction, and assessment support closing achievement gaps among students?
 - *Align curriculum horizontally and vertically district-wide.*
 - *Use multiple measures to systematically assess student learning.*
 - *Use research-based teaching strategies.*
 - *Provide a full range of challenging curriculum for all students and support for them to meet curriculum goals.*



Factors that Impact School Improvement, continued

What Can We Ask Ourselves about School Improvement?, continued

FREQUENT MONITORING OF LEARNING AND TEACHING

Districts use data-based evidence to monitor results, to make instructional decisions, and for accountability. District staff assists schools in gathering and using data. Districts hold all adults in the system accountable for student learning, beginning with the superintendent, district staff and principals. Districts have clear expectations for student achievement and apply consistent pressure on schools for measurable improvement in student achievement. Superintendents expect excellence of all, and monitor expectations and provide feedback.

These actions support schools in which

- a steady cycle of different assessments identifies students who need help;
- more support and instructional time are provided, either during the school day or outside normal school hours, to students who need more help;
- teaching is adjusted based on frequent monitoring of student progress and needs; and
- assessment results are used to focus and improve instructional programs.

Guiding Questions

- How does the district support teachers to gain the knowledge and skills described by the vision of powerful teaching and learning and essential content?
 - *Collaboratively determine and articulate visions for powerful teaching and learning and essential content.*
 - *Provide job-embedded professional development for staff to improve classroom practice.*
 - *Focus intensive attention on classroom practice (superintendent and central office).*
- How does the district support principals to lead teachers to attain those levels of expertise?
 - *Provide professional development supporting administrators to effectively monitor staff.*
 - *Provide professional development that supports school and district priorities based on student and staff needs.*
 - *Support frequent monitoring of staff to hold them accountable for implementation of powerful teaching and learning in the classroom.*
- How do teachers monitor improvement of student achievement?
 - *Support use of data focusing on learning and classroom practices to inform instruction.*
 - *Use data system-wide to improve classroom practice to increase student achievement and to close achievement gaps.*
- How does the district gather and use data to monitor teaching and learning?
 - *Support use of data focusing on learning and classroom practices to inform instruction.*
 - *Use data system-wide to improve classroom practice to increase student achievement and to close achievement gaps.*
- How does the district support principals and teachers in gathering and using data?
 - *Provide professional development on collection, use and dissemination of data.*



- *Provide professional development in how to use data from multiple assessments to inform instructional process.*
- *Ensure that data is relevant and usable.*

Factors that Impact School Improvement, continued

What Can We Ask Ourselves about School Improvement?, continued

FREQUENT MONITORING OF LEARNING AND TEACHING, continued

- How do district and schools use data to inform work in closing achievement gaps?
 - *Support use of data focusing on learning and classroom practices to inform instruction.*
 - *Use data system-wide to improve classroom practice to increase student achievement and to close achievement gaps.*

Factors that Impact School Improvement, continued

What Can We Ask Ourselves about School Improvement?, continued

FOCUSED PROFESSIONAL DEVELOPMENT

Districts may be providers or brokers of high-quality professional development programs that are focused on classroom practice, include on-site coaching, and are intensive and ongoing. Professional development support is provided based on needs identified at the school through data-based evidence designed to monitor results in teaching and learning. Professional learning communities are developed to build teacher knowledge and skills, and to change instruction across the system.

These actions support schools in which

- a strong emphasis is placed on training staff in areas of most need;
- feedback from learning and teaching focuses extensive and ongoing professional development; and
- the support is also aligned with the school or district vision and objectives.

Guiding Questions

- How are the principles of learning implemented in classrooms?
 - *Focus professional development offerings on classroom practice with follow-up for application and implementation.*
 - *Include a variety of professional development formats such as job-embedded, collaborative work and support for a professional learning community.*
- How does the district build staff capacity in the district and in schools?
 - *Support and lead staff at all levels to view themselves as learners and to model pursuit of feedback and new skills.*
 - *Include a variety of professional development formats such as job-embedded, collaborative work and support for a professional learning community.*
 - *Build school-level capacity through coaching, site-based facilitators, collaboration, etc.*
 - *Develop professional learning communities at both the school level and the district level.*
- How does the district provide opportunities to communicate and collaborate as part of professional development?
 - *Provide opportunity for vertical and horizontal collaboration and alignment.*
 - *Review data collaboratively; ensure data is relevant and usable.*
 - *Embed collaboration among teachers in professional development activities.*
- How does the district reflect research-based professional development practices?
 - *Build capacity and expectation for use of learned skills through professional development.*
 - *Address cultural competence and high expectations for all students in professional development.*
 - *Customize professional development to match needs identified at the school level.*
 - *Provide a continuum for professional development opportunities to address the developmental/differentiated needs of staff.*



Factors that Impact School Improvement, continued

What Can We Ask Ourselves about School Improvement?, continued

FOCUSED PROFESSIONAL DEVELOPMENT, continued

- How does the district ensure coherence between professional development policies and implementation of practices at the classroom level?
 - *Monitor implementation of professional development focus and strategies through supervision at the school and classroom levels.*
 - *Focus on professional development and expectation for participation and implementation through policy and procedures.*
 - *Provide training for administrators based both on standards of instructional leadership and on monitoring of teaching and learning.*

- How does the district support use of multiple measures and analysis of data?
 - *Provide professional development for both district and school staff to support use of multiple measures and analysis of data to inform classroom instruction.*
 - *Ensure that data is "safe" and "usable."*

- How does professional development support school leaders and teachers in closing achievement gaps in their school?
 - *Design professional development offerings based on analysis of data on student needs.*
 - *Address staff and student needs based on closing achievement gaps among students in each school in professional development.*
 - *Provide professional development to support teacher use of multiple measures and analysis of data in making instructional decisions regarding individual students.*
 - *Address cultural competence and high expectations for all students in professional development.*

Factors that Impact School Improvement, continued

What Can We Ask Ourselves about School Improvement?, continued

SUPPORTIVE LEARNING ENVIRONMENT

Districts ensure that all students are valued and honored throughout the system and assist schools in creating learning environments that provide appropriate instruction for diverse learning. They also ensure that schools are safe, healthy and inviting environments for students and their families. Districts provide professional development to support staff in developing and implementing high expectations for student behavior. Districts develop and maintain procedures to guide student behavior and provide guidelines for dealing effectively with crises.

In order to support schools in which

- students feel respected and connected with the staff and are engaged in learning;
- the school has a safe, civil, healthy and intellectually stimulating learning environment; and
- instruction is personalized and small learning environments increase student contact with teachers.

Guiding Questions

- How does the district support staff in personalizing instruction so all students succeed?
 - *Assist schools in creating learning environments that provide appropriate instruction for diverse learning.*
 - *Provide professional development to support teachers in using differentiated instruction.*
 - *Guide schools in developing culturally relevant educational practices.*
 - *Support schools to develop a collaborative climate, which includes students in problem-solving and decision-making.*
- How does the district build caring environments that foster student resilience?
 - *Ensure that schools are safe, healthy and inviting environments.*
 - *Guide schools in developing culturally relevant educational practices.*
 - *Ensure that all students are valued and honored throughout the system.*
 - *Provide a learning environment for teachers and students that ensures that they feel safe to try new things and take on new challenges to increase their learning.*
- How does the district support schools to provide culturally relevant educational practices?
 - *Assist schools in creating learning environments that provide appropriate instruction for diverse learning.*
 - *Provide professional development to support teachers in using differentiated instruction.*
- How does the district create district and school environments that encourage staff and students to try new things and take on new challenges to increase their learning?
 - *Ensure that schools are safe, healthy and inviting environments.*
 - *Support schools to develop a collaborative climate, which includes students in problem solving and decision making.*
 - *Provide a learning environment for teachers and students that ensures that they feel safe to try new things and take on new challenges to increase their learning.*
- How do district leaders demonstrate that they honor and value students from all backgrounds?
 - *Ensure that schools are safe, healthy and inviting environments.*



- *Assist schools in creating learning environments that provide appropriate instruction for diverse learning.*
- *Guide schools in developing culturally relevant educational practices.*

Factors that Impact School Improvement, continued

What Can We Ask Ourselves about School Improvement?, continued

SUPPORTIVE LEARNING ENVIRONMENT, continued

- How does the district support safe and supportive learning environments, addressing classroom management, legal rights and responsibilities of students and staff, and crisis management?
 - *Develop and maintain procedures to guide student behavior.*
 - *Provide guidelines for dealing effectively with crises.*
 - *Provide professional development to support staff in developing and implementing high expectations for student behavior.*
 - *Provide professional development to assist schools in understanding the connection between engaging classroom instruction and student behavior.*

Factors that Impact School Improvement, continued

What Can We Ask Ourselves about School Improvement?, continued

HIGH LEVELS OF PARENT AND COMMUNITY INVOLVEMENT

Districts mobilize and manage community and business support and involve family and community as partners. Districts build a culture of commitment, collegiality, mutual respect and stability.

These actions support schools in which

- there is a sense that all have a responsibility to educate students, not just the teachers and staff in the schools; and
- families, businesses, social service agencies and community colleges/universities all play a vital role in this effort.

Guiding Questions

- How does the district support increased parent communication and involvement at all levels?
 - *Collaborate to build ownership regarding parent roles, responsibilities and programs to support student achievement.*
 - *Communicate with families from all cultures and socio-economic groups in the schools.*
 - *Use multiple strategies to reach families, including translation of written and oral communication into the first language of the home.*
 - *Focus special attention on including parents from groups who tend to be underrepresented among parents involved in schools (e.g., special education, ELL, ethnic/racial and economically disadvantaged).*
- How does the district support increased communication and involvement of the community at all levels?
 - *Mobilize community support and share school successes with the community.*
 - *Collaborate with community to gather, use and disseminate information.*
 - *Develop formal relationships (e.g., businesses adopt schools) and informal relationships (e.g., "lunch buddies") with the community.*
 - *Engage in vigorous outreach to ensure representation of all groups represented in the community.*
- How does the district ensure authentic parent and community participation in decision making at district and school levels?
 - *Collaborate to build ownership regarding parent roles and responsibilities to support student achievement.*
 - *Implement programs designed to increase parent and community involvement.*
 - *Participate in shared decision making with parents and community at the district and school levels.*
 - *Focus special attention on including parents from groups who tend to be underrepresented among parents involved in schools (e.g., special education, ELL, ethnic/racial and economically disadvantaged).*
- How does the district support administrators and staff to work effectively with parents and community?
 - *Describe expectations for creating a welcoming environment for parents and community at all levels (K-12).*
 - *Provide professional development programs to train staff in effective involvement of families and the community.*



- *Allocate adequate resources to support implementation of programs to support parent and community involvement.*

Factors that Impact School Improvement, continued

What Can We Ask Ourselves about School Improvement?, continued

HIGH LEVELS OF PARENT AND COMMUNITY INVOLVEMENT, continued

- What collaborative efforts does the district support to build formal and informal relationships with the community?
 - Participate in shared decision making with parents and community at the district and school levels.
 - Develop formal relationships (e.g., businesses adopt schools) and informal relationships (e.g., "lunch buddies") with the community.
 - Collaborate with community to gather, use and disseminate information.

Section C: Sample Agendas with Supporting Documentation

What is the purpose of this section?

Whereas Section D only listed the sample agendas, this section provides the agenda along with instructions for supporting activities and worksheets to use during the meetings. After the planning team completes the activities that support the agendas, the core leadership team will have the information needed to complete that corresponding section of the Integrated

Who uses this section?

The activities and worksheets that support the sample agendas are of particular use to the core leadership team as they lead the planning team through the stages of the Kansas Improvement Model. The activities and worksheets that support the sample agendas are intended to be flexible, allowing the core leadership team to make adjustments to fit the needs of the district and/or school. The core leadership team may choose different activities or a different approach. The core leadership team may choose to combine meetings or conduct more meetings.

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Sample Agendas with Supporting Documentation, continued

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Sample Agendas with Supporting Documentation, continued

Stage 1: Orientation & Readiness

Stage 2: Gather & Organize Data

Meeting One: Planning Team Agenda

The Kansas Improvement Process is inherently flexible, allowing districts to adjust the process, agendas, and/or activities to fit the needs of the district/school. Although this meeting is represented as one session, it could be a series of sessions.

What are the objectives for the meeting?

The goal of this meeting is to develop a level of cooperation and commitment to support changes that will occur as a result of continuous improvement efforts. This includes a common understanding and readiness to orient stakeholders to systematic district and school improvement processes. Attention is also given to understanding the vision/mission of the school and/or district.

Preparing to collect a wide range of data that creates an accurate picture of the current reality for the district and/or school is an objective of this meeting. This includes collecting quantitative and qualitative data to conduct a self evaluation by each district and/or school.

What are the tasks for the first part of the meeting?

- Participate in warm-up and/or team-building activities as appropriate.
- Discuss the rationale for engaging in a district and/or school improvement process. Consider how change may impact students and staff.
- Develop group norms for meetings.
 - Decide:
 - When will meetings be held?
 - How can the group stay focused?
 - Will team members share roles? (i.e., timekeeper, recorder, etc.)
 - How will decisions be made?
 - What are the expectations for completing tasks? (See suggestions in Working Toward Consensus)
 - What conflict resolution techniques will be adopted?
- If the district is identified on improvement or has schools identified on improvement under No Child Left Behind or if a school is Accredited on Improvement, Conditionally Accredited, or Unaccredited under Quality Performance Accreditation, the following steps are taken:
 - Review Adequate Yearly Progress (AYP) data and discuss state/district requirements
 - Review current practices that:
 - support teachers in becoming high qualified;
 - provide transitions for students between preschool, elementary, middle school, and high school; and
 - encourage parent/family involvement.
- Review *Section B: Factors that Impact School Improvement* by using the First Turn Last Turn Activity.
- Familiarize team with the Integrated Improvement Plans for districts and/or schools.
- Establish timelines for meetings and completing the Integrated Improvement Plan.
- Establish decision-making methods. The National Staff Development Council recommends consensus building and provides step-by-step guides and activities for implementing consensus building methods and developing norms in their publication *Transforming Schools Through Powerful Planning*.



- Review and analyze district beliefs, vision, and mission statements for relevance and alignment with process.

Sample Agendas with Supporting Documentation, continued

Stage 1: Orientation & Readiness

Stage 2: Gather & Organize Data, continued

What are the tasks for the second part of the meeting?

- Thoroughly review assessment data, participation rates, graduation rates, and attendance rates. This data can be found on the Kansas State Department of Education website at <http://www.ksde.org/Default.aspx?tabid=151>. Additional information is found on the Center of Educational Testing and Evaluation's website at <http://www.cete.us/>.
- Identify continuums to complete from the District Integrated Needs Assessment (DINA). These continuums maybe adapted and used at the school level as well. Make plans for administrating the continuums with appropriate stakeholders.
 - Districts and/or schools on watch are encouraged to complete:
 - Leadership;
 - Safe and Caring Environments; and
 - Student Achievement.
 - Districts on improvement are expected to complete **all** continuums at least once each year.

What are assignments for the next meeting?

- Review "What to Collect?" worksheets and establish data collection assignments
- The data coordinator assigns responsibilities for data collection using the "What to Collect" worksheets, including the following data:
 - Achievement;
 - Perceptions;
 - Contextual; and
 - Demographics.
- The data coordinator assigns logistics for data collection and storage.

Sample Agendas with Supporting Documentation, continued

First Turn/Last Turn Activity

HOW MUCH TIME IS NEEDED?

Approximately 30 – 60 minutes.

HOW THE ACTIVITY WORKS

- Divide the Planning Team into 5 small groups.
- Each group will receive copies of one of the following articles: *Research Summary on High Performing Districts*, *The eight-stage planning process for District and Schools*, *Critical Success Factors for School Leaders*, *Multi-Tiered Systems of Support*, *21st Century Learning Skills*.
- Each group is given instructions for First Turn/Last Turn activity and completes the activity.
- Groups are rearranged. At least one person from each of the first groups is in the second group. Each member shares highlights from their first discussion with the second group.

EXPLAINING THE ACTIVITY

First Turn/Last Turn

From *Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry* by Bruce Wellman and Laura Lipton Page 138

1. Read individually. Highlight 2-3 items.
2. In turn – share one of your items – but do not comment on it.
3. Group members comment – in round-robin fashion*- about the item (without cross-talk).
4. The initial person who named the item then shares his or her thinking about the item and takes the last turn, making the final comments.
5. Repeat the pattern around the table.

*Round-robin is a highly structured participation strategy. Group members speak in turns, moving around the table in one direction.

Sample Agendas with Supporting Documentation, continued

Working Toward Consensus

FIST OF FIVE

This process helps teams come to consensus when choosing a topic to pursue further or in choosing a collective course of action to take:

After a list has been generated of possible actions or ideas to pursue, number each item. It is ideal to have a list of no more than five or six. Allow time for each item to be explained. Ask that the explanation be stated by a single person and that the explanation provide any necessary background information for others to understand. Explanations cannot be more than one minute in length. After each item has been explained, ask if anyone would like to participate as an advocate for any of the listed items. As an advocate, your time is limited to two minutes. The advocate must state why this action or idea is important. Do not worry if not all items have an advocate. The group process will support individual opinions.

When all advocates have had their time to share, a collective vote is taken. The facilitator asks the group to look at and consider each item and vote with their hand. Participants will hold up:

- 5 fingers** if they totally agree.
- 4 fingers** if they think it is a good idea and will support it.
- 3 fingers** if they are neutral but will support it.
- 2 fingers** if they do not agree, but will support it.
- 1 finger** if they will not support it.
- Fist** if they will resist – but will help find another resolution.

THUMBS UP/THUMBS DOWN

Use this method in small groups to get a quick reading on group consensus. Be sure to take the time for neutral and thumbs down explanations.

- Thumbs up** if they agree.
- Thumb sideways** if they are neutral – explain why.
- Thumb down** if they disagree – explain reasons for disagreement.

GROUP AGREEMENT SCALE

Use this method two or three times to gauge group support. Make the following voting indicators for each member of the group:

- 3** = total agreement.
- 2** = support idea with reservations.
- 1** = cannot support.
- ?** = need to have more questions answered.

Write statement, concept or action so all group members can see it. Ask everyone to hold up one of their numbers or a question mark. Tally the numbers and fully discuss the questions. Poll again and continue cycle of discussion and voting until highest level of agreement is achieved.

Sample Agendas with Supporting Documentation, continued

Beliefs, Vision and Mission – Creating a Clear and Shared Focus

In high performing districts, staff members find ways to address the underlying reasons and motivations for the work that is done in the central office to support them. Districts vary in the approaches for doing this. At a minimum, district staff must have the opportunity to discuss and create a common understanding of the responsibility to support schools in their role of helping students become productive, educated members of society. Use the following questions as a guide for staff discussion.

BELIEF STATEMENTS

What do we believe is true about the conditions that support learning? What have we seen in schools and classrooms where our students learn best? What is the role of the family in maximizing student learning? How do we go about incorporating new knowledge into our practice?

VISION

Staff members respond to the following question in writing or by creating a group picture on chart paper, "What do we want our district and/or schools support to be for schools, students, their families and our community?" Urge staff to move beyond current limitations and look at the ideal situation. Other questions that can prompt a vision include "I want this district to be a place where..."

MISSION

What are we going to do to ensure that the vision is actualized? This should be a general statement that encompasses all curricular areas and speaks to the entire system's responsibility to support the development and continued growth of effective schools. A mission statement usually incorporates an action verb such as "provide," "pursue" or "create."

Sample Agendas with Supporting Documentation, continued

Beliefs, Vision and Mission – Creating a Clear and Shared Focus, continued

Unpacking Our Mission Statement

1. Write the district mission statement below.
2. Write each individual part of the mission statement and put it in the “what we say” column.
3. Write the evidence that can measure what is said in the mission statement.
4. You may find that you need to gather more evidence to show whether what is said is actually happening within the district.
5. You may also find that the district mission statement does not adequately represent what is happening/what should happen now. If this is the case, create a new one.

WHAT WE SAY	EVIDENCE TO MEASURE IT	EVIDENCE WE NEED

Adapted from "Monitoring Our Mission, Holcomb, E.C. (1999) *Getting Excited About Data: How to Combine People, Passion, and Proof*. Thousand Oaks, CA: Corwin Press.

Sample Agendas with Supporting Documentation, continued

“What to Collect?” Worksheet

Achievement Data - Examples

Indicators in left column list sample data that districts may wish to collect.

Indicator	Who is responsible for getting this data?	What do we want to learn from this data?	What, if any, additional data should we collect for this area?
Kansas Assessment Results: Mathematics & Reading			
Kansas Assessment Results: History/Govt. & Science			
The Kansas State Performance Plan's data			
Local Assessment			
High School: GPAs/Numbers of Students Receiving Ds or Fs in Core Subjects			
District and Individual School AYP Information			

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Sample Agendas with Supporting Documentation, continued

“What to Collect?” Worksheet

Achievement Data

Indicator	Who is responsible for getting this data?	What do we want to learn from this data?	What, if any, additional data should we collect for this area?

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Sample Agendas with Supporting Documentation, continued

“What to Collect?” Worksheet, continued

Perceptions Data - Examples

Indicators in left column list sample data that districts may wish to collect.

Indicator	Who is responsible for getting this data?	What do we want to learn from this data?	What, if any, additional data should we collect for this area?
District Integrated Needs Assessment Data			
Guiding Questions			
Climate Surveys			
Surveys (Parent/Staff)			
Focus Groups			
Technology Survey			
Student Surveys (Communities that Care Survey, Youth Risk Behavior Survey)			
Survey of Enacted Curriculum			

Sample Agendas with Supporting Documentation, continued

“What to Collect?” Worksheet, continued

Perceptions Data

Indicator	Who is responsible for getting this data?	What do we want to learn from this data?	What, if any, additional data should we collect for this area?

Sample Agendas with Supporting Documentation, continued

“What to Collect?” Worksheet, continued

Contextual Data - Examples

Indicators in left column list sample data that districts may wish to collect.

Indicator	Who is responsible for getting this data?	What do we want to learn from this data?	What, if any, additional data should we collect for this area?
Discipline Data			
Parent/Community Partnerships			
Grants			
Parent Attendance at Meetings and Other Events			
Reading/LA Programs			
Math/Science Programs			
Professional Development			
Community Trend Data (CLIKS, JJA, Connect Kansas)			
Funding Sources			

Explore PLAN			
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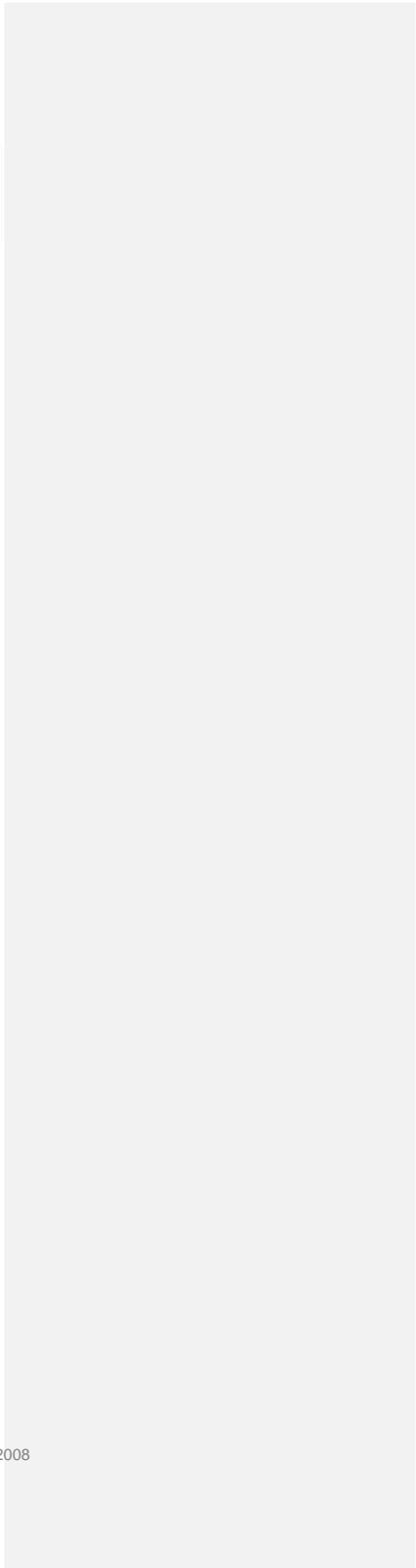
Sample Agendas with Supporting Documentation, continued

“What to Collect?” Worksheet, continued

Contextual Data

Indicator	Who is responsible for getting this data?	What do we want to learn from this data?	What, if any, additional data should we collect for this area?

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Sample Agendas with Supporting Documentation, continued

“What to Collect?” Worksheet, continued

Demographics Data - Examples

Indicators in left column list sample data that districts may wish to collect.

Indicator	Who is responsible for getting this data?	What do we want to learn from this data?	What, if any, additional data should we collect for this area?
School Enrollment Trends			
Free and Reduced Lunch			
Ethnicity, Gender and Special Populations			
Attendance			
Mobility			
Drop Out and Graduation Rates			
Language Proficiency			
Homeless Population			

Migrant Population			
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Sample Agendas with Supporting Documentation, continued

“What to Collect?” Worksheet, continued

Demographics Data

Indicator	Who is responsible for getting this data?	What do we want to learn from this data?	What, if any, additional data should we collect for this area?

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Sample Agendas with Supporting Documentation, continued

Stage 3: Analyze Data

Meeting Two: Planning Team Agenda

The Kansas Improvement Process is inherently flexible, allowing districts to adjust the process, agendas, and/or activities to fit the needs of the district/school. Although this meeting is represented as one session, it could be a series of sessions.

What are the objectives for the second meeting?

Analyze data to identify strengths and challenges of the district and/or school as well as consider their root causes. This includes bringing together data to formulate inferences for making informed decisions about school improvement.

What are the tasks for the first part of the meeting?

- Warm-up and/or team-school activities as appropriate.
- Review which data types have been collected and why.
- Familiarize the district planning team with the collected district and/or school data.
- Introduce the data carousel activity.
- Review Three Tips for Writing Powerful Narrative Statements.
- Complete data carousel activity.
- Determine strengths and challenges using narrative statements/key findings.
- Identify emerging themes.

What are the tasks for the second part of the meeting?

- Debrief the data carousel activity.
- Review the narrative statements/key findings.
 - What, if any, information is missing from the narratives?
 - Note the strengths and discuss how these can be acknowledged and celebrated.
- Identify emerging themes.
 - Regarding challenges, what themes emerged repeatedly in the different data categories?
 - As a team, complete the Emerging Themes Worksheet.
- Prioritize challenges using the Prioritizing Challenges Worksheet.
 - Compile narrative statements/key findings that are designated as challenges.
 - Consider identified emerging themes.
 - Individually prioritize challenges by level of dissatisfaction, by severity and by how much control the district or school has over the particular challenges using the *Prioritize Challenges Worksheet*.
 - One team member tallies all ratings to determine an overall ranking.
- Evaluate the day's activities.
- Determine next steps for meeting three.

Sample Agendas with Supporting Documentation, continued

Data Carousel Activity

There are many ways to do this! The essence of the activity is that the team has a chance to see the data and formulate what they believe are strengths and challenges.

HOW MUCH TIME IS NEEDED?

Approximately 2–3 hours.

HOW THE ACTIVITY WORKS

- Data in four categories is prepared for staff member groups to review at four different stations.
- Each group should not have more than eight people. If your team is collectively more than about 32 persons, the data “stations” should be duplicated, i.e., two stations for each of the four types of data. **Important:** Mix up the groups of team members, so they have the benefit of various perspectives as they consider the data.
- Each group considers the data and writes narrative statements. After approximately 15 minutes, the group looks at a new type of data.

HOW TO PRESENT THE DATA

The packet method – One packet per data type (achievement, perception, contextual, and demographic) placed at each table.

Direct staff members to review the data individually in their small groups. After each person has considered all data, the group discusses strengths and concerns and the recorder writes these key points on two different sheets. At the end of the rotation, the sheets are collected and the group rotates to the next data station (or the data is rotated). This process continues so that each group looks at all types of data.

The large chart method – Data displayed on walls and tables. All data is enlarged so that it is easier to digest and understand. An advantage of this method is that it makes it easier to have conversations about the data.

EXPLAINING THE ACTIVITY

- 1) Each group will consider all the data at a station and information that has been collected for each area. A different type of data is displayed at each station.
- 2) Each group should choose a recorder and a facilitator who will keep you on track.
- 3) The task is to look at all the data sets at the station.
- 4) As a whole group, generate a brief narrative statement about each set of data using the *Narrative Tally Sheets*. Narrative statements should be simple, communicate a single idea about student performance and be non-evaluative. See *Three Tips for Writing Powerful Narrative Statements*.
- 5) After 20 minutes, each group moves on to the next station, first reading what the other group wrote, then creating new and/or modified statements the group agrees on. Groups will have 15 minutes at the second, third, and fourth tables.

Very important! The group should not spend time during this exercise generating solutions or having conversations about how to fix the concerns – this comes later.

Sample Agendas with Supporting Documentation, continued

Data Carousel Activity, continued

DETERMINING WHETHER NARRATIVE STATEMENTS/KEY FINDINGS ARE STRENGTHS, CHALLENGES OR BOTH

When the last rotation is finished, a member of the team should collect the narrative statements for each data category while others take a break, eliminate redundant statements and prepare them for presentation to the team for the next exercise – determining strengths and challenges. When the team regathers, the statements are displayed on an overhead or LCD projector. The whole group agrees on the most accurate statements and then decides if each statement is a strength or a challenge (it may be both!).

Adapted from “Figuring Out What it Means.” Holcomb, E.L. (1999) *Getting Excited About Data: How to Combine People, Passion, and Proof*. Thousand Oaks, CA: Corwin Press.

Sample Agendas with Supporting Documentation, continued

Three Tips for Writing Powerful Narrative Statements

- 1. Keep it simple – communicate a single idea about student performance.**

“Seventh grade reading achievement on the Kansas State Assessments increased 34 percent between 2000 and 2005.”

- 2. Make the narrative statement short and easy to read.**

“The number of English language learners at our school increased from 25 to 45 between 2000 and 2006.”

- 3. Avoid evaluative statements – just describe what you see in the data, not why or what to do about it.**

Sample Agendas with Supporting Documentation, continued

Narrative Statements Worksheet

Achievement Data

<i>Data Source(s):</i>		
<i>Narrative Statement</i>	<i>Strength</i>	<i>Challenge</i>

Sample Agendas with Supporting Documentation, continued

Narrative Statements Worksheet

Perceptions Data

<i>Data Source(s):</i>		
<i>Narrative Statement</i>	<i>Strength</i>	<i>Challenge</i>



Sample Agendas with Supporting Documentation, continued

Narrative Statements Worksheet

Contextual Data

<i>Data Source(s):</i>		
<i>Narrative Statement</i>	<i>Strength</i>	<i>Challenge</i>

Sample Agendas with Supporting Documentation, continued

Narrative Statements Worksheet

Demographic Data

<i>Data Source(s):</i>		
<i>Narrative Statement</i>	<i>Strength</i>	<i>Challenge</i>

Sample Agendas with Supporting Documentation, continued

Emerging Themes Worksheet

Themes	Is it a strength	Is it a challenge?	Most critical	Target Area

Use the answers to these questions to develop goals for your school system.

Sample Agendas with Supporting Documentation, continued

Prioritize Challenges Worksheet

After challenges are identified, have the planning team individually prioritize challenges by how severe, how crucial and how responsive they are, and whether they are within the power of the district to change. Your team can tally individual ratings for each challenge for all planning team members first and then compile all ratings to come up with an overall rating. The highest numbers indicate the highest need.

If possible, recreate an electronic spreadsheet of this page and work through the process using an LCD projector and a laptop computer.

Challenges identified in data carousel activity	How severe? Rate each item 1-5. 5=greatest dissatisfaction with results, i.e., lowest test scores, worst problem.	How crucial? Rate each item 1-5. 5=most important issue, needing most attention.	How responsive? Rate each item 1-5. 5=most important issue, needing most attention.	Individual ratings Tally responses in each box. Totals will range from 3-15. The highest totals indicate highest priorities.	Group ratings Tally responses from all team members. Divide by the total number of members.

Adapted from "Goal Setting Matrix," Holcomb, E.L. (1999) *Getting Excited About Data: How to Combine People, Passion, and Proof*. Thousand Oaks, CA: Corwin Press.

Sample Agendas with Supporting Documentation, continued

Stage 4: Prioritize & Set Goals

Stage 5: Research & Identify Effective Practices, Strategies, Programs, Interventions

Meeting Three: Planning Team Agenda

The Kansas Improvement Process is inherently flexible, allowing districts to adjust the process, agendas, and/or activities to fit the needs of the district/school. Although this meeting is represented as one session, it could be a series of sessions.

What are the objectives for the third meeting?

Determine a manageable set of Specific Measurable Attainable Results-orientated and Time-bound (SMART) goals that will become the focus of improvement efforts district wide and/or school wide.

Identify and select practices, programs, interventions, etc. that incorporate strategies scientifically based in research (SBR) that will assist the school and/or district in reaching their SMART goals. This includes reviewing research on specific SBR strategies and/or networking with schools/districts that have implemented these specific strategies.

What are the tasks for the first part of the meeting?

- Warm-up and/or team-school activities as appropriate.
- Review prioritized challenges.
- Identify areas for system-wide focus. Develop goals that need to be in place to support growth in schools across the district or individual schools, including strategies, interventions, and programs that address the needs of all students.
- Share any district, state and federal goals that are nonnegotiable.
- Draft and prioritize goals.
- Develop a communication plan for sharing the goals with stakeholders.

Sample Agendas with Supporting Documentation, continued

Stage 4: Prioritize & Set Goals

Stage 5: Research & Identify Effective Practices, Strategies, Programs, Interventions continued

What are the tasks for the second part of the meeting?

- Review goals and make minor revisions as necessary.
- Begin researching how the goals will be achieved.
- Decide which methods will be used for studying and selecting Scientifically Based Researched strategies, interventions, and/or programs. Determine whether the team will visit other districts/schools using effective practices.
 - Options for involving the planning team include:
 1. Engage the team in studying and selecting effective practices. With this option, it helps to have the core leadership team track down several resources for each goal. Planning team members can sign up for a group that studies the resources and continues researching action steps for each SMART Goal. The advantage of this approach is that it increases the planning team's awareness and helps build buy-in. A disadvantage is that it requires a large time commitment. Team members can use the *Study Process Planning Grid* and the *Study Teams* form to guide the process and the *District visitation question guide* for investigating other school districts.
 2. The core leadership team documents the research and brings it back to the larger team to reflect upon. This takes less time commitment on behalf of planning team members but makes "buy-in" more difficult. If your district or school is tackling persistently low gains, this strategy may not be the best way to build support for change.
 3. Districts may choose to join with school study teams in researching common goals.
 4. District teams may wish to join other districts that are researching the same topics.
 5. School teams may wish to join other schools that are researching the same topics.

In all cases, the planning team is heavily involved.

Sample Agendas with Supporting Documentation, continued

Writing SMART Goals

“SMART” stands for Specific, Measurable, Achievable, Results Orientated & Relevant and Time-bound, and is a useful reminder of how to write a top quality goal. Here is what it means...

Specific – your goal should have its expected outcome stated as simply, concisely and explicitly as possible. This answers questions such as; how much, for whom, for what?

Measurable – a measurable goal has an outcome that can be assessed and/or measured in some way.

Attainable – an attainable goal has an outcome that is realistic given the current situation, resources and time available. Goal achievement may be more of a “stretch” if the outcome is tough or there is a weak starting position.

Results Orientated & Relevant – a results orientated and relevant goal helps maintain focus on the mission or the “bigger picture.”

Time-bound – a time-bound goal includes realistic timeframes. Sometimes timeframes are imposed. When that is the case, carefully consider what is attainable within the imposed timeframe.

SMART Goal Worksheet: Sample

Specific	There will be significant improvement in all students' (grades K-3) reading comprehension performance
Measurable	On the Kansas State Reading Assessment, the ITBS Reading Assessment K-3, and the District CRT Reading Assessment K-3.
Attainable	This goal is possible in the time and percentage indicated..
Results Orientated & Relevant	85% or more of our students will perform at or above “meet standards” on the Kansas State Reading Assessment at all grade levels in which the assessment is given.
Time-bound	By Spring 2008

Goal: By Spring 2008, 85% or more of our students will perform at or above “meet standards” on the Kansas State Reading Assessment in the 3rd Grade.

Sample Agendas with Supporting Documentation, continued

SMART Goal Worksheet

SMART Goal for _____
Name of School or Name of District

SMART Goal addressing area(s):

Specific	
Measurable	
Attainable	
Results Orientated & Relevant	
Time-bound	

Sample Agendas with Supporting Documentation, continued

Study Process Planning Grid

Goal:

Members:

Steps to Be Taken	Lead Responsibility	Timeline for Completion
Additional Data Analysis:		
Site Visits:		
Advice of Content Specialist:		
Research/Resources:		

Sample Agendas with Supporting Documentation, continued

Study Group Report Form

Date:

Study Group Members:

Goal:

Research Topic:

Learning (What we learned):

Rationale (Why you would use it):

Application (Considerations for putting into practice):

Research Base:

Literature Review

Journal Article

Research Synthesis/Meta Analysis

Other _____

Position Paper

Anecdotal/Opinion

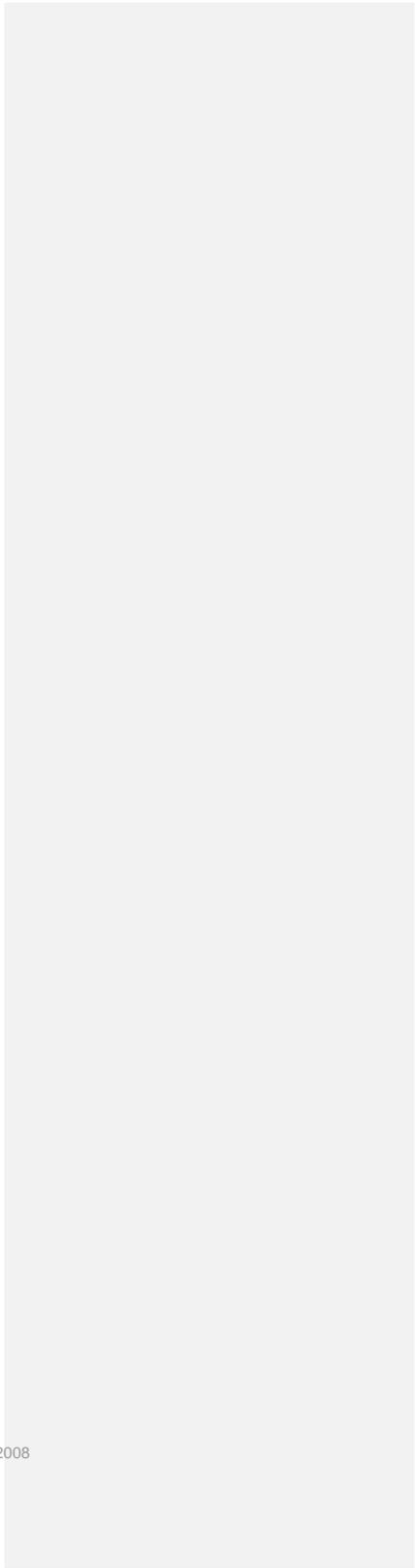
Site Visit Model/Theoretical

Level of Change:

First Order Examples (specific practice, organization, efficiency):

Second Order Examples (ownership, focus, philosophy, systemic):





Sample Agendas with Supporting Documentation, continued

Study Team Recommendations

Describe how the recommendations from each study team were communicated to and discussed by all stakeholders. Insert study group reports.

Sample Agendas with Supporting Documentation, continued

District Visitation Question Guide

District name: _____ Website: _____
Contact person: _____ E-mail: _____ Phone: _____

1. In terms of [specific goal area], what approaches do you think are making the biggest difference in improving student achievement? In what way? Why did you select those approaches?
2. How have you included staff in decision making around the approaches you have put in place?
3. How is success or progress measured at the district level? At the school level? At the classroom level?
4. How has moving to this approach made a difference in teaching practices in your district/school?
5. What is the system the district uses to make transitions for students entering and leaving the district or moving to a new school within the district?
6. What kind of professional development does the district/school provide for staff and families?
7. How has the district/school involved families in strategies that improve student achievement?
8. How have you budgeted your resources to provide for this approach?
9. What surprises did you encounter in your first year of implementation?
10. How do district staff members use assessment to make program and instructional decisions?
11. What role has trust played between the district and other stakeholders? How do you build on that trust?
12. What is the district's/school's system for reevaluating and updating its plan annually?
13. How would you describe the relationship between district and school staff members?
14. What do you see as the greatest opportunities this approach has provided for your staff and students?

Specific observations you want to share:



Sample Agendas with Supporting Documentation, continued

Stage 6: Develop and Implement Plan

Meeting Four: Planning Team

The Kansas Improvement Process is inherently flexible, allowing districts to adjust the process, agendas, and/or activities to fit the needs of the district/school. Although this meeting is represented as one session, it could be a series of sessions.

What are the objectives for meeting one?

Develop and implement an improvement plan that addresses the learning needs of all students. This includes writing an improvement plan that clearly identifies a systematic approach outlining connections between current challenges, SMART goals, identified SBR strategies, staff development, stakeholder involvement, and measures of success.

What are the tasks for the first part of the meeting?

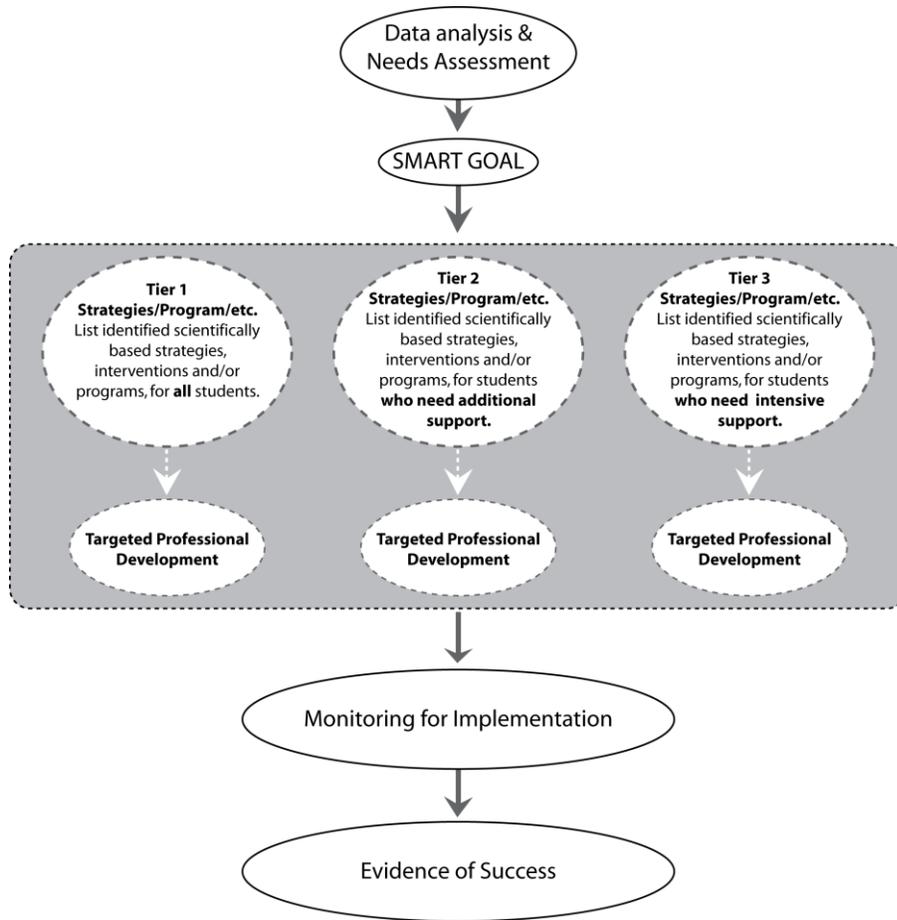
- Warm-up and/or team-school activities as appropriate.
- Review SMART goals.
- Review strategies, interventions, programs, etc. that were researched by the planning team.
- Using established decision-making methods, select strategies, interventions, programs, etc. for each of the SMART Goals.

What are the tasks for the second part of the meeting?

- Create a draft improvement plan using the template in the Integrated Improvement Plan for Districts and/or Schools identifying action steps to accomplish the SMART goal and determine the following for each action step:
 - Person(s) Responsible
 - Resources Needed
 - Timeline
 - Indicators of Success
- Analyze plans using the *Thinking it Through* worksheet.
- Focus on including a multi-tiered system of support in the improvement plan that matches student academic and behavioral needs with instruction/support.
- Establish a plan to monitor implementation of the District and/or school improvement plan(s). One method of monitoring utilizes a Goal Attainment Scale.
- Determine how successes will be acknowledged and celebrated.

Sample Agendas with Supporting Documentation, continued

Integrated Improvement Plan – At a Glance



Sample Agendas with Supporting Documentation, continued

Developing the Integrated Improvement Plan

First Draft: Sometimes a first draft is what it takes to get the creative juices flowing!

- Break into pairs and have each duo fill out in broad terms the *District/School Improvement Plan Template* for one of the goals.
- Pass these drafts to the next pair to edit, review and discuss. Repeat process as appropriate.
- After the drafts rotate back to their original groups, proposed changes and rationale are discussed and incorporated.

Think through the action steps (30 minutes)

- The team as a whole works through the *Thinking It Through Worksheet*. The following questions will be considered:
 - What are the potential disadvantages to this action?
 - Who will be affected?
 - Is there a chance this may be negative or positive?
 - What can occur to ease the potential negative outcomes of this activity?
The planning team should take note of any particular leadership team members who will be heavily impacted and plan how to acknowledge the prospective change in their routines or duties.

Revisit the *Integrated Improvement Plan District/School*

- After “thinking it through,” the core leadership team and others as assigned will complete the district and/or school Integrated Improvement Plan using the draft plan as a guide.
- Discuss and plan for any training necessary for implementation of the action plans.
- Using established decision-making methods, finalize an action plan for each SMART goal with the planning team.
- Decide when and how to share the action plans with broader audiences.

Sample Agendas with Supporting Documentation, continued

Developing the Integrated Improvement Plan, continued

Complete School Improvement Plan template for each SMART goal.

Include the following in the "steps to be taken" column:

- Processes to identify and select research based strategies, interventions, and/or programs that address the needs of Tier 1, Tier 2, and Tier 3 students.
- Processes for the implementation of selected strategies, interventions, and/or programs at each Tier of need.
- Professional development on the strategies, interventions, and/or programs at each Tier of need.

District/School Improvement Plan Template (Sample)

Part A (This section is completed for each SMART Goal identified in Stage 4)

SMART Goal: (Copy SMART Goal from Stage 4)

A Action Steps	B Person(s) Responsible	C Resources Needed	D Target Completion Date	E Actual Completion Date	F Documentation of Completion
1					
2					
3					



Etc.					
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Sample Agendas with Supporting Documentation, continued

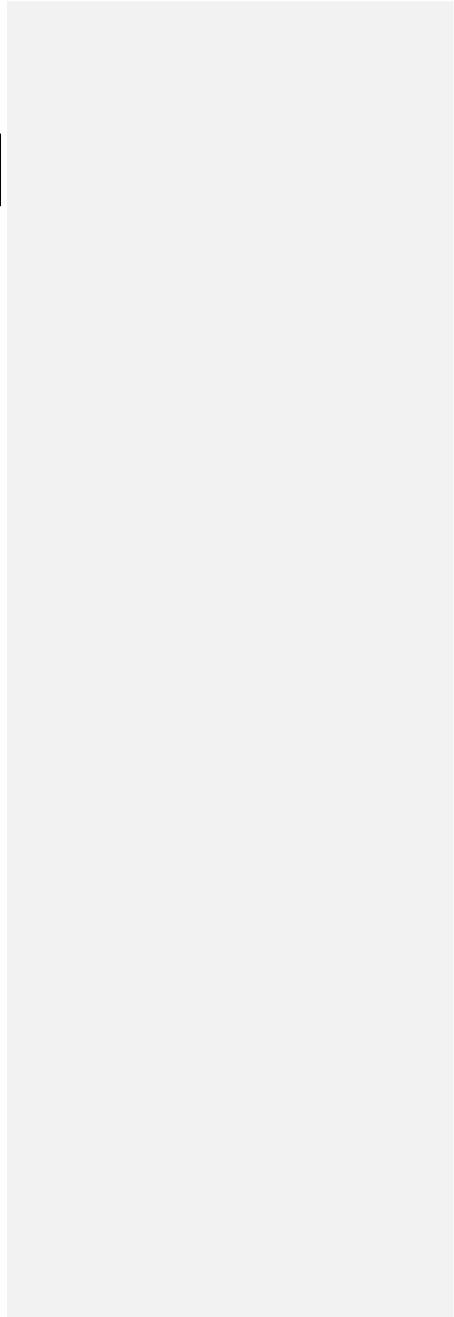
Developing the Integrated Improvement Plan, continued

Part B (staff development to support Part A)

Directions: Review the school's Results-Based Staff Development plan and revise as needed to incorporate the staff development needs as identified in action steps under each of the goals.

Results Based Staff Development					
Staff Development Goals: Based Upon Identified Needs	Staff Development Strategies	Timeline	Person(s) Responsible	Resources (include Personnel & Funding)	Evaluation
Knowledge Level					
Application Level					

Impact Level					
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Sample Agendas with Supporting Documentation, continued

Thinking It Through Worksheet

Directions: Print one chart for each SMART Goal. Referring to the completed Improvement Plan template, write one SMART Goal in the upper left hand box. Write the major action steps to achieve this SMART Goal (from column A of the improvement plan template) in the boxes across the top of the chart. Then discuss each action step using the questions in the left hand column. Write highlights of the discussion in the chart.

Goal Statement: (Print one SMART Goal in this box.)	Action Step: (Write one action step to accomplish the SMART Goal)	Action Plan Step: (Write another action step to accomplish the SMART Goal)	Action Plan Step: (Write another action step to accomplish the SMART Goal)
What are the potential down sides to this action?			
Who will be affected?			
Is there a chance this may be a negative or positive?			
What can occur to ease the potential negative outcomes of this activity?			



Sample Agendas with Supporting Documentation, continued

Coordination/Integration of Programs

Describe how the activities/strategies in this plan coordinate with other district programs, school programs and community-based programs.

Sample Agendas with Supporting Documentation, continued

Implementation: Points to Ponder Worksheet

In support of SMART Goal _____

What current practices will be continued?	Who in the district and/or school will be most affected by the continuation of the practice?	What support will be provided to those individuals?	What resources will be needed?	What systematic changes are needed?
Practice #1				
Practice #2				
Practice #3				
Practice # etc.				



Sample Agendas with Supporting Documentation, continued

Implementation: Points to Ponder Worksheet, continued

In support of SMART Goal _____

What current practices will be discontinued?	Who in the district and/or school will be most affected by the discontinuation of the practice?	What support will be provided to those individuals?	What resources will be freed up?	What systematic changes are needed?
Practice #1				
Practice #2				
Practice #3				
Practice # etc.				

Sample Agendas with Supporting Documentation, continued

Monitoring for Implementation: The Plan (Sample)

List what will be monitored	Person(s) Responsible for Monitoring	Resources Needed (including training)	Monitoring Schedule	Data to be Collected	Schedule for Planning Team to Review the Data



Sample Agendas with Supporting Documentation, continued

Monitoring Implementation: Goal Attainment Scale

Goal Attainment Scale Template

The Goal Attainment Scale is used as a monitoring for implementation tool, which is developed along side the Integrated Improvement Plan. The planning team identifies which action steps are to be monitored with this tool and writes them across the top of the chart. Not all action steps need to be included and some could be combined. Periodically stakeholders are asked to rate progress toward a SMART goal by scoring progress on the identified action steps. The scores are analyzed and used for reflection. For instance, if 60% of the stakeholders reported that action step #1 is "somewhat less than expected," discussion questions could include: What do we imagine were the reasons that 60% responded this way? What would help us move forward from this point? Does the plan need to be adjusted? If so, how? Etc.

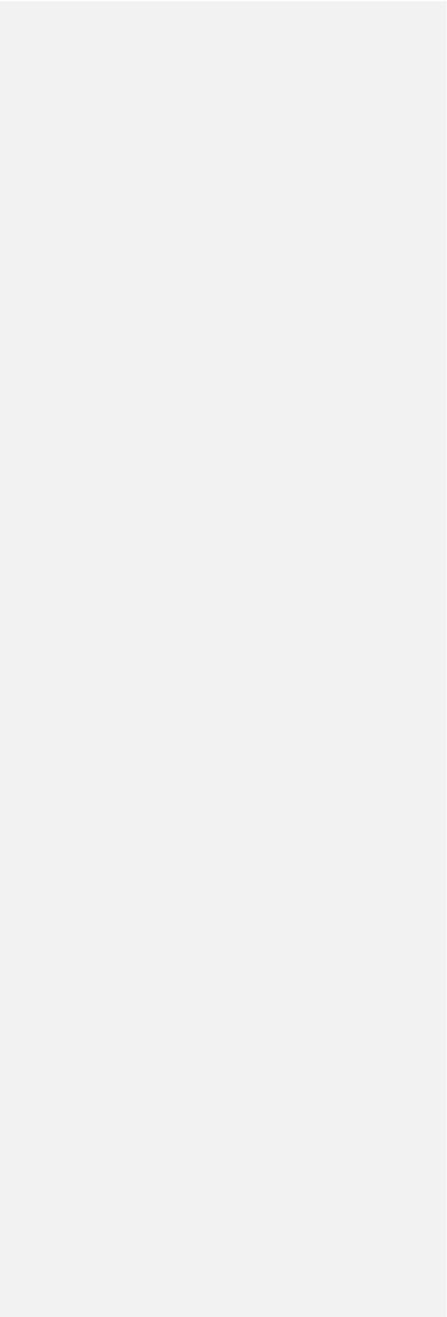
Goal (Write one SMART Goal here):

Directions: Write an "X" beside one of the following scores "-2," "-1," "0," "+1," "+2" for each action step listed across the top of the chart.

Step # (Taken from Column A on the Integrated Improvement Plan)	Action Step # 1:	Action Step # 2:	Action Step # 3:	Action Step # 4:	Action Step # 5	Action Step #6:	Action Step # 7:	Action Step # 8-10:	Action Step # 11:	Action Step # 12:	Action Step # etc.
+2 (Much more than expected)											
+1 (Somewhat more than expected)											
0 (as expected)											
-1 (Somewhat less than expected)											
-2 (Much less than expected)											



Timeline (Taken from Column D on the Integrated Improvement Plan)	0/0/00	0/0/00	0/0/00	0/0/00	0/0/00	0/0/00	0/0/00	0/0/00	0/0/00	0/0/00	0/0/00
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Sample Agendas with Supporting Documentation, continued

Stage 7: Monitor Implementation and Progress

Stage 8: Review and Revise

Subsequent Meetings: Planning Team

The Kansas Improvement Process is inherently flexible, allowing districts to adjust the process, agendas, and/or activities to fit the needs of the district/school.

Districts are encouraged to monitor continuously. Number and frequency of meetings in stages 7 and 8 is determined by the planning team.

What are the objectives for subsequent meetings?

Monitor the implementation of the improvement plan(s). Monitoring includes (1) ensuring the scientifically based and researched strategies are being utilized with students, (2) collecting data on the effectiveness of the strategies, (3) measuring progress against indicators of success, and (4) implementing evaluation procedures.

Conduct ongoing formative and summative evaluation of SBR strategies, staff development, and stakeholder involvement. Review and revision of the plan will allow the school and/or the district to cycle through as many stages of the improvement process as needed to support continuous growth.

What will participants do in the meetings?

- Warm-up and/or team-school activities as appropriate.
- Determine how often the district planning team will meet in order to monitor for implementation of the plan.
- Review improvement plans using the District/School Monitoring for Implementation Tool.
- Determine progress toward the SMART goal(s).
- Identify emerging issues around implementation of the plans.
- Determine methods to address emerging issues as the plan is implemented.
- Determine methods of evaluating the plan, which includes identifying benchmarks.
- Acknowledge and celebrate successes.
- Revise and update district/schools improvement plans as needed.
- Make plans to administer the District Integrated Needs Assessment at least once a year.



Sample Agendas with Supporting Documentation, continued

Examples of Supporting Documentation

- Integrated Improvement Plan for Districts
 - Integrated Improvement Plan for Schools
 - Results Based Staff Development Plans (RBSD)
 - Walk Through District Audits
 - Lesson Plans
 - Curriculum Guides
 - Integrated Improvement Plan for Districts
 - Formative Assessment Data
 - Agenda of Professional Development activities
 - Electronic Data (Room/Walls)
 - Public Forums
 - District Newsletter
 - Agenda of staff briefings
 - Agendas
 - Power Point presentations
 - Board minutes
 - District website
 - District calendar
 - Title I Budget
 - Letters to parents
 - District/School website
 - School budgets
 - Parent/Community liaison
 - Charts, tables, graphs sampling from schools
 - Instructional Coach schedule
 - Newspaper articles
 - Progress reports
 - Minutes of a Professional Learning Community
 - Technical Assistance Plan
 - Professional Development learning protocol
 - [Presentation](#)
-



Sample Agendas with Supporting Documentation, continued

Evaluation Worksheet (Sample)

<p>Goal: By Spring 2008, 85% or more of our students will perform at or above "meet standards" on the Kansas State Reading Assessment in the 3rd Grade.</p> <p>Benchmarks:</p>	<p>Indicator of Success</p>	<p>Evidence</p>
<p>Teacher will have instructional materials aligned to State Standards.</p>	<p>Curriculum was reviewed based on K-12 reading standards.</p>	<p>Comments from the review are attached.</p> <p>Supplemental materials aligned with state standards were provided at all levels.</p>
<p>Teachers will receive comprehensive professional development in reading.</p>	<p>Trained reading coaches were placed in every school, K-12.</p>	<p>50 percent increase in use of research-based reading instruction strategies at high school level as evidenced in walk throughs.</p>

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Sample Agendas with Supporting Documentation, continued

Evaluation Worksheet (Sample)

<u>Goal:</u>		
Benchmark	Indicator of Success	Evidence

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Section D: Sample Agendas without Documentations

What is the purpose of this section?

This section provides sample agendas that a district and/or school could use to work through the stages of the Kansas Improvement Model. Reviewing these agendas provides an overview of the tasks to be accomplished throughout the process. The following section provides these agendas along with directions for activities and worksheets that support the agendas. Following each meeting, the core leadership team will have the information needed to complete the corresponding section of the Integrated Improvement Plan for districts or the Integrated Improvement Plan for schools.

Who uses this section?

The sample agendas are of particular use to the core leadership team as they customize agendas for their planning team and create a schedule of meetings. The sample agendas are intended to be flexible, allowing the core leadership team to make adjustments to fit the needs of the district and/or school. Although meetings are represented as one session, they could be a series of shorter sessions. Reviewing the sample agendas as well as current district/school practices allows the core leadership team to create an improvement process that will support the creation of the Integrated Improvement Plan for districts or schools.

Note on Sample Agendas with supporting documents:

The sample agendas and supporting documents found in this notebook are drawn from the SCHOOL SYSTEM IMPROVEMENT RESOURCE GUIDE: PUTTING IT ALL TOGETHER (revised in 2005) from the Washington State Office of Superintendent of Public Instruction. This guide maybe downloaded from the Washington State Department of Education's web site <http://www.k12.wa.us/SchoolImprovement/SSIRG.aspx>.

Table of Contents

Stage 1 and Stage 2: Planning Meeting One

Stage 3: Planning Meeting Two

Stage 4 and Stage 5: Planning Meeting Three

Stage 6: Planning Meeting Four

Stage 7 and Stage 8: Planning Meeting Five



Sample Agendas without Documentations, continued

Stage 1: Orientation & Readiness

Stage 2: Gather & Organize Data

Meeting One: Planning Team Agenda

The Kansas Improvement Process is inherently flexible, allowing districts to adjust the process, agendas, and/or activities to fit the needs of the district/school. Although this meeting is represented as one session, it could be a series of sessions.

What are the objectives for the meeting?

The goal of this meeting is to develop a level of cooperation and commitment to support changes that will occur as a result of continuous improvement efforts. This includes a common understanding and readiness to orient stakeholders to systematic district and school improvement processes. Attention is also given to understanding the vision/mission of the school and/or district.

Preparing to collect a wide range of data that creates an accurate picture of the current reality for the district and/or school is an objective of this meeting. This includes collecting quantitative and qualitative data to conduct a self-evaluation by each district and/or school.

What are the tasks for the first part of the meeting?

- Participate in warm-up and/or team-building activities as appropriate.
- Discuss the rationale for engaging in a district and/or school improvement process. Consider how change may impact students and staff.
- Develop group norms for meetings.
 - Decide:
 - When will meetings be held?
 - How can the group stay focused?
 - Will team members share roles? (i.e., timekeeper, recorder, etc.)
 - How will decisions be made?
 - What are the expectations for completing tasks? (See suggestions in Working Toward Consensus)
 - What conflict resolution techniques will be adopted?
- If the district is identified on improvement or has schools identified on improvement under No Child Left Behind or if a school is Accredited on Improvement, Conditionally Accredited, or Unaccredited under Quality Performance Accreditation, the following steps are taken:
 - review Adequate Yearly Progress (AYP) data and discuss state/district requirements
 - review current practices that
 - support teachers in becoming high qualified;
 - provide transitions for students between preschool, elementary, middle school, and high school; and
 - involve parent/family involvement.
- Review *Section B: Factors that Impact School Improvement* by using the First Turn Last Turn Activity.
- Familiarize team with the Integrated Improvement Plans for districts and/or schools.
- Establish timelines for meetings and completing the Integrated Improvement Plan.
- Establish decision-making methods. The National Staff Development Council recommends consensus building and provides step-by-step guides and activities for implementing consensus building methods and developing norms in their publication *Transforming Schools Through Powerful Planning*.



- Review and analyze district beliefs, vision, and mission statements for relevance and alignment with process.



Sample Agendas without Documentations, continued

Stage 1: Orientation & Readiness

Stage 2: Gather & Organize Data, continued

What are the tasks for the second part of the meeting?

- Thoroughly review assessment data, participation rates, graduation rates, and attendance rates. This data can be found on the Kansas State Department of Education website at <http://www.ksde.org/Default.aspx?tabid=151>. Additional information is found on the Center of Educational Testing and Evaluation's website at <http://www.cete.us/>.
- Identify continuums to complete from the District Integrated Needs Assessment (DINA). These continuums may be adapted and used at the school level as well. Make plans for administrating the continuums with appropriate stakeholders.
 - Districts and/or schools on watch are encouraged to complete
 - Leadership;
 - Safe and Caring Environments; and
 - Student Achievement.
 - Districts on improvement are expected to complete **all** continuums at least once each year.

What are assignments for the next meeting?

- Review "What to Collect?" worksheets and establish data collection assignments.
- The data coordinator assigns responsibilities for data collection using the "What to Collect" worksheets, including the following data:
 - achievement
 - perceptions
 - contextual
 - demographics
- The data coordinator assigns logistics for data collection and storage.



Sample Agendas without Documentations, continued

Stage 3: Analyze Data

Meeting Two: Planning Team Agenda

The Kansas Improvement Process is inherently flexible, allowing districts to adjust the process, agendas, and/or activities to fit the needs of the district/school. Although this meeting is represented as one session, it could be a series of sessions.

What are the objectives for the second meeting?

The goal of this meeting is to analyze data to identify strengths and challenges of the district and/or school as well as consider their root causes. This includes bringing together data to formulate inferences for making informed decisions about school improvement.

What are the tasks for the first part of the meeting?

- Warm-up and/or team-school activities as appropriate.
- Review which data types have been collected and why.
- Familiarize the district planning team with the collected district and/or school data.
- Introduce the data carousel activity.
- Review Three Tips for Writing Powerful Narrative Statements.
- Complete data carousel activity.
- Determine strengths and challenges using narrative statements/key findings.
- Identify emerging themes.

What are the tasks for the second part of the meeting?

- Debrief the data carousel activity.
- Review the narrative statements/key findings.
 - Identify what, if any, information is missing from the narratives.
 - Note the strengths and discuss how these can be acknowledged and celebrated.
- Identify emerging themes.
 - Regarding challenges, identify what themes emerged repeatedly in the different data categories.
 - As a team, complete the Emerging Themes worksheet.
- Prioritize challenges using the Prioritizing Challenges worksheet.
 - Compile narrative statements/key findings that are designated as challenges.
 - Consider identified emerging themes.
 - Individually prioritize challenges by level of dissatisfaction, by severity and by how much control the district or school has over the particular challenges using the *Prioritize Challenges Worksheet*.
 - One team member tallies all ratings to determine an overall ranking.
- Evaluate the day's activities.
- Determine next steps for meeting three.



Sample Agendas without Documentations, continued

Stage 4: Prioritize & Set Goals

Stage 5: Research & Identify Effective Practices, Strategies, Programs, Interventions

Meeting Three: Planning Team Agenda

The Kansas Improvement Process is inherently flexible, allowing districts to adjust the process, agendas, and/or activities to fit the needs of the district/school. Although this meeting is represented as one session, it could be a series of sessions.

What are the objectives for the third meeting?

The goal of this meeting is to determine a manageable set of Specific Measurable Attainable Results-orientated and Time-bound (SMART) goals that will become the focus of improvement efforts district wide and/or school wide.

Another goal of this meeting is to identify and select practices, programs, interventions, etc. that incorporate strategies scientifically based in research (SBR) that will assist the school and/or district in reaching their SMART goals. This includes reviewing research on specific SBR strategies and/or networking with schools/districts that have implemented these specific strategies.

What are the tasks for the first part of the meeting?

- Warm-up and/or team-school activities as appropriate.
- Review prioritized challenges.
- Identify areas for system-wide focus. Develop goals that need to be in place to support growth in schools across the district or individual schools, including strategies, interventions, and programs that address the needs of all students.
- Share any district, state and federal goals that are nonnegotiable.
- Draft and prioritize goals.
- Develop a communication plan for sharing the goals with stakeholders.



Sample Agendas without Documentations, continued

Stage 4: Prioritize & Set Goals

Stage 5: Research & Identify Effective Practices, Strategies, Programs, Interventions, continued

What are the tasks for the second part of the meeting?

- Review goals and make minor revisions, as necessary.
- Begin researching how the goals will be achieved.
- Decide which methods will be used for studying and selecting SBR strategies, interventions, and/or programs. Determine whether the team will visit other districts/schools using effective practices.

Options for involving the planning team include the following:

1. Engage the team in studying and selecting effective practices. With this option, it helps to have the core leadership team identify several resources for each goal. Planning team members can join a group that studies the resources and continues researching action steps for each SMART goal. The advantage of this approach is that it increases the planning team's awareness and helps build buy-in. A disadvantage is that it requires a large time commitment. Team members can use the *Study Process Planning Grid* and the *Study Teams* form to guide the process and the *District Visitation Question Guide* to investigate other school districts.
2. The core leadership team documents the research and brings it back to the larger team for investigation. This option takes less time for planning team members but makes "buy-in" more difficult. If a district or school is tackling persistently low gains, this strategy may not be the best way to build support for change.
3. Districts may choose to join with school study teams in researching common goals.
4. District teams may wish to join other districts that are researching the same topics.
5. School teams may wish to join other schools that are researching the same topics.

In all cases, the planning team is heavily involved.



Sample Agendas without Documentations, continued

Stage 6: Develop and Implement Plan

Meeting Four: Planning Team

The Kansas Improvement Process is inherently flexible, allowing districts to adjust the process, agendas, and/or activities to fit the needs of the district/school. Although this meeting is represented as one session, it could be a series of sessions.

What are the objectives for the fourth meeting?

A goal of this meeting is to develop and implement an improvement plan that addresses the learning needs of all students. This includes writing an improvement plan that clearly identifies a systematic approach outlining connections between current challenges, SMART goals, identified SBR strategies, staff development, stakeholder involvement, and measures of success.

What are the tasks for the first part of the meeting?

- Warm-up and/or team-school activities as appropriate.
- Review SMART goals.
- Review strategies, interventions, programs, etc. that were researched by the planning team.
- Using established decision-making methods, select strategies, interventions, programs, etc. for each of the SMART goals.

What are the tasks for the second part of the meeting?

- Using the template in the Integrated Improvement Plan for Districts and/or Schools, identify the action steps to accomplish the SMART Goal and determine the following for each action step:
 - Person(s) Responsible
 - Resources Needed
 - Timeline
 - Indicators of Success
- Analyze plans using the plan rubrics.
- Determine and plan for professional development needs of the planning team to support implementation of the improvement plan(s).
- Focus on including a multi-tiered system of support in the improvement plan that matches student academic and behavioral needs with instruction/support.
- Determine methods to monitor implementation of the District and/or school improvement plan(s).
- Determine benchmarks for attaining the goal and indicators of success for each benchmark.



Sample Agendas without Documentations, continued

Stage 7: Monitor Implementation and Progress

Stage 8: Review and Revise

Subsequent Meetings: Planning Team Agenda

The Kansas Improvement Process is inherently flexible, allowing districts to adjust the process, agendas, and/or activities to fit the needs of the district/school.

Districts are encouraged to monitor continuously. Number and frequency of meetings in stages 7 and 8 is determined by the planning team.

What are the objectives for subsequent meetings?

A goal of these meetings is to monitor the implementation of the improvement plan(s). Monitoring includes (1) ensuring the scientifically based and researched strategies, interventions, and/or programs are being utilized with students, (2) collecting data on the effectiveness of the strategies scientifically based in research, (3) measuring progress against indicators of success, and (4) implementing evaluation procedures.

Conduct ongoing formative and summative evaluation of SBR strategies, staff development, and stakeholder involvement. Review and revision of the plan will allow the school and/or the district to cycle through as many stages of the improvement process as needed to support continuous growth.

What are the tasks for these meetings?

- Warm-up and/or team-school activities as appropriate.
- Review improvement plans using the District/School Monitoring for Implementation Tool.
- Determine progress toward the SMART goal(s).
- Identify emerging issues around implementation of the plans.
- Determine methods to address emerging issues as the plan is implemented.
- Make a plan for acknowledging and celebrating successes.
- Determine how often the district and/or school planning team will meet in order to monitor for implementation of the plan.
- Revise and update district/schools improvement plans as needed.
- Make plans to administer the District Integrated Needs Assessment at least once a year.



Integrated Improvement Plan Template for schools on improvement for Title I and QPA

KANSAS STATE DEPARTMENT OF EDUCATION
Integrated Improvement Plan

USD Number Name	District Name Building Grade Span	Building Number	Building
--------------------	--------------------------------------	-----------------	----------

School Address Fax Number	City E-Mail	Zip Code	Telephone Number
------------------------------	----------------	----------	------------------

Date Submitted

Date used for official data collection (_____ - _____ - _____) <div style="text-align: center; font-size: small;"> _____ Month Day Year </div> Percent of Low Income _____ Total Number of Students Enrolled in Building _____ Total number of Low Income Students _____
--

Schools on improvement for QPA are eligible to utilize the Expected Gains formula when they submit their plan to KSDE and attend a state sponsored Integrated Improvement Plan review. When a school meets expected gains for two consecutive years the accreditation status improves. **Using Expected Gains formula will not impact Title I On Improvement status.**

MARK THE SELECTION THAT APPLIES

The school has applied to utilize the Expected Gains formula.

The school has not applied to utilize the Expected Gains formula.

ASSURANCES:

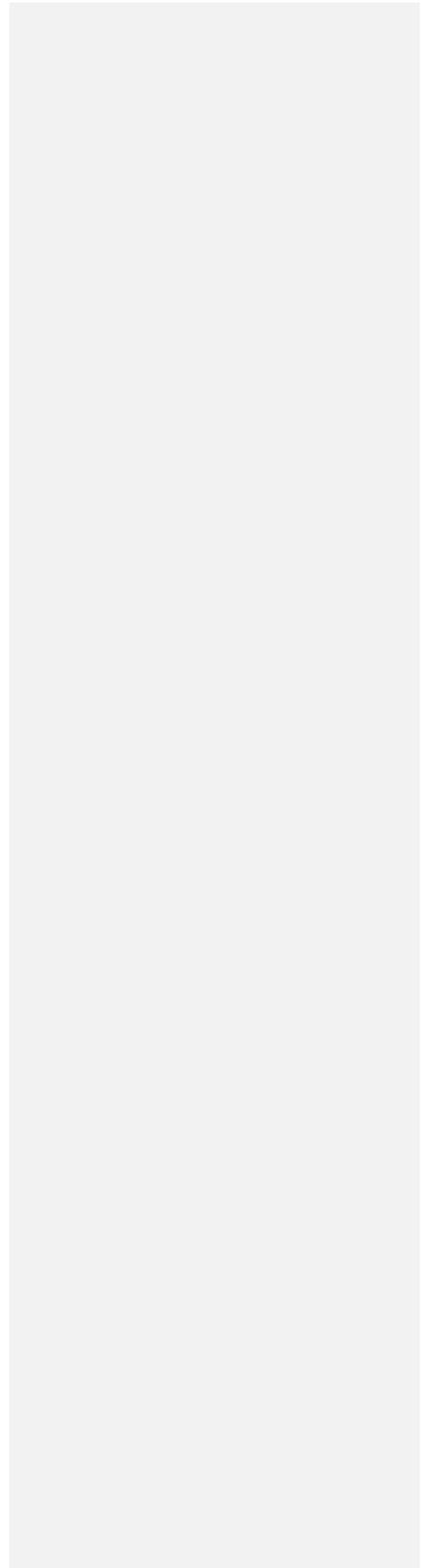
A peer review committee or representatives from the district has reviewed and approved this Integrated Improvement Plan.

The district assures that the Title I school will spend at least 10% of its Title I allocation for high quality professional development to address the academic issues that contributed to the school being identified for improvement.

The district assures that the school has reviewed the District State Performance Plan report (SPP)

The district assures that a State Technical Assistance Team (STAT) has been identified for the school and will be utilized.

District signatures represent agreement to all assurances marked and that the plan has been reviewed and approved at the district level. Signature of KSDE official represents plan has been reviewed and approved in meeting all required criteria.



External Technical Assistance Team

Directions: List the name of the individuals who will serve on the External Technical Assistance Team (ETAT) with their contact information. Additional rows may be added to this chart as needed.

ETAT Membership should be selected based on the skills and knowledge necessary to support the school's identified areas of improvement. More information can be located in the QPA Manual under Quality Criteria Two.

Requirements:

- Each school will select the membership of the ETAT
- The local board approves the ETAT
- An ETAT may serve more than one school in a district
- ETAT members may be affiliated with the district
- Members are not to be affiliated with the school (not even as itinerant personnel)
- A NCA team may be used as the ETAT
- The school and ETAT members determine the frequency of the external team visits

External Technical Assistance Team (ETAT)			
Identify area(s) of expertise of each individual. Note requirements above. Place an * beside the chairperson for this ETAT team	Name	Email address	Phone Number

State Technical Assistance Team

Directions: List the name of the individuals who will serve on the State Technical Assistance Team (STAT) with their contact information. Add as many rows to this chart as needed.

*If a school is on improvement for QPA and/or on improvement for Title I, membership **must include at least two individuals** with expertise in the areas(s) resulting in the school being on improvement **and** needs to include one or more of the following:*

- *Highly qualified or distinguished teachers and principals,*
- *Pupil services personnel,*
- *Parents,*
- *Representatives of Institutions of Higher Education,*
- *Representatives of regional educational laboratories or comprehensive regional technical assistance centers,*
- *Representatives of outside consultant groups.*

Requirements:

The STAT team is assigned to the school until the school either attains accredited status or is not accredited. A STAT may serve more than one school in a district. More information can be located in the QPA Manual under State Technical Assistance.

State Technical Assistance Team (STAT)			
Identify area(s) of expertise of each individual. Note requirements in the directions. Place an * beside the chairperson for this STAT team	Name	Email address	Phone Number

Stage 1: Orientation & Readiness

Stage 1 of this document is to be filled out following the completion of stage 1 of the Kansas Improvement Model.

Refer to the Kansas Improvement Notebook Section C: Planning Meeting 1.

Directions: List the names of the individuals who will serve on the school planning team with their contact information. Add as many rows to this chart as needed. **The roles in bold are required.** It is also required that 1) one person fill no more than two roles on the team and 2) no more than one of the asterisked roles may be filled by an employee of the school district

School Planning Team			
Role	Name	Email address	Phone Number
Superintendent or Representative			
Principal or Principals' Representative (Each building on improvement is represented on the district team)			
Site Council Member*			
Community Member*			
Family/Parent Representative*			
General Education Teacher			
Counselor, Social Worker, etc.			
Special Education Educator			
Local Consolidated Plan Contact			
Teacher of English Language Learners			
Title 1 Representative (if applicable)			
Other			

Stage 1: Orientation & Readiness continued

Adopted Improvement Process

Describe the process that will be used to develop and maintain this plan.

Highly Qualified and Fully Licensed

List the school's professional development that supports teachers in becoming highly qualified as defined by *NCLB* and fully licensed in Kansas.

List strategies the school uses to attract highly qualified, fully licensed teachers.

List strategies the school uses to ensure paraprofessionals meet the qualifications of highly qualified.

List strategies the school uses to incorporate a teacher mentoring program as part of its professional development program.

Transitions

Describe the strategies for assisting preschool children in the transition from early childhood programs, such as preschool, Head Start, or Early Reading First to local elementary school programs. *(If applicable)*

Describe the strategies used for assisting elementary students in the transition from elementary school to middle school. *(If applicable)*

Describe the strategies for assisting middle school students in the transition from middle school to high school. *(If applicable)*

Describe the strategies for assisting high school students in the transition from high school to post secondary education or work. *(If applicable)*

Parent/Family involvement

See Next Page

Stage 1: Orientation & Readiness continued

The National Standards for Family School Partnerships are a comprehensive guideline that schools can use to determine how successful they are implementing family school community partnerships. More information can be found at www.pta.org for assistance on specific strategies.

Directions: Mark the standard(s) the district is using to promote effective parent/family involvement.

For each of the selected standards:

- List strategies the school is using to promote effective parent/family involvement.
- List strategies the school is using to monitor the implementation of parental/family involvement.

1. Welcoming all families into the school community

Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

2. Communicating effectively

Families and school staff engage in regular, meaningful communication about student learning.

3. Supporting Student Success

Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

4. Speaking up for every Child

Families are empowered to be advocates for their own children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

5. Sharing Power

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices and programs.

6. Collaborating with Community

Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

Stage 2: Gather & Organize Data

Stage 3: Analyze Data (includes finding from data analysis and identifying root causes)

Stages 2 and 3 of this document are to be filled out following the completion of stages 2 and 3 of the Kansas Improvement Model.

See the Kansas Improvement Notebook Stages 2 & 3 for instructions to the Data Carousel Activity which results in the school planning teams' determination of key findings. Examples of Achievement Data, Perception Data, Contextual Data, and Demographic Data are also found in Stages 2 and 3 in the Kansas Improvement Notebook.

Identify the needs assessment instrument that will guide data collection and explain the process for review by the school planning team.

Identify the data types that were collected. *Can the data be organized into qualitative and quantitative data types? The data sources may include:

- a. Achievement Data including review of formative as well as summative data
- b. Perception Data
- c. Contextual Data
- d. Demographic Data

Write one to three sentences that capture the key findings under each of the following areas.

Explain the process for data analysis. Has enough data been gathered to start a discussion by the planning team?

From the data analysis:

1. **Identify** the planning team's assessment of the strengths and their root cause(s).
2. **Identify** the planning team's assessment of the challenges and their root cause(s).

These findings will guide the planning, development and implementation of the Integrated Improvement Plan

*Do the findings provide direction for content instructional change?

*Are statements listed to guide the staff in the identification of scientifically based research strategies which may address the root cause?

*Do the findings provide direction for staff or professional development needs?

* Discussion point

Stage 4: Prioritize & Set SMART Goals

Stage 4 of this document is to be filled out following the completion of stage 4 of the Kansas Improvement Model. Refer to the Kansas Improvement Notebook Section C: Planning Meeting Three. When writing SMART Goals consider the following:

- A purpose of improvement plans are to ensure that **each** student meets or exceeds high academic and behavioral standards.
- Research indicates that systemic approaches to school improvement are essential to sustainable progress.

Meeting the 2014 AYP targets for reading and math is the long term goal of each school and district in the state of Kansas. The written SMART goals will guide the schoolwide program planning and implementation. Write:

- **One SMART Goal must focus on each student meeting or exceeding Mathematic Standards. The plan should include action steps (See Stage 6 Part A) to improve student achievement for each sub group who is not meeting Mathematics Standards during the next two years.**
- **One SMART Goal must focus on each student meeting or exceeding Reading Standards. The plan should include action steps to improve student achievement for each sub group who is not meeting Reading Standards during the next two years.**
- **One or more SMART Goal(s) must focus on the areas of deficiencies for Quality Performance Accreditation (QPA).**

*Is it clear that the SMART Goal(s) were written as a result of the process: needs assessment, data analysis, and available resources in the school, district, and community?

Mathematics SMART Goal(s):

Reading SMART Goal(s):

*Discussion Point

Stage 5: Research & Identify Scientifically Based Research Strategies & Practices

Stage 5 of this document is to be filled out following the completion of stage 5 of the Kansas Improvement Model. Refer to the Kansas Improvement Notebook Section C: Planning Meeting Three. The action for each tier should relate back to the SMART Goal(s). The tiers should create a systemic approach for the building or district. The professional development needs will also stem from each tier.

More information on MTSS can be located at www.kansasmtss.org.

SMART GOAL(s): (Complete Stages 5 and 6 for the named deficiency; then mathematics; then reading; then other)

Name the core content program and list identified scientifically based strategies and interventions that have the greatest likelihood of bringing about positive student achievement for **all students** to meet the SMART Goal(s).

What assessment instrument will measure student progress? (e.g., Tier 1 of the Multi-Tiered Systems of Support)

What is the research base to support the identified strategies or interventions?

Express why these strategies have the likelihood of bringing about positive achievement for all students?

Name the targeted content program and list identified scientifically based strategies and interventions that have the greatest likelihood of bringing about positive student achievement for students **who need additional support** to meet the SMART Goals.

What assessment instrument will used to measure student progress?
(e.g., Tier 2 of the Multi-Tiered Systems of Support)

What is the research base to support the identified strategies or interventions?

Express why these strategies have the likelihood of bringing about positive achievement for all students?

Name the intensive content program and list identified scientifically based strategies and interventions that have the greatest likelihood of bringing about positive student achievement for students **who need intensive support** to meet the SMART Goals.

What assessment instrument will be used to measure student progress? (e.g., Tier 3 of the Multi-Tiered Systems of Support)

What is the research base to support the identified strategies or interventions?

Express why these strategies have the likelihood of bringing about positive achievement for all students?

Stage 6: Develop & Implement the Integrated Improvement Plan and the Research-Based Staff Development Plan

Stage 6 of this document is to be filled out following the completion of stage 6 of the Kansas Improvement Model. Refer to the Kansas Improvement Notebook Section C: Planning Meeting Four.

Part A (This section is completed for each SMART Goal identified in Stage 4) Include specific action steps to address student groups not making AYP.

SMART Goal: (Copy SMART Goal from Stage 4)

A Action Steps Tied to SMART Goal	B Person(s) Responsible	C Resources Needed	D Target Completion Date	E Actual Completion Date	F Documentation of Completion
1					
2					
3					
Etc.					

Stage 6: Develop & Implement the Integrated Improvement Plan and the Research-Based Staff Development Plan, continued

Part B (staff development to support Part A). More information can be located in the QPA Manual under Quality Criteria Four and the Kansas Professional Development Guidelines.

Directions: Review the school's Results-Based Staff Development plan and revise as needed to incorporate the staff development needs as identified in action steps under each of the goals. * **What will staff need to know or be able to do to implement action steps?**

Results Based Staff Development					
Staff Development Goals: Based Upon Identified Needs	Staff Development Strategies	Timeline	Person(s) Responsible	Resources (include Personnel & Funding)	Evaluation
Knowledge Level What do we know now that we did not know before?					
Application Level What are we doing now that we did not do before?					
Impact Level What results are we getting that we did not get before?					

Part C

Describe how all teachers will be involved in using data to provide information to improve individual student achievement and strengthen the overall instructional program.

Describe extended opportunities to learn and/or additional time that the school has in place to help ensure that all students are achieving academically in reading and mathematics. (Examples may include after school programs, summer school program, etc.)

Describe how the school will coordinate federal, state, and local services used to support this Integrated Improvement Plan for Schools.

Describe how federal, state, and local funds will be coordinated to support this Integrated Improvement Plan for Schools.

Stage 7: Monitor Implementation & Progress

Stage 7 of this document is to be filled out following the completion of stage 7 of the Kansas Improvement Model. Refer to the Kansas Improvement Notebook Section C: Subsequent Planning Meetings.

Describe the process that the district and/or school will use to monitor the implementation of this plan.
Name:

- Who will participate in the review?
- What will be reviewed (i.e., both qualitative and quantitative data)?

*Guiding questions for the review process discussion:

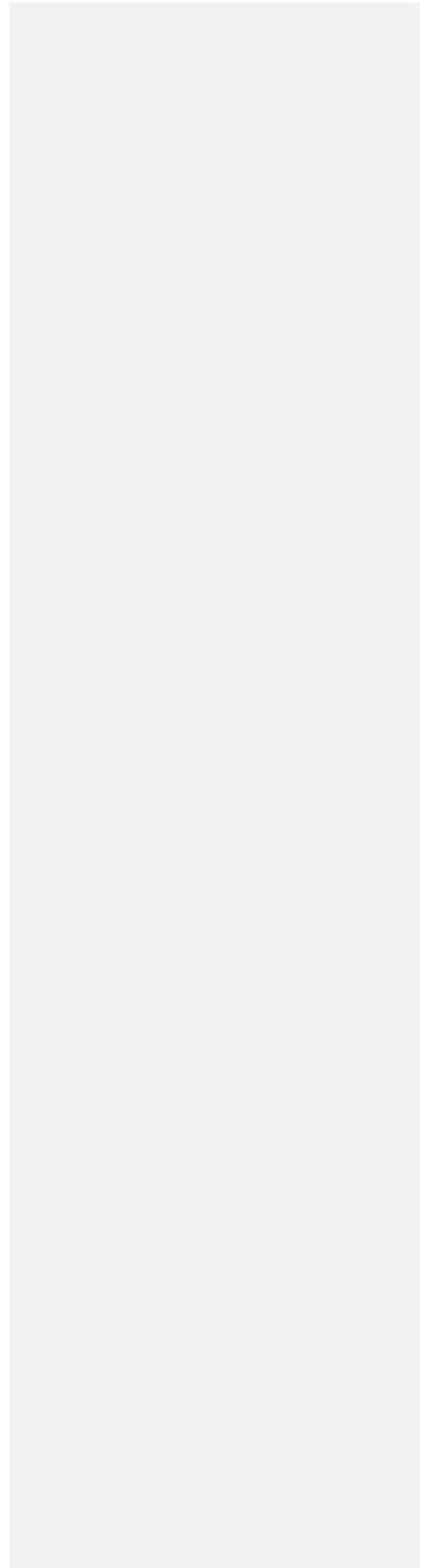
- To what extent is the plan being followed?
- Is the plan effective? If the plan is not effective, what revisions are needed?

Identify the timeline of the process to ensure movement to the next cycle (e.g., quarterly, by semester, annually, etc.).

*Discussion Point

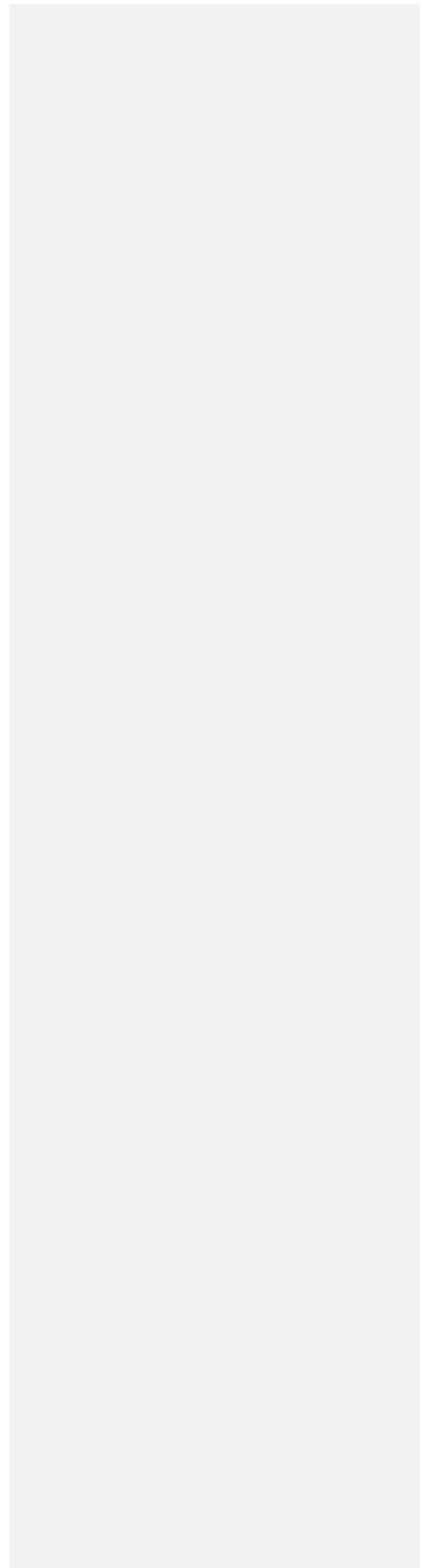
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APPENDIX E:
MTSS Innovation Configuration Matrix



Please find the link for the Multi Tier System of Support Innovation Configuration Matrix which will be used to assess a district and school's capacity.

<http://www.kansasmstss.org/resources.htm>



APPENDIX F:
School Leading Indicator Report

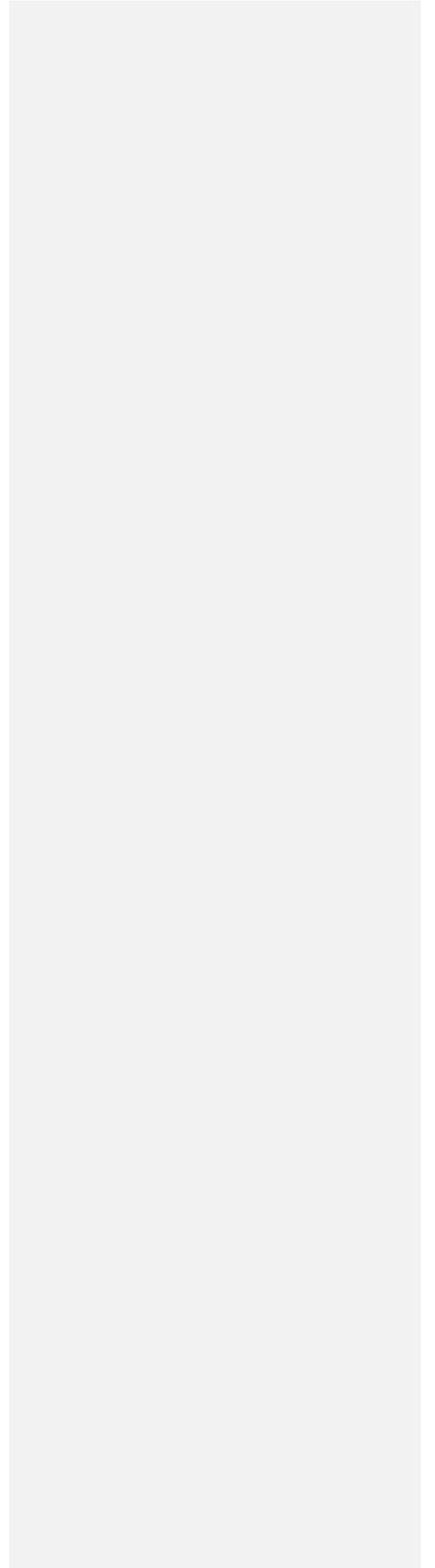
School Leading Indicator Report

USD Number & Name _____ Name of School _____ Grade Span _____
 Building Number _____

Indicator	Year 1 (Baseline)	Year 2	Year 3	Year 4
1. Number of minutes within the school year.				
2. Student participation rate on State Assessments in reading/language arts in mathematics by student subgroup				
3. Students proficient or above in reading				
4. Students proficient or above in math				
5. Dropout rate				
6. Student attendance rate				
7. Number and percentage of students completing advanced course work				
AP	/	/	/	/
IB	/	/	/	/
Early College High Schools	/	/	/	/
Dual enrollment classes	/	/	/	/
8. Discipline Incidents				
✓ Weapon Incidents-OSS				
✓ Weapon Incidents-Exp				
✓ Illicit Drug Incidents-OSS				
✓ Illicit Drug Incidents-Exp				
✓ Alcohol Incidents-OSS				
✓ Alcohol Incidents-Exp				

✓ Violent Incidents with injury OSS				
✓ Violent Incidents with injury Exp				
✓ Violent Incidents without injury OSS				
✓ Violent Incidents without injury Exp				
9. Truants				
10. Distribution of teachers by performance level on the LEA's teacher evaluation system				
11. Teacher Attendance Rate				

**APPENDIX G:
KSDE School and District Report Card
(Sample)**



Sample

Kansas State Department of Education

Current Accreditation Status: Accredited

Report Card

ADEQUATE YEARLY PROGRESS

Adequate Yearly Progress (AYP) is a method for determining if schools, districts and the state have made adequate progress in improving student achievement. AYP is based on participation and performance on state assessments, as well as attendance rates for elementary and middle schools, and, for high schools, graduation rates. For the 2008-2009 school year, this school did make AYP. More information on this school's performance on the AYP measures is provided below.

Student Group	Reading		Math		Additional Academic Indicators	
	% Prof. & Above Goal: 79.7%	% Tested Goal: 85%	% Prof. & Above Goal: 77.8%	% Tested Goal: 85%	Grad Rt. High Sch. Goal: 75% or Improve	Attend Rt. Goal: 90%
All Students	81.5%	100.0%	76.4%	100.0%	0.0%	94.3%
Free & Reduced Lunch	79.4%	100.0%	73.1%	100.0%	N/A	N/A
Students with Disabilities	89.4%	100.0%	55.1%	100.0%	N/A	N/A
English Language Learners	80.6%	100.0%	80.6%	100.0%	N/A	N/A
African-Americans	83.7%	100.0%	82.8%	100.0%	N/A	N/A
Hispanics	86.0%	100.0%	84.2%	100.0%	N/A	N/A
Whites	79.7%	100.0%	77.7%	100.0%	N/A	N/A
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A
American Indians	N/A	N/A	N/A	N/A	N/A	N/A
Multi-ethnic & Undeclared	N/A	N/A	N/A	N/A	N/A	N/A

DEMOGRAPHICS

Race/Ethnicity	Bldg	Dist	State
African Americans	15.7	10.8	7.9
Hispanics	18.8	23.3	13.1
Whites	54.5	54.1	70.4
Other	11.0	11.6	8.6

Economically Disadvantaged Students

	Bldg	Dist	State
Economically Disadvantaged	72.4	65.2	42.8
Non-Economic Disadvantaged	27.6	34.8	57.2

Migrant Students

	Bldg	Dist	State
Migrant Students	0.0	0.0	0.6
Non-Migrant Students	100.0	100.0	99.4

TOTAL ENROLLMENT

Building: 484 District: 4,074 State: 488,195

DEMOGRAPHICS

English language Learners	Bldg	Dist	State
ELL Students	12.1	13.0	8.4
Non-ELL Students	87.9	87.0	91.6

Gender	Bldg	Dist	State
Male	49.4	49.7	51.5
Female	50.6	50.3	48.5

Attendance	Bldg	Dist	State
2008	93.9	92.4	94.7
2009	94.3	92.6	94.9

Students with Disabilities	Bldg	Dist	State
Students with Disabilities	9.9	10.7	13.5
Students without Disabilities	90.1	89.3	86.5

TEACHER QUALITY

Qualification	School
Fully Licensed	92.85%
Not Fully Licensed	7.14%

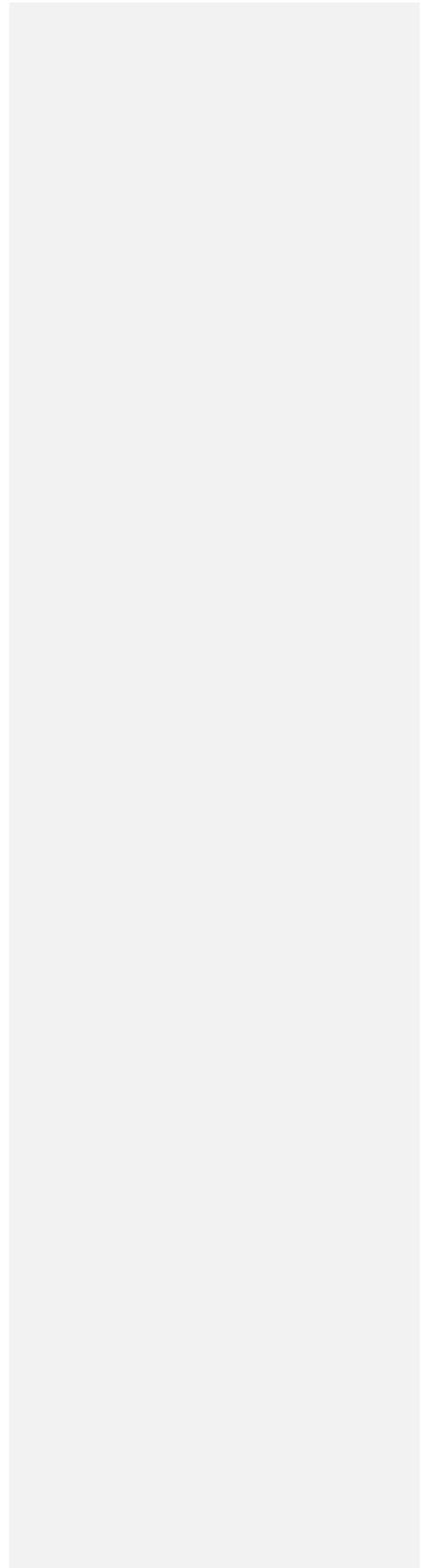
% Not Fully Licensed Teachers	School
Not Licensed	0.00%
Not Qualified	0.00%
Provisional	3.57%
Waiver	1.00%

Core Content Classes	School
Not Taught by Highly Qualified	8.00%
Taught by Highly Qualified	92.00%

% of Core Classes Taught by Highly Qualified Teachers	School	District	State
Elementary	95.45%	95.76%	98.46%
English Language Arts	100.00%	100.00%	94.34%
ESL/Bilingual	100.00%	86.66%	81.96%
Fine Arts	100.00%	100.00%	94.96%
Foreign Language	N/A	78.26%	90.18%
History and Government	N/A	100.00%	96.33%
Mathematics	N/A	87.80%	93.43%
Science	N/A	76.92%	90.77%

For more information about Teacher Quality, go to http://online.ksde.org/ncard/bldg_tchrs.aspx?org_no=D0202&bldg_no=0164

**APPENDIX H:
KSDE School and District AYP Report
(Sample)**



KSDE School and District AYP Report (Sample)

report updated on _____

Adequate Yearly Progress (AYP) Report

AYP Summary		
made Reading indicator :	yes a	
made Mathematics indicator :	yes a	
Other Measures :	yes	
(preliminary) made AYP :	YES	

grade span: **K** to **12**

If reading feeder school, data from buildings:

If mathematics feeder school, data from buildings:

Title I on Improvement		
for Reading :		no
for Mathematics :		no
Other Measures :		no
On Improvement :	NO	

reading targets: **76.7 %**

math targets: **70.5 %**

	Reading						Mathematics						Other Measures						
	standard or above		does Safe Harbor apply?	made Safe Harbor?	test participation		met reading criteria?	standard or above		does Safe Harbor apply?	made Safe Harbor?	test participation		met math criteria?	current attend. rate and % change over last year		current grad. rate and % change over last year		met other perf. criteria?
	%	n			%	n		%	n			%	n		%	± or -(%)	%	± or -(%)	
All Students	82.6	1784			99.6	1872	yes	79.4	1779			99.6	1871	yes	92.9	0.2	75.1	-5.5	yes
Free and Reduced	79.7	1184			99.5	1257	yes	76.6	1183			99.5	1259	yes					
Students with	65.3	268	no		98	289	no	60.3	272	no		98.7	293	no	92	-0.1	50	-21.1	no
ELL Students	74	215			100	232	yes*	84	213			100	235	yes					
African-American	78.1	187			99.5	200	yes	68.3	186			99.5	199	yes*					
Hispanic	81.9	425			100	453	yes	82.4	421			99.8	452	yes					
White	83.5	1007			99.4	1038	yes	79.9	1008			99.6	1039	yes					
Asian & Pacific	87.5	56			100	57	yes	94.6	56			100	57	yes					
American Indian																			
Multi-Ethnic	80.6	98			99.1	113	yes	74.2	97			99.1	113	yes					

Reading, Alternate & Modified					
read test pool	total read	standard or above (%)	standard or above (n)	must reclass-ify	n reclass-ified
alternate assessment	1,909	19	0.99	19	no
modified assessment	1,909	34	1.78	34	no

Math, Alternate & Modified					
math test pool	total math	standard or above (%)	standard or above (n)	must reclass-ified	n reclass-ified
	1,906	19	0.99	19	no
	1,906	35	1.36	26	no

other measure targets

attendance : 90% goal or improvement over last year
 graduation : 75% goal or improvement over last year

reading proficiency data sources : 2009 year

- blank: Either the group is less than 30 or the category does not apply to this school.
- yes : The group made the reading (or math) target, and participation rate is 95%.
- yes 1: The percent standard or above is below the target but above the criterion percent when the hypothesis test (at a 99% level of confidence) is applied.
- yes 2: This year's participation was below 95%, but after merging the data across 2 years, was at or above, so met participation goal.
- yes 2, 2: The percent standard or above is below the target but above the criterion percent when a hypothesis test (at the 99% level of confidence) is applied. This year's participation was below 95%, but the average across 2 years was at or above, so met participation goal.
- yes 1, 3: The percent standard or above is below the target but above the criterion percent when the hypothesis test (at the 99% level of confidence) is applied. This year's participation was below 95%, but the average across 3 years was at or above, so met participation goal.
- yes 3: This year's participation was below 95%, but the average across 3 years was at or above, so met the participation goal.
- yes 4: This code is not currently in use for AYP.
- yes 5 : A single student in a building with fewer than 20 students cannot make the building fall participation.
- yes 1, 5 : A single student in a building with fewer than 20 students cannot make the building fall participation, and the percent standard or above is below the target but above the criterion percent when the hypothesis test (at a 99% level of confidence) is applied.
- yes n,t: New or reconfigured schools and districts automatically make AYP for 1 year.
- no: The group did not make AYP as it did not meet either the performance and/or the participation goals. The percent standard or above is below the 2008 target goal OR below the lower bound of the hypothesis test OR the group did not make Safe Harbor OR participation rate was below 95% (even if averaged across years).
- yes 9 The group met requirements since no students had valid tests
- yes 9,3 The group met requirements since no students had valid tests and this year's participation was below 95%, but after merging

math proficiency data sources : 2009 year

- yes 6 : The group made Safe Harbor through the hypothesis test at the 75% level of confidence.
- yes 6, 2 : The group made Safe Harbor through the hypothesis test at the 75% level of confidence, and this year's participation was below 95%, but after merging the data across 2 years, was at or above, so met
- yes 6, 3 : The group made Safe Harbor through the hypothesis test at the 75% level of confidence, and this year's participation was below 95%, but the average across 3 years was at or above, so met the participation
- yes 4, 5 : The group made Safe Harbor through the hypothesis test at the 75% level of confidence, and a single student in a building fewer than 20 students cannot make the building fall participation.
- yes 7 : The group made Safe Harbor .
- yes 7, 2 : The group made Safe Harbor , and this year's participation was below 95%, but after merging the data across 2 years, was at or above, so met participation goal.
- yes 7, 3 : The group made Safe Harbor , and this year's participation was below 95%, but the average across 3 years was at or above, so met the participation goal.
- yes 7, 5 : The group made Safe Harbor , and a single student in a building with fewer than 20 students cannot make the building fall participation.
- yes a The group met requirements since no testable children were in the All Students group.
- yes 8 The group met requirements since no students had valid tests and this year's participation was below 95%, but after merging the data across 2 years, was at or above, so met participation goal.
- yes 9,2
- yes 9,5 The group met requirements since no students had valid tests and this year's participation was below 95%, but a single student in a building with fewer than 20 students cannot make the building fall participation.

APPENDIX I:
Intervention Selection Model Rubrics

Intervention Model Selection Rubrics

TITLE PROGRAM & SERVICES TEAM

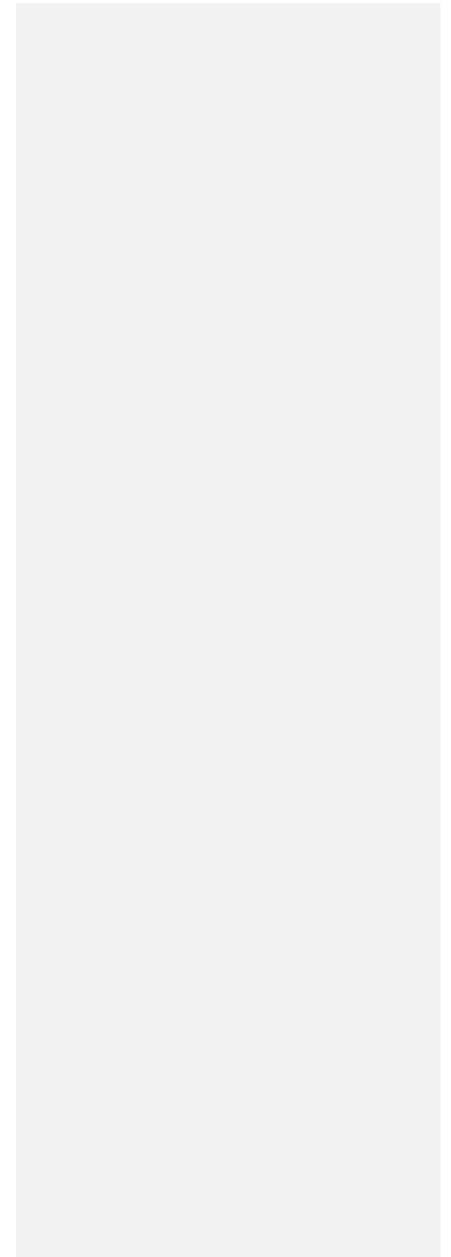


Intervention Selection Model Rubrics for Four Intervention Models

Turnaround Model
Transformation Model

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

STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Replace the principal who led the school prior to commencement of the transformation model.	The district has replaced the principal.			The district has not replaced the principal.
Use rigorous, transparent, and equitable evaluation systems* for teachers and principals, designed and developed with teacher and principal involvement, that take into account <ul style="list-style-type: none"> ✓ Data on student growth; ✓ Multiple observation-based assessments of performance; ✓ Ongoing collections of professional practice; ✓ Increased high school graduation rates. 	The school has adopted and implemented evaluation systems for teachers and principals that are rigorous, transparent, and equitable and that were designed and developed with teacher and principal involvement.	The school has adopted and is in the process of implementing evaluation systems for teachers and principals that are rigorous, transparent, and equitable and that were designed and developed with teacher and principal involvement.	The school is investigating rigorous, transparent, and equitable evaluation systems for teachers and principals.	The school has not adopted and implemented rigorous, transparent, and equitable evaluation systems for teachers and principals.



STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.**	The school has adopted and implemented reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school has adopted and is in the process of implementing reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school is investigating reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school has not adopted and implemented reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.
Identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.***	The school has adopted and implemented strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school has adopted and is implementing strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school is investigating strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school has not adopted and implemented strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

STANDARD: LEADERSHIP

Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	The school has adopted and implemented strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school has adopted and is in the process of implementing strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school is investigating strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school has not adopted and implemented strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.

*The requirement for teacher and principal evaluation systems that “are designed and developed with teacher and principal involvement” refers more generally to involvement by teachers and principals within the LEA using such systems, and may or may not include teachers and principals in a school implementing the transformation model.

**In addition to the required activities for implementing the transformation model, an LEA may also implement other strategies to develop teachers’ and school leaders’ effectiveness, such as: (1) provide additional compensation to attract and retain staff with the skills necessary to meet the needs of students in the transformation school; (2) institute a system for measuring changes in instructional practices resulting from professional development; or (3) ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority.

STANDARD: CULTURE AND HUMAN CAPITAL				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Grant the school sufficient operational flexibility in areas such as: <ul style="list-style-type: none"> ✓ Staffing, ✓ Calendars/time, ✓ Budgeting, To implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.*	The school has addressed areas such as staffing, calendars/time, and budget and has adopted and implemented a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	The school has addressed areas such as staffing, calendars/time, and budget and has adopted and is in the process of implementing a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	The school is investigating a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	The school has not adopted or implemented a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.

*The areas of operational flexibility mentioned in this requirement (staffing, calendars/time, and budget) are merely examples of the types of operational flexibility an LEA might give to a school implementing the transformation model. An LEA is not obligated to give a school implementing the transformation model operational flexibility in these particular areas, so long as it provides the school sufficient operational achievement outcomes and increase high school graduation rates.

In addition to the required activities for a transformation model, an LEA may also implement other strategies to provide operational flexibility and sustained support, such as:

- (1) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
- (2) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

STANDARD: CULTURE AND HUMAN CAPITAL				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Implement strategies that will recruit, place and retain staff* with the skills necessary to meet the needs of the students in the transformational school, which may include, but are not limited to:* ✓ Financial incentives, ✓ Increased opportunities for promotion and career growth, ✓ Flexible work conditions.	The school has adopted and implemented multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school has adopted and is in the process of implementing multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school is investigating multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school has made no changes in their strategies to help recruit, place, and retain staff.
Provide ongoing mechanisms for family and community engagement.**	The school has adopted and implemented community-oriented services and supports to students.	The school has adopted, and is in the process of implementing, community-oriented services and supports to students.	The school is investigating community-oriented services and supports to students.	The school offers no community-oriented services and supports to students.

*There are a wide range of compensation-based incentives that an LEA might use as part of a transformation model. Such incentives are just one example of strategies that might be adopted to recruit, place, and retain staff with the skills needed to implement the transformation model. The more specific emphasis on additional compensation in the permissible strategies was intended to encourage LEAs to think more broadly about how additional compensation can contribute to teacher effectiveness.

**In general, family and community engagement means strategies to increase the involvement and contributions, in both school-based and home-based settings, of parents and community partners that are designed to support classroom instruction and increase student achievement. Examples of mechanisms that can encourage family and community engagement include the establishment of organized parent groups, holding public meetings involving parents and community members to review school performance and help develop school improvement plans, using surveys to gauge parent and community satisfaction and support for local public schools, implementing complaint procedures for families, coordinating with local social and health service providers to help meet family needs, and parent education classes (including GED, adult literacy, and ESL programs).

***In addition to the required activities for a transformation model, an LEA may also implement other strategies to extend learning time and create community-oriented schools, such as:

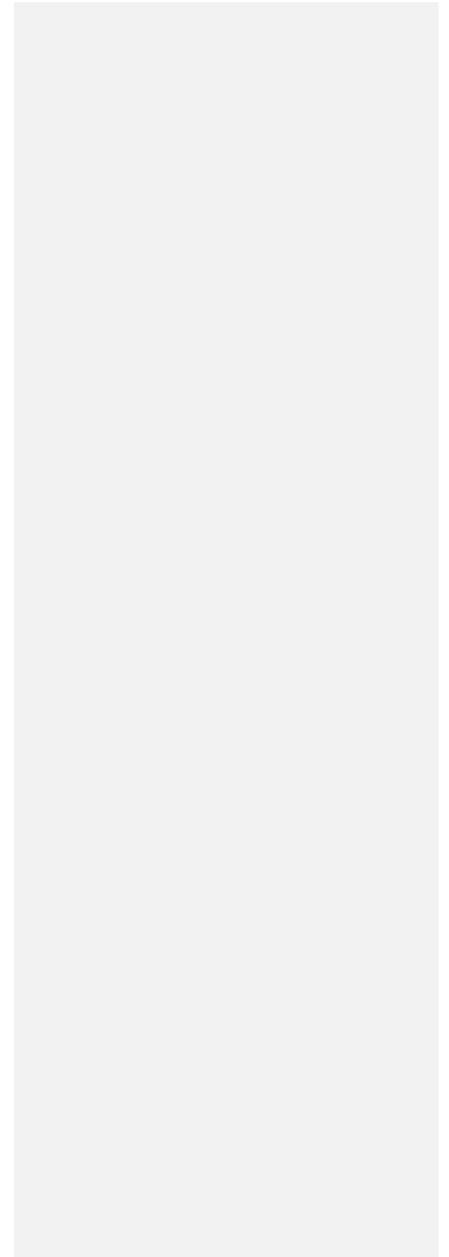
- (1) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
- (2) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
- (3) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
- (4) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

STANDARD: CURRICULUM AND ASSESSMENT				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Use data to identify and implement an instructional program that is* <ul style="list-style-type: none"> ✓ Aligned with State academic standards , ✓ Vertically and horizontally aligned, ✓ Research-based. 	The school used its data to identify and implement a research-based instructional program that is horizontally and vertically aligned as well as aligned with State academic standards.	The school used its data to identify a research-based instructional program that is horizontally and vertically aligned and aligned with State academic standards, and is in the process of implementation.	The school is investigating research-based instructional programs that are horizontally and vertically aligned and aligned with State academic standards.	The school’s instructional program is not research-based, horizontally and vertically aligned, and/or aligned with State academic standards.
Promote the continuous use of student data to inform and differentiate instruction, such as: <ul style="list-style-type: none"> ✓ Formative assessments, ✓ Interim (progress monitoring) assessments, ✓ Summative assessments. 	Across the building, the school continuously utilizes student data in such forms as formative assessments, progress monitoring assessments, and summative assessments to inform and differentiate instruction.	The school has adopted formative assessments, progress monitoring assessments, and summative assessments and is in the process of implementing their use to inform and differentiate instruction.	The school is investigating different forms of assessment to inform and differentiate instruction.	The school does not use student data to inform and differentiate instruction.

In addition to the required activities for a transformation model, an LEA may also implement other comprehensive instructional reform strategies, such as:

- (1) Conducting periodic reviews to ensure that ht curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
- (2) Implementing a schoolwide “response-to-intervention” model;
- (3) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with

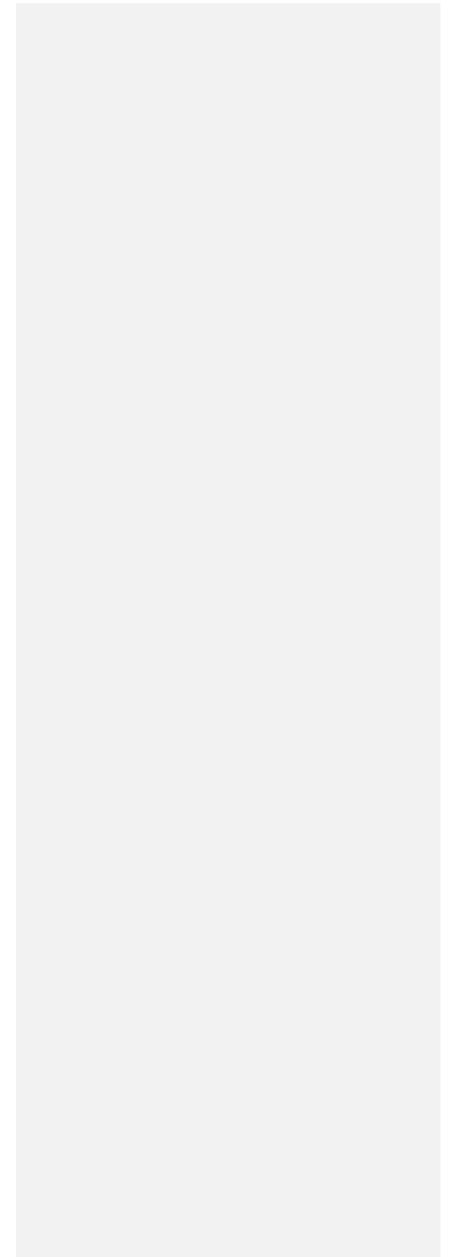
- (4) Using and integrating technology-based supports and interventions as part of the instructional program; and
- (5) In secondary schools –
 - a. Increasing rigor by offering opportunities for students to enroll in advanced coursework, early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including but providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
 - b. Improving student transition from middle to high school through summer transition programs or freshman academies;
 - c. Increasing graduation rates through, for example, credit recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
 - d. Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or to graduate.



STANDARD: INSTRUCTION AND PROFESSIONAL DEVELOPMENT				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	The school has adopted and implemented ongoing, high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	The school has adopted and is in the process of implementing ongoing, high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	The school is investigating high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	Professional development is not high-quality, job-embedded and/or aligned with the school's comprehensive instructional program and/or not designed with school staff.
Establish schedules and strategies that provide increased learning time.***	The school has adopted and implemented strategies that provide increased learning time.	The school has adopted and is in the process of implementing strategies that provide increased learning time.	The school is investigating schedules and strategies that provide increased learning time.	The school has not adopted or implemented strategies that provide increased learning time.

1003(g) - TURNAROUND MODEL for Tier I and Tier II

STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Replace the principal with a visionary, instructional leader.	The district has hired a new principal.			The district has not hired a new principal.
Adopt a new governance structure which may include, but is not limited to: <ul style="list-style-type: none"> ✓ The school reports to a new “turnaround office” in the LEA. ✓ Hire a “turnaround leader” who reports directly to the superintendent. ✓ Enter into a multi - year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability. 	The school has adopted a new governance structure; the new governance structure has been implemented and is fully functioning	The school has adopted a new governance structure and is in the process of implementation.	The school is in the process of investigating a new governance structure.	The school has not started the process of adoption and implementation of a new governance structure.



STANDARD: CULTURE AND HUMAN CAPITAL				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Grant the new principal sufficient operational flexibility in staffing*. ✓ Screen all existing staff and rehire no more than 50 percent. ✓ Select new staff.	The new principal was hired before the staffing process began and was involved in making decisions at every level of the staffing process.	The new principal was actively involved in making decisions during the hiring process but was not hired before the actual process began.	The new principal had limited involvement and/or decision making authority in the hiring process or was involved in only parts of the process.	The new principal was not involved in the hiring process.
Implement strategies that will recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school, which may include, but are not limited to**: ✓ Financial incentives, ✓ Increased opportunities for promotion and career growth, ✓ Flexible work conditions,	The school has adopted and implemented multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school has adopted and is in the process of implementing multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school is investigating multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school has made no changes in their strategies to help recruit, place, and retain staff.

*As used in the discussion of a turnaround model, "staff" includes all instructional staff, but an LEA has discretion to determine whether or not "staff" also includes non-instructional staff. An LEA may decide that it is appropriate to include non-instructional staff in the definition of "staff," as all members of a school's staff contribute to the school environment and are important to the success of a turnaround model.

In determining the number of staff members that may be rehired, an LEA should count the total number of staff positions (however staff is defined) within the school in which the model is being implemented, including any positions that may be vacant at the time of the implementation. For example, if a school has a total of 100 staff positions, only

Standard: Culture and Human Capital				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Grant the principal sufficient operational flexibility in calendars/time.	The new principal was hired before the process began and was involved in making decisions at every level of the calendar/time process.	The new principal was actively involved in making decisions during the calendar/time process but was not hired before the actual process began.	The new principal had limited involvement and/or decision making authority in the calendar/time process or was involved in only parts of the process.	The new principal was not involved in the calendar/time process.
Grant the principal sufficient operational flexibility in budgeting.	The new principal was hired before the process began and was involved in making decisions at every level of the budget process.	The new principal was actively involved in making decisions during the budget process but was not hired before the actual process began.	The new principal had limited involvement and/or decision making authority in the budget process or was involved in only parts of the process.	The new principal was not involved in the budget process.
Grant the principal sufficient operational flexibility in implementing fully the Turnaround Model.	The new principal was hired before the process began and was involved in making decisions at every level the reform process.	The new principal was actively involved in making decisions during the reform process but was not hired before the actual process began.	The new principal had limited involvement and/or decision making authority in the reform process or was involved in only parts of the process.	The new principal was not involved in the reform process.
Provide appropriate social-emotional services* and supports to students.	The school has adopted and implemented appropriate social-emotional services and	The school has adopted and is in the process of implementing appropriate social-	The school is investigating appropriate social-emotional services and supports to	The school offers no social-emotional services and supports to students.

	supports to students.	emotional services and	students.	
STANDARD: CULTURE AND HUMAN CAPITAL				
STANDARD: CULTURE AND HUMAN CAPITAL				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Provide community-oriented services* and supports to students.	The school has adopted and implemented community-oriented services and supports to students.	The school has adopted, and is in the process of implementing, community-oriented services and supports to students.	The school is investigating community-oriented services and supports to students.	The school offers no community-oriented services and supports to students.

**A “competency,” which is a skill or consistent pattern of thinking, feeling, acting, or of how someone will perform at work. Given that every teacher brings a unique set of skills and experiences to the classroom, it is important to use these competencies as part of a rigorous recruitment, screening, and selection process to identify the best candidates for the environment and can help ensure a strong match between teachers and particular school needs. Regular assessments of turnaround teachers’ competencies can be used by the principal to identify high-performing teachers in a turnaround setting. Although an LEA may already have established teacher practices, it is important to develop a set of competencies specifically designed to address the needs of a turnaround school where failure has become an entrenched way of life for students and staff, and staff members are working to turn wide-scale failure into learning success. (See pg. 17 of the guidance document for more information.)

*Social-emotional and community-oriented services that may be offered to students in a school implementing a turnaround model may include health, nutrition, or social services that may be provided in partnership with local service providers, or services such as a family literacy program for parents who need to improve their literacy skills in order to support their children’s learning. An LEA should examine the needs of students in the turnaround school to determine which social-emotional and community-oriented services will be appropriate and useful under the circumstances.

STANDARD: CURRICULUM AND ASSESSMENT				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Use data to identify and implement an instructional program that is*: <ul style="list-style-type: none"> ✓ Aligned with State academic standards; ✓ Vertically and horizontally aligned; ✓ Research-based. 	The school used its data to identify and implement a research-based instructional program that is horizontally and vertically aligned as well as aligned with State academic standards.	The school used its data to identify a research-based instructional program that is horizontally and vertically aligned and aligned with State academic standards, and is in the process of implementation.	The school is investigating research-based instructional programs that are horizontally and vertically aligned and aligned with State academic standards.	The school's instructional program is not research-based, horizontally and vertically aligned, and/or aligned with State academic standards.
Promote the continuous use of student data to inform and differentiate instruction, such as: <ul style="list-style-type: none"> ✓ Formative assessments, ✓ Interim (progress monitoring) assessments, ✓ Summative assessments. 	Across the building, the school continuously utilizes student data in such forms as formative assessments, progress monitoring assessments, and summative assessments to inform and differentiate instruction.	The school has adopted formative assessments, progress monitoring assessments, and summative assessments and is in the process of implementing their use to inform and differentiate instruction.	The school is investigating different forms of assessment to inform and differentiate instruction.	The school does not use student data to inform and differentiate instruction.

*In implementing a turnaround model, an LEA must use data to identify an instructional program that is research-based and vertically aligned as well as aligned with State academic standards. If an LEA determines, based on a careful review of appropriate data, that the instructional program currently being implemented in a particular school is research-based and properly aligned, it may continue to implement that instructional program. However, the Department of Education expects that most LEAs with Tier I and Tier II schools will need to make at least minor adjustments to the instructional programs in those schools to ensure that those programs are, in fact, research-based and

STANDARD: INSTRUCTION AND PROFESSIONAL DEVELOPMENT

Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Provide staff ongoing, high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	The school has adopted and implemented ongoing, high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	The school has adopted and is in the process of implementing ongoing, high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	The school is investigating high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	Professional development is not high-quality, job-embedded and/or aligned with the school's comprehensive instructional program and/or not designed with school staff.
Establish schedules and implement strategies that provide increased learning time.	The school has adopted and implemented strategies that provide increased learning time.	The school has adopted and is in the process of implementing strategies that provide increased learning time.	The school is investigating schedules and strategies that provide increased learning time.	The school has not adopted or implemented strategies that provide increased learning time.

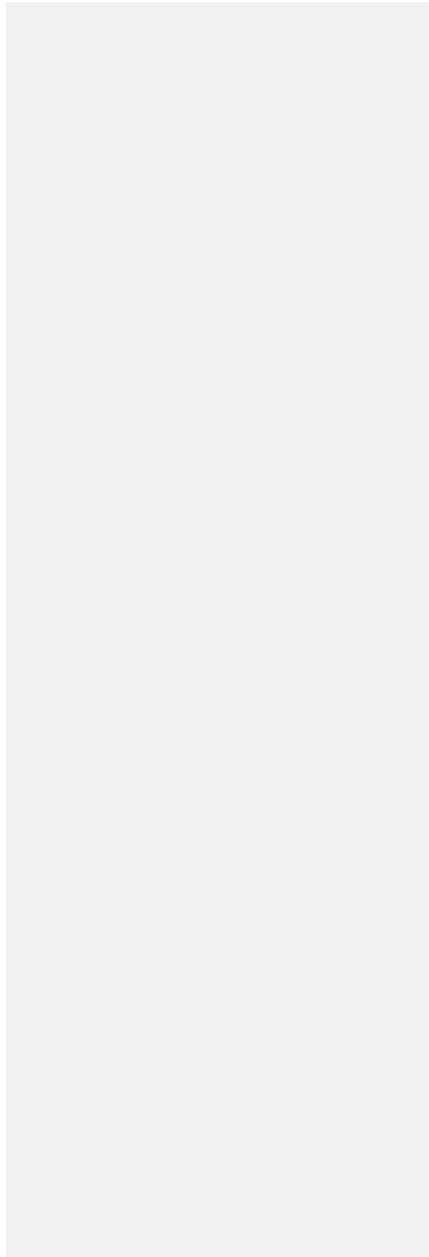
*Job-embedded professional development can take many forms, including, but not limited to, classroom coaching, structured common planning time, meetings with mentors, consultation with outside experts, and observations of classroom practice.

An LEA implementing a turnaround model in one or more of its schools must take all of the actions required by the amended final guidance requirements. As discussed in B-2 of the final requirements, an LEA may take additional actions to supplement those that are required as part of a turnaround model, but it may not implement its own version of a turnaround model that does not include all of the elements required by the final requirements. Thus, an LEA could not, for example, convert a turnaround school to a magnet school without also taking the other actions specifically required as part of a turnaround model

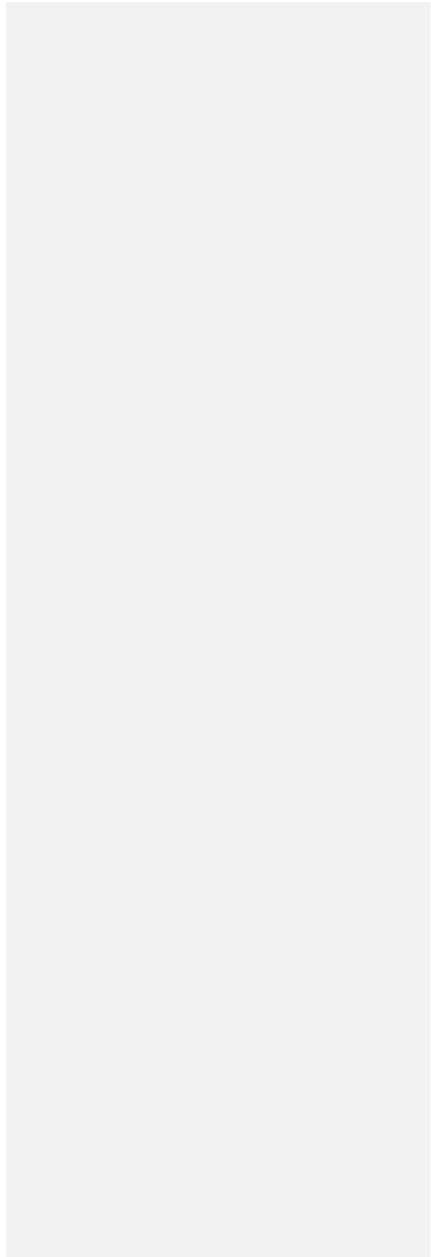
1003(g) RESTART MODEL for Tier I and Tier II

STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
LEA converts or closes and reopens a school under a charter school operator, charter organization or education management organization	The district has converted or reopened the school as a charter school.			The district has not made a decision to convert or reopen as a charter school.
Flow of leadership organization is determined:	Leadership flow determined by selecting Option 1, 2 or 3			Leadership flow is not determined
Option 1 – District –Local Board-School Leader	<ul style="list-style-type: none"> ✓ District is governed by a Local board ✓ District hires leader(s) to run or operate school ✓ School Leader is held accountable for performance 	Two of the three components are implemented and operational	One component is implemented and operational	Option 1 is not operational or being implemented as agreed.
Option 2 – District- Local Board – Management Organization – School Leader	<ul style="list-style-type: none"> ✓ District is governed by the Local Board ✓ Local Board hires a Management Organization ✓ Management 	Two of the three components are implemented and operational . A Management Organization may be	One components is implemented and operational	Option 2 is not operational or being implemented as agreed.

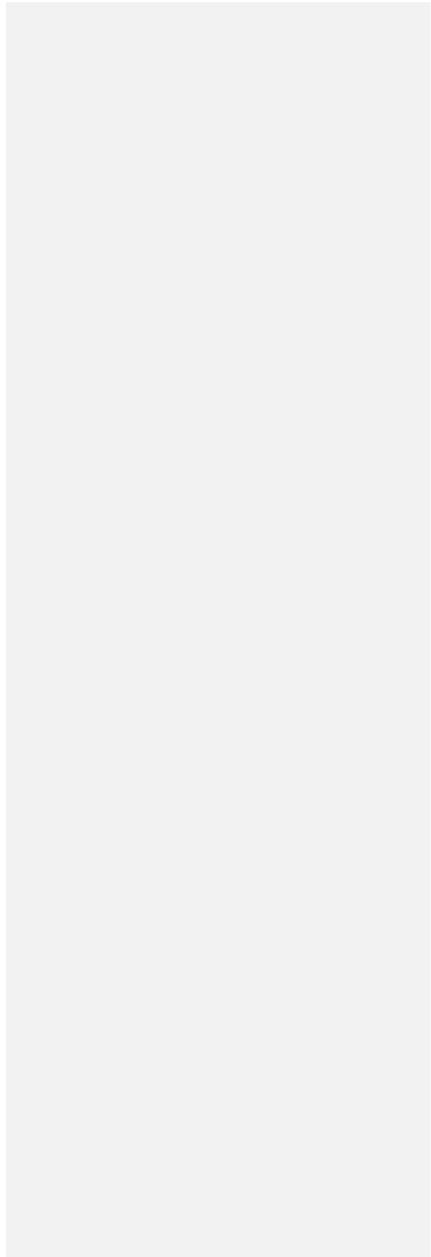
	Organization hires a School Leader	involved with more than one school		
STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Option 3 – District – Management Organization – School Leader	<ul style="list-style-type: none"> ✓ District charters or contracts directly with a Management Organization ✓ Management Organization hires a School Leader to manage the school. ✓ There is no decision made by the local board ✓ The management organization uses their board. 	Three of the four components are implemented and operational	Two of the four components are implemented and operational	Option 3 is not operational or being implemented as agreed.



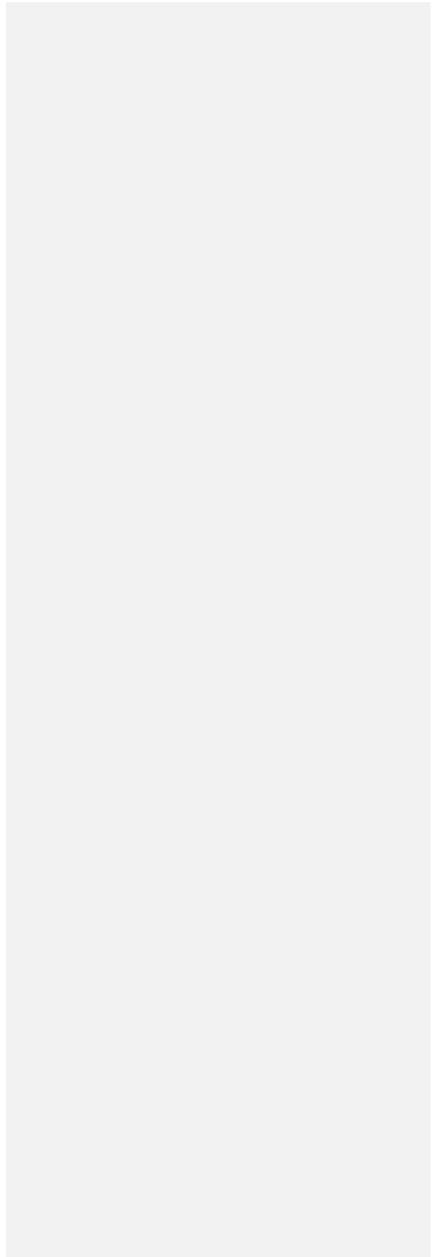
STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Application Process - Quality Indicators are evident in the LEA's application/petition as indicated: Educational Need, Mission, Purpose, Enrollment and Recruitment, Educational Philosophy, Support for Learning, Staffing Plan, Measurable Goals/Assessment, Governance, LEA Responsibilities, Financial Management including budget with implementation detail .	All Quality Indicators are addressed and clearly described to meet SEA requirements.			Quality Indicators are missing or not evident. Description lacking in detail.



STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
<p>Quality Authorizing - Organizational structures, human resources, and financial resources including the following:</p> <ul style="list-style-type: none"> ✓ Intent to improve quality, ✓ Support the State Charter School law, ✓ A catalyst for Charter school development, ✓ Clarity, consistency, and transparency in developing and implementing policies and procedures ✓ Flexibility for performance based opportunities ✓ Hold schools accountable for academic 	<ul style="list-style-type: none"> ✓ Implements plans, policies, processes that streamline and systematize the work to be accomplished. ✓ Evaluates work against national and state standards ✓ Recognizes the SEA as the authorizer ✓ Strive for higher critical thinking, cognitive and problem solving skills ✓ Prepare for career ready 21st century skills 			Does not adhere to the authorizing elements, organizational structures and financial resources as defined by the application process led by the SEA.



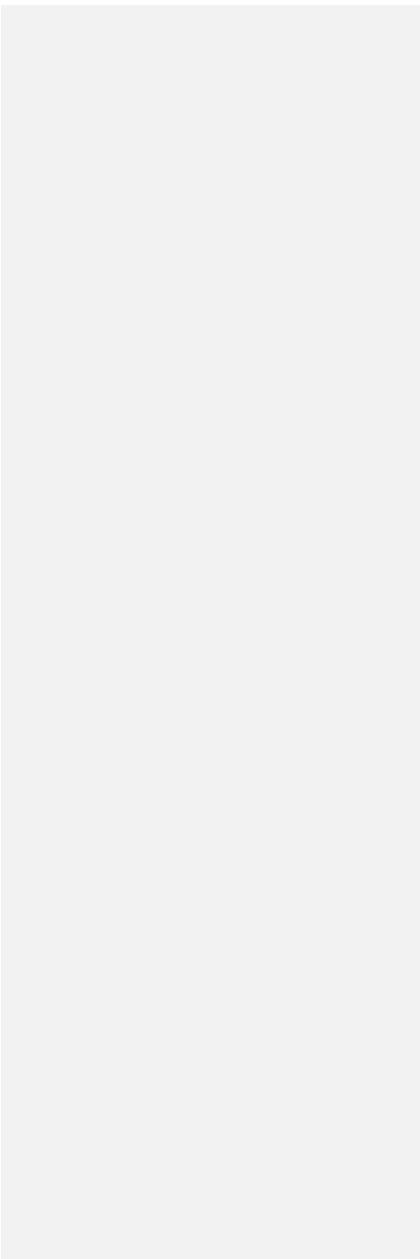
performance ✓ Determine objective and verifiable measures for performance ✓ Build parent and				
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STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
student communication ✓ Decisions centered around student needs.				
Use rigorous, transparent, and equitable evaluation systems for teachers and school leaders, designed and developed with teacher and principal involvement, that take into account: ✓ Data on student growth, ✓ Multiple observations, ✓ -based assessments of performance; ✓ Ongoing collections of professional practice, ✓ Increased high school graduation rates.	The school has adopted and implemented evaluation systems for teachers and school leaders that are rigorous, transparent, equitable, and developed with teacher and school leader involvement.	The school has adopted and is in the process of implementing evaluation systems for teachers and school leaders that are rigorous, transparent, and equitable and developed with teacher and school leader involvement.	The school is investigating rigorous, transparent, and equitable evaluation systems for teachers and school leaders.	The school has not adopted and implemented rigorous, transparent, and equitable evaluation systems for teachers and school leaders.

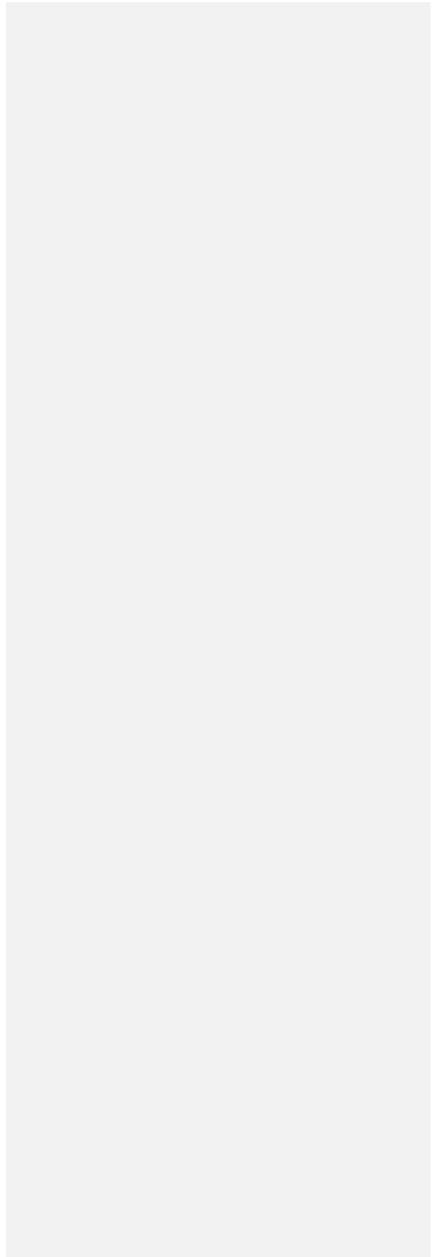
STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school has adopted and implemented reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school has adopted and is in the process of implementing reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school is investigating reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school has not adopted and implemented reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.
Identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school has adopted and implemented strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school has adopted and is implementing strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school is investigating strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school has not adopted and implemented strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external partner/ organization such as an EMO.	The school has adopted and implemented strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school has adopted and is in the process of implementing strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school is investigating strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school has not adopted and implemented strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.

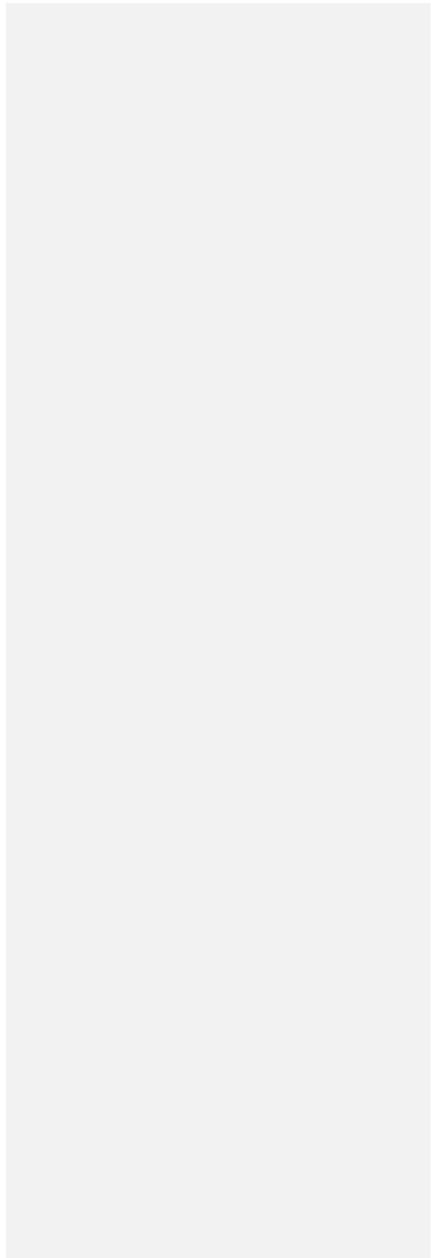


STANDARD: CULTURE AND HUMAN CAPITAL				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Grant the school sufficient operational flexibility in areas such as: <ul style="list-style-type: none"> ✓ Staffing, ✓ Calendars/time, ✓ Budgeting, to implement fully a comprehensive approach to substantially improve student achievement and increase graduation rates.	The school has addressed areas such as staffing, calendars/time, and budget. The school adopted and implemented a comprehensive approach to substantially improve student achievement and increase graduation rates.	The school has addressed areas such as staffing, calendars/time, and budget. The school is in the process of implementing a comprehensive approach to substantially improve student achievement and increase graduation rates.	The school is investigating a comprehensive approach to substantially improve student achievement and increase graduation rates.	The school has not adopted or implemented a comprehensive approach to substantially improve student achievement and/or increase graduation rates.
Implement strategies that will recruit, place and retain staff with the skills necessary to meet the needs of the students in the Charter school, which may include, but are not limited to: <ul style="list-style-type: none"> ✓ Incentives, ✓ Increased career opportunities, ✓ Instructional 	The school has adopted and implemented multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school has adopted and is in the process of implementing multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school is investigating multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school has made no changes in their strategies to help recruit, place, and retain staff.

flexibility				
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STANDARD: CULTURE AND HUMAN CAPITAL				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Provide ongoing mechanisms for family and community engagement.	The school has adopted and implemented community-oriented services and supports to students.	The school has adopted, and is in the process of implementing, community-oriented services and supports to students.	The school is investigating community-oriented services and supports to students.	The school offers no community-oriented services and supports to students.

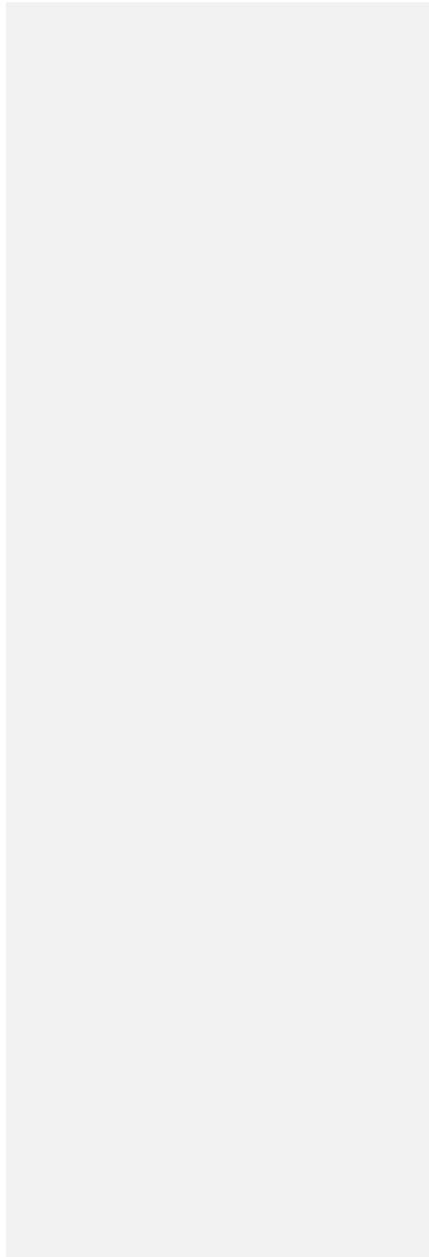


STANDARD: CURRICULUM AND ASSESSMENT				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Use data to identify and implement an instructional program that is* <ul style="list-style-type: none"> ✓ Aligned with State academic standards , ✓ Vertically and horizontally aligned, ✓ Research-based. 	The school used data to identify and implement a research-based instructional program that aligned to State academic standards, horizontally and vertically aligned program and included 21 st Century Skills.	The school is in the process of implementation, used data to identify a research-based instructional program, aligned to State standards, horizontally and vertically aligned program and included 21 st Century Skills.	The school is investigating a research-based instructional program, that ensures horizontally, vertically, and State alignment to academic standards.	The school's instructional program is not research-based, horizontally and vertically aligned, and/or aligned with State academic standards.
Promote the continuous use of student data to inform and differentiate instruction, such as: <ul style="list-style-type: none"> ✓ Project based formats ✓ Formative assessments, ✓ Progress monitoring, and ✓ Summative assessments. 	Across the building, the school continuously utilizes student data in such forms as project based formats, formative assessments, progress monitoring assessments, and summative assessments to inform and differentiate instruction.	The school has adopted formative assessments to include project based, progress monitoring assessments, summative assessments and is in the process of differentiating instruction.	The school is investigating different forms of assessment to inform and differentiate instruction.	The school does not use student data to inform and differentiate instruction.

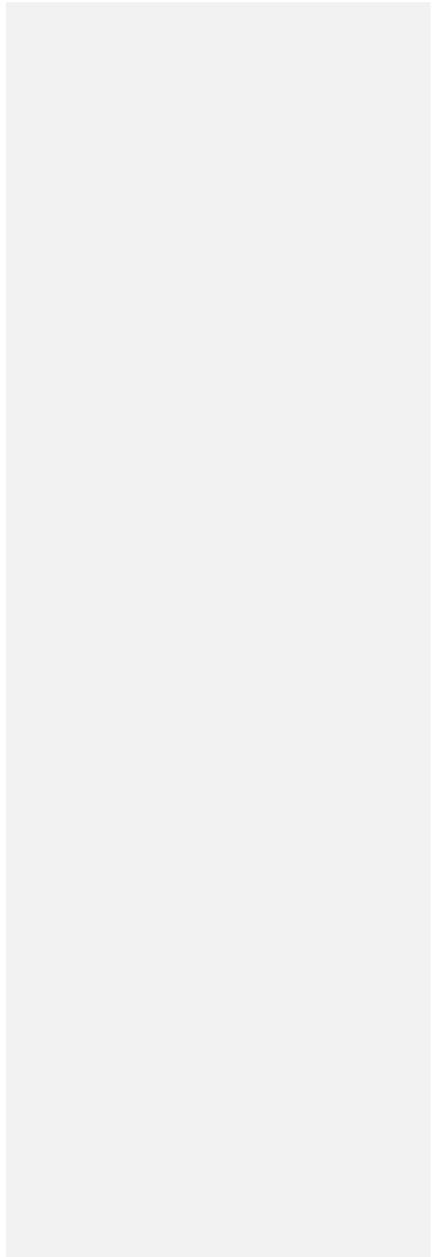
STANDARD: INSTRUCTION AND PROFESSIONAL DEVELOPMENT				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Provide staff ongoing, high-quality, job-embedded professional development that is aligned with a comprehensive instructional program designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	The school has adopted and implemented ongoing, high quality, job-embedded professional development aligned with a comprehensive instructional program designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the Restart model.	The school has adopted and is in the process of implementing ongoing, high quality, job-embedded professional development aligned with a school's comprehensive instructional program designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the Restart model.	The school is investigating high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the Restart model.	Professional development is not high-quality, job-embedded and/or aligned with a comprehensive instructional program.
Establish schedules and strategies that provide increased learning time.	The school has adopted and implemented strategies that provide increased learning time.	The school has adopted and is in the process of implementing strategies that provide increased learning time.	The school is investigating schedules and strategies that provide increased learning time.	The school has not adopted or implemented strategies that provide increased learning time.

1003(g) SCHOOL CLOSURE MODEL for Tier I and Tier II

STANDARDS: LEADERSHIP, CULTURE AND HUMAN CAPITAL, CURRICULUM AND ASSESSMENT, PROFESSIONAL DEVELOPMENT				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Leadership will devise a plan to address all standards (Leadership, Culture and Human Capital, Curriculum and Assessment, and Professional Development) that could include: <ul style="list-style-type: none"> ✓ Personnel placement ✓ Policy ✓ Board decisions ✓ Student Assignment ✓ Transfer of Records ✓ Transportation ✓ Resource Reassignment ✓ Transfer of equipment ✓ Building numbers ✓ Facility issues ✓ Community PR ✓ Parent 	The district has a written plan on how all these issues will be dealt for closing the school.	The district has dealt with most of these issues in a written plan for closing the school.	The district has a written plan for some of these issues for closing the school.	The district has no written plan and has not addressed these issues for closing the school.



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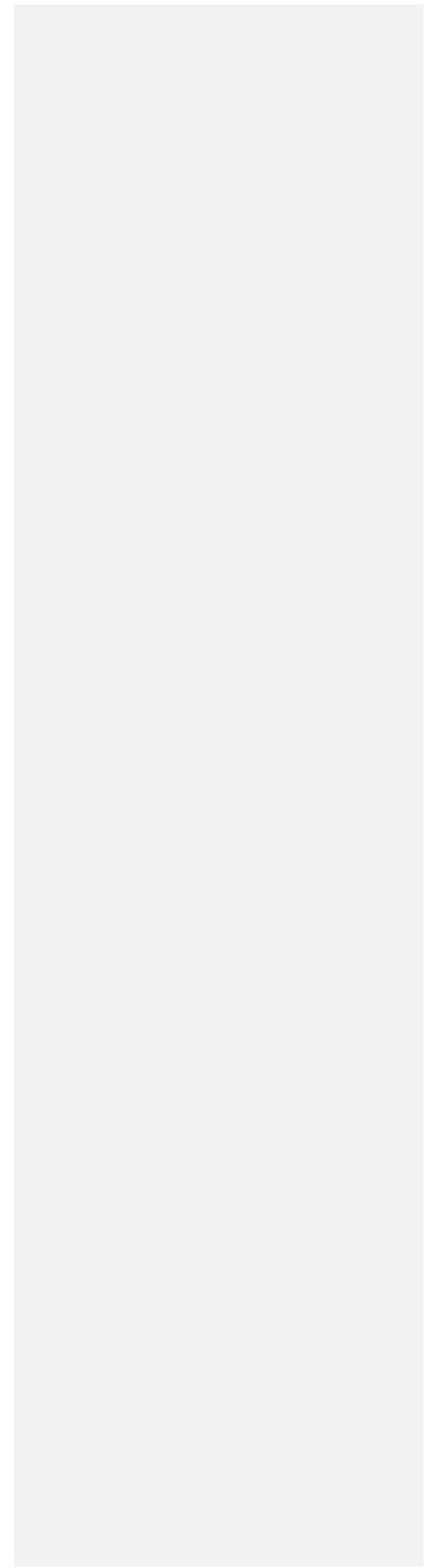


Appendix D

Process Timeline Based on the Six Steps of Implementation

Implementation Steps	Timeline
<p><u>Exploration and Adoption</u></p> <ol style="list-style-type: none"> 1. Needs Assessment using the Innovation Configuration Matrix (ICM) for Schools <ul style="list-style-type: none"> o Achievement Data <ul style="list-style-type: none"> ▪ School Leading Indicator Report ▪ School AYP Data ▪ School Report Card Data o Perception Data o Contextual (school processes/ programs) o Demographic Data 2. Selection of Model <ul style="list-style-type: none"> o School Improvement Model Selection Rubrics 3. Capacity of District <ul style="list-style-type: none"> o Capacity Appraisal using Innovation Configuration Matrix (ICM) for Districts o Systemic Coherence and Capacity Addendum to the District Effectiveness Appraisal o Sustainability Plan 4. Goal Setting 5. Completion of Stages 1 through 4 in School Improvement Process 6. LEA Application 7. LEA Presentation on Needs Assessment Results, Model Selection, Capacity Appraisal Results, and Goal Identification 8. Budget Negotiation 9. Approval of LEA Application by KSDE 	<p>SEA grant application is submitted in December 2010.</p> <p>LEAs receive notification of identified Tier I, Tier II and Tier III schools in December 2010.</p> <p>SEA grant application and LEA grant application is approved in January 2011.</p> <p>LEA grant application is distributed in January 2011.</p> <p>KSDE offers technical assistance to LEAs on grant competition January through webinar.</p> <p>LEA grants due March 1, 2011.</p> <p>LEA grants evaluated and site visits April 2011.</p> <p>LEA grants awarded at KSBE meeting May 2011.</p>
<p><u>*Program Installation and Initial Implementation –PRE-IMPLEMENTATION</u></p> <ol style="list-style-type: none"> 1. Family and Community Engagement 	<p>Money distributed to LEA’s June, 2011</p> <p>Pre-Implementation activities start at school in June</p>

<p>Meetings</p> <ol style="list-style-type: none"> 2. Rigorous Review of External Providers 3. Staffing 4. Instructional Programs (remediation and enrichment programs begin) 5. Professional Development 6. Aligning Accountability Measures for Reporting <p>(**See guidance page 75 through 80 in SIG Guidance on Fiscal Year 2010 School Improvement Grants)</p>	
<p><u>Full Operation</u></p> <ol style="list-style-type: none"> 1. Beginning of School Year – Back to school kick-off 2. Continuation of School Staff Training 3. IC’s Bi-Weekly Meetings on Fidelity of Implementation of School Improvement Plan 4. Bi-Monthly and technical assistance monitoring by KSDE Staff 5. Student Orientation Sessions on School Changes 6. Family and Community Orientation Sessions on School Changes Continue 	<p>August 20, 2011</p>
<p><u>Innovation</u></p> <ol style="list-style-type: none"> 1. Analysis of Year One Data 2. Revisions to School Improvement Plan 3. Continuation of School Staff Training 	<p>June 2012</p>
<p><u>Sustainability</u></p> <ol style="list-style-type: none"> 1. Evaluation 2. Resource Alignment 3. Abandonment and Redesign 	<p>August 2012</p>



Appendix E

Systemic Coherence and Capacity Addendum

Leadership

- Coherence from district to school
- Establishment of a leadership team
- Management of the district plan and the school improvement plan
- External coaching for superintendent and principal
- Use of resources in a way that is aligned with district's theory of change and strategy
- Board policy to support school improvement and implementation of the model
- Analysis of district and school resources for successful implementation of the model
- Past history of successful reform initiatives
- Ability to collaborate
- Vision for change
- Vision for abandoning what is not working
- Alignment of programs and services to support change

Culture and Human Capital

- Grant operating funds
- District operating funds
- Grant management
- Organizational learning
- Assignment of resources
- Teacher evaluation system to match grant requirements
- Credentials of staff
- Staff capacity
- Successful recruitment of principal
- Successful recruitment of capable staff
- Support of parents
- Support of community
- Support of union
- Recruitment, screening, and selection of external providers
- Alignment of all programs

Instruction and Professional Development Culture

- Providing training and development sessions for all staff
- Defined instructional expectations for all teachers
- Supporting collaboration with families, community, and business
- Helping staff understand principles of the organizational change process
- Use data from classroom observations to inform instructional improvement and professional development

- Use of professional learning communities to analyze data and plan for improvement.

Curriculum and Assessment

- Aligned district curriculum
- Defined curriculum expectations for all teachers
- Defined assessment expectations for all teachers
- Aligned assessments, including diagnostic, formative, summative, etc.
- Fidelity of model implementation

**Appendix F
School Leading Indicator Report**

USD Number & Name _____ Name of School _____ Grade Span _____ Building Number _____

Indicator	Year 1 (Baseline)	Year 2	Year 3	Year 4
12. Number of minutes within the school year.				
13. Student participation rate on State Assessments in reading/language arts in mathematics by student subgroup				
14. Students proficient or above in reading				
15. Students proficient or above in math				
16. Dropout rate				
17. Student attendance rate				
18. Number and percentage of students completing advanced course work				
AP	/	/	/	/
IB	/	/	/	/
Early College High Schools	/	/	/	/
Dual enrollment classes	/	/	/	/
19. Discipline Incidents				

✓ Weapon Incidents-OSS				
✓ Weapon Incidents-Exp				
✓ Illicit Drug Incidents-OSS				
✓ Illicit Drug Incidents-Exp				
✓ Alcohol Incidents-OSS				
✓ Alcohol Incidents-Exp				
✓ Violent Incidents with injury OSS				
✓ Violent Incidents with injury Exp				
✓ Violent Incidents without injury OSS				
✓ Violent Incidents without injury Exp				
20. Truants				
21. Distribution of teachers by performance level on the LEA's teacher evaluation system				
22. Teacher Attendance Rate				

APPENDIX G

SEA ALLOCATIONS TO LEAS AND LEA BUDGETS

Continuing Impact of ARRA School Improvement Grant Funding in FY 2010

Congress appropriated \$546 million for School Improvement Grants in FY 2010. In addition, most States will be carrying over a portion of their FY 2009 SIG allocations, primarily due to the requirement in section II.B.9(a) of the SIG final requirements that if not every Tier I school in a State was served with FY 2009 SIG funds, the State was required to carry over 25 percent of its FY 2009 SIG allocation, combine those funds with the State's FY 2010 SIG allocation, and award the combined funding to eligible LEAs consistent with the SIG final requirements. In FY 2009, the combination of \$3 billion in School Improvement Grant funding from the American Recovery and Reinvestment Act and \$546 million from the regular FY 2009 appropriation created a unique opportunity for the program to provide the substantial funding over a multi-year period to support the implementation of school intervention models. In response to this opportunity, the Department encouraged States to apply for a waiver extending the period of availability of FY 2009 SIG funds until September 30, 2013 so that States could use these funds to make three-year grant awards to LEAs to support the full and effective implementation of school intervention models in their Tier I and Tier II schools. All States with approved FY 2009 SIG applications applied for and received this waiver to extend the period of availability of FY 2009 SIG funds and, consistent with the final SIG requirements, are using FY 2009 funds to provide a full three years of funding (aka, —frontloading!) to support the implementation of school intervention models in Tier I and Tier II schools.

The Department encouraged frontloading in FY 2009 because the extraordinary amount of SIG funding available in FY 2009 meant that, if those funds had been used to fund only the first year of implementation of a school intervention model, *i.e.*, to make first-year only awards, there would not have been sufficient funding for continuation awards in years two and three of the SIG award period (*i.e.*, SIG funding in FY 2009 was seven times the amount provided through the regular appropriation). Similarly, the estimated nearly \$1.4 billion in total SIG funding available in FY 2010 (an estimated \$825 million in FY 2009 SIG carryover funds plus the \$546 million FY 2010 SIG appropriation) is larger than the expected annual SIG appropriation over the next two fiscal years; if all funds available in FY 2010 were used to make the first year of three-year awards to LEAs for services to eligible Tier I and Tier II schools, there would not be sufficient funds to make continuation awards in subsequent fiscal years.

Maximizing the Impact of Regular FY 2010 SIG Allocations

Continuing the practice of frontloading SIG funds in FY 2010 with respect to all SIG funds that are available for the FY 2010 competition (FY 2009 carryover funds plus the FY 2010 appropriation) would, in many States, limit the number of Tier I and Tier II schools that can be served as a result of the FY 2010 SIG competition. For this reason, the Department believes that, for most States, the most effective method of awarding FY 2010 SIG funds to serve the maximum number of Tier I and Tier II schools that have the capacity to fully and effectively implement a school intervention model is to frontload FY 2009 carryover funds while using FY 2010 SIG funds to make first-year only awards.

For example, if a State has \$36 million in FY 2009 carryover SIG funds and \$21 million in FY 2010 funds, and awards each school implementing a school intervention model an average of \$1 million per year over three years, the SEA would be able to fund 12 schools with FY 2009 carryover funds (*i.e.*, the \$36 million would cover all three years of funding for those 12 schools), plus an additional 21 schools with FY 2010 funds (*i.e.*, the \$21 million would cover the first year of funding for each of those schools, and the second and third years

would be funded through continuation grants from subsequent SIG appropriations). Thus, the State would be able to support interventions in a total of 33 schools. However, if the same State elected to frontload all funds available for its FY 2010 SIG competition (FY 2009 carryover funds and its FY 2010 allocation), it would be able to fund interventions in only 19 schools (\$57 million divided by \$3 million per school over three years). LEAs that receive first-year only awards would continue to implement intervention models in Tier I and Tier II schools over a three-year award period; however, second- and third-year continuation grants would be awarded from SIG appropriations in subsequent fiscal years. This practice of making first-year awards from one year's appropriation and continuation awards from funds appropriated in subsequent fiscal years is similar to the practice used for many U.S. Department of Education discretionary grant programs. States with FY 2009 SIG carryover funds are invited to apply, as in their FY 2009 applications, for the waiver to extend the period of availability of these funds for one additional year to September 30, 2014. States that did not carry over FY 2009 SIG funds, or that carried over only a small amount of such funds, need not apply for this waiver; such States will use all available FY 2010 SIG funds to make first-year awards to LEAs in their FY 2010 SIG competitions.

Continuation of \$2 Million Annual Per School Cap

For FY 2010, States continue to have flexibility to award up to \$2 million annually for each participating school. This flexibility applies both to funds that are frontloaded and those that are used for first-year only awards. As in FY 2009, this higher limit will permit an SEA to award the amount that the Department believes typically would be required for the successful implementation of the turnaround, restart, or transformation model in a Tier I or Tier II school (*e.g.*, a school of 500 students might require \$1 million annually, whereas a large, comprehensive high school might require the full \$2 million annually).

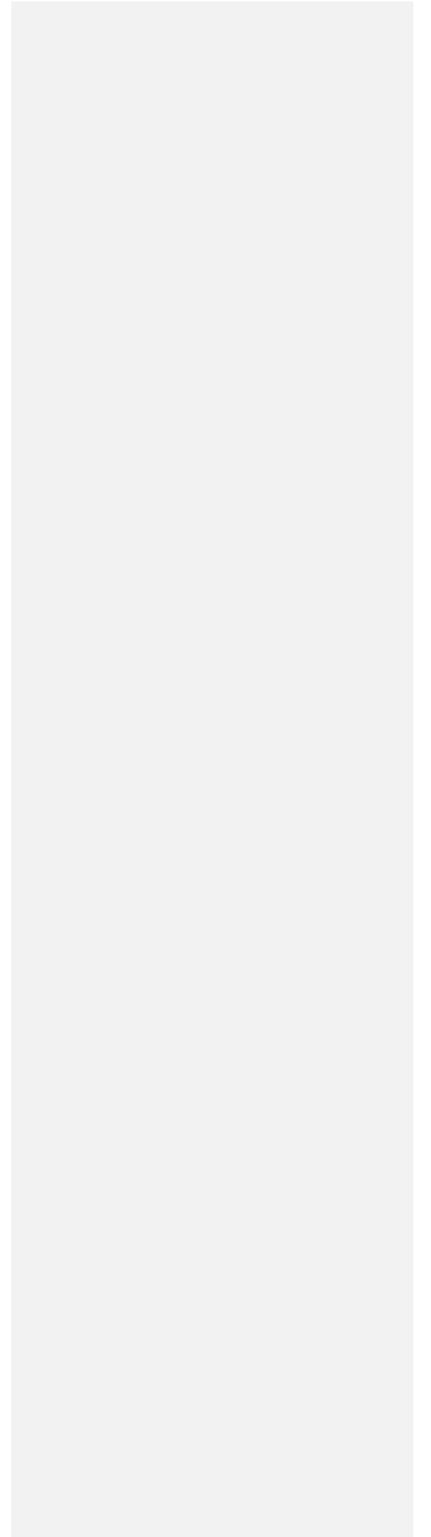
In addition, the annual \$2 million per school cap, which permits total per-school funding of up to \$6 million over three years, reflects the continuing priority on serving Tier I or Tier II schools. An SEA must ensure that all Tier I and Tier II schools across the State that its LEAs commit to serve, and that the SEA determines its LEAs have capacity to serve, are awarded sufficient school improvement funding to fully and effectively implement the selected school intervention models over the period of availability of the funds before the SEA awards any funds for Tier III schools.

The following describes the requirements and priorities that apply to LEA budgets and SEA allocations.

LEA Budgets

An LEA's proposed budget should cover a three-year period and should take into account the following:

1. The number of Tier I and Tier II schools that the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school.
2. The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. First-year budgets may be higher than in subsequent years due to one-time start-up costs.
2. The portion of school closure costs covered with school improvement funds may be significantly lower than the amount required for the other models and would typically cover only one year.
3. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I and Tier II schools.
4. The number of Tier III schools that the LEA commits to serve, if any, and the services or benefits the LEA plans to provide to these schools over the three-year grant period.
5. The maximum funding available to the LEA each year is determined by multiplying the total number of Tier I, Tier II, and Tier III schools that the LEA is approved to serve by \$2 million (the maximum amount that an SEA may award to an LEA for each participating school).



SEA Allocations to LEAs

An SEA must allocate the LEA share of school improvement funds (*i.e.*, 95 percent of the SEA's allocation from the Department) in accordance with the following requirements:

1. The SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.
2. An SEA may not award funds to any LEA for Tier III schools unless and until the SEA has awarded funds to serve all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
3. An LEA with one or more Tier I schools may not receive funds to serve only its Tier III schools.
4. In making awards consistent with these requirements, an SEA must take into account LEA capacity to implement the selected school interventions, and also may take into account other factors, such as the number of schools served in each tier and the overall quality of LEA applications.
5. An SEA that does not have sufficient school improvement funds to allow each LEA with a Tier I or Tier II school to implement fully the selected intervention models may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.
6. Consistent with the final requirements, an SEA may award an LEA less funding than it requests. For example, an SEA that does not have sufficient funds to serve fully all of its Tier I and Tier II schools may approve an LEA's application with respect to only a portion of the LEA's Tier I or Tier II schools to enable the SEA to award school improvement funds to Tier I and Tier II schools across the State. Similarly, an SEA may award an LEA funds sufficient to serve only a portion of the Tier III schools the LEA requests to serve.
7. Note that the requirement in section II.B.9(a) of the SIG requirements, under which an SEA that does not serve all of its Tier I schools must carry over 25 percent of its FY 2009 SIG allocation to the following year, does not apply to FY 2010 SIG funds.

An SEA's School Improvement Grant award to an LEA must:

1. Include not less than \$50,000 or more than \$2 million per year for each participating school (*i.e.*, the Tier I, Tier II, and Tier III schools that the LEA commits to serve and that the SEA approves the LEA to serve).
2. Provide sufficient school improvement funds to implement fully and effectively one of the four intervention models in each Tier I and Tier II school the SEA approves the LEA to serve or close, as well as sufficient funds for serving participating Tier III schools. An SEA may reduce an LEA's requested budget by any amounts proposed for interventions in one or more schools that the SEA does not approve the LEA to serve (*i.e.*, because the LEA does not have the capacity to serve the school or because the SEA is approving only a portion of Tier I and Tier II schools in certain LEAs in order to serve Tier I and Tier II schools across the State). An SEA also may reduce award amounts if it determines that an LEA can implement its planned interventions with less than the amount of funding requested in its budget.
3. Consistent with the priority in the final requirements, provide funds for Tier III schools only if the SEA has already awarded funds for all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
4. Include any requested funds for LEA-level activities that support implementation of the school intervention models.
5. Apportion any FY 2009 carryover school improvement funds so as to provide funding to LEAs over three years (assuming the SEA has requested and received a waiver to extend the period of availability to September 30, 2014).

6. Use FY 2010 school improvement funds to make the first year of three-year grant awards to LEAs (unless the SEA has received a waiver of the period of availability for its FY 2010 funds). Continuation awards for years 2 and 3 would come from SIG appropriations in subsequent fiscal years.

KANSAS STATE DEPARTMENT OF EDUCATION
Title I School Improvement Grant
ESEA 1003(g)
Explanation of Budget Line Items

1000 Instruction	
100	Personnel Services—Salaries Instructional salaries for full & part-time certified and non-certified employees, substitute pay, & stipends.
200	Employee Benefits FICA, Group Insurance, Workman’s Compensation, etc., for personnel in line 100 above.
300	Purchased Professional & Technical Services Into District: Consultants, subcontracts, mini-grants, counseling, guidance, medical and accounting services.
400	Purchased Property Services Lease, repair, maintain, & rent property & equipment, owned or used by the district.
500	Other Purchased Services Out of District: Staff travel, workshops/conference registrations, per diem, mileage, lodging, staff development.
600	Supplies & Materials Items that can be consumed, worn out, or deteriorated through use. This includes software that was purchased independently of a hardware package. For Title I, this may be no more than 10% of the total allocation.
700	Property Initial, additional or replacement equipment. This includes software that was purchased as part of a hardware package. For Title I, this amount may be no more than 10% of the total allocation, or \$2,000, whichever is greater.
2000 Support Services	
2100	Support Services --Students Activities designed to assess and improve the well-being of students and to supplement the teaching process. Include only staff in attendance, social work services, substance abuse, guidance and health services, and parent involvement.
2200	Support Services – Instructional Staff Activities associated with assisting the instructional staff in planning, developing and evaluating the process of providing learning experiences for students. These activities include curriculum development, techniques of instruction, child development and understanding, staff training, etc.

2300	Support Services (General Administration) Activities concerned with the overall general administration of the program. These include all personnel and materials required to support the program. If a federal program is audited by a state auditor, the CPA audit costs may not be charged to the federal program.
2329	Other Executive Administration Services Amount of funds generated by the indirect cost rate. (i.e., general operating costs such as duplicating, postage, room rental, telephone, etc.)
2400	Support Services Activities that have been assigned in addition to the normal contract concerned with directing and managing the operation of a particular school. Examples would include extended days, Title I summer school or alternative high school.
2600	Operation Building Services Activities concerned with keeping the physical plant open, comfortable and safe for use and keeping the grounds, buildings and equipment in effective working condition and state of repair. May be used only if space would not be maintained in absence of federal funds.
2700	Student Transportation Services Providing transportation for students. Activities concerned with conveying students to and from school, as provided by State and Federal law. This includes trips between home and school, and trips to and from school activities. Federal funds may not be used to supplant regular transportation costs.
3000 Non-Instructional Services	
3300	Community Services Operations <i>Providing community services to staff or students.</i>
3400	Student Activities Providing activities associated with the students in these programs.

**Appendix H
LEA Application Scoring Form
SUMMARY PAGE**

Reviewer Name: USD Name and USD #: Grant Application Name:

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

**APPENDIX J:
LEA Application**



Fiscal Year 2010

January, 2011

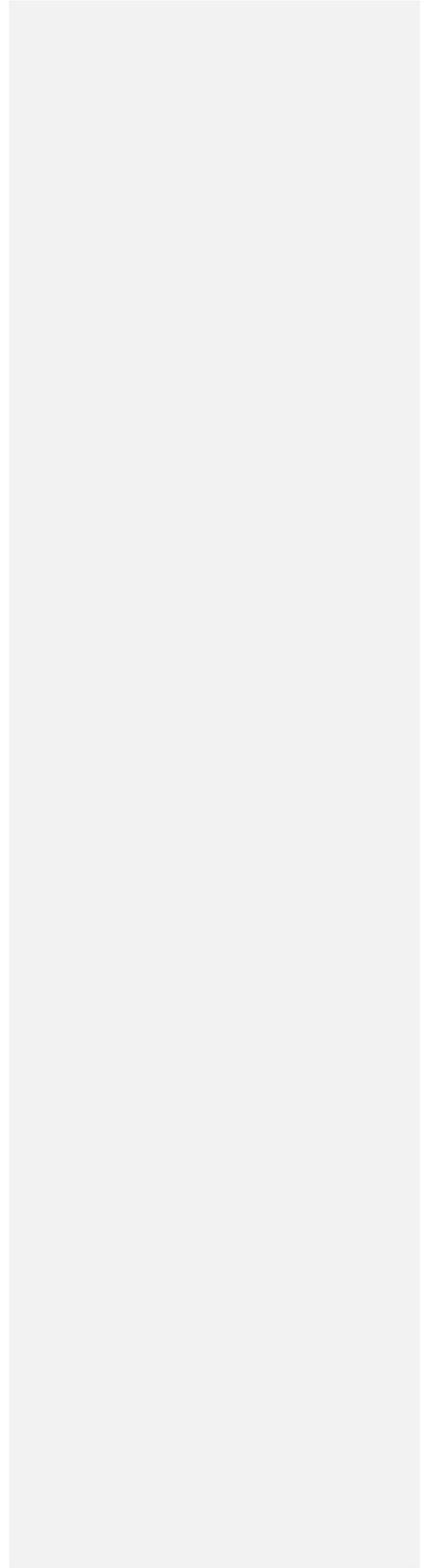
District Level School Improvement Grant Application (LEA)

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Title I School

**TITLE PROGRAM & SERVICES
TEAM**

DRAFT



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

PART II: DISTRICT INFORMATION

USD Name and Number	
Name and Title of District Contact for Grant Application	
Address	Telephone Number
City	Zip Code
E-mail Address	Fax
Qualifications: The school(s) in the district identified as <i>in improvement, corrective action or restructuring</i> and which demonstrate the greatest need and commitment. Schools listed on the following page(s).	
Amount Requested	
Authorized District Signature	Date

SEA Approval/Date	Amount Awarded
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Employment/Educational Opportunity Agency

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:

KSDE General Counsel
 120 SE 10th Ave.
 Topeka, KS 66612

785-296-3204

The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a school improvement grant.

Step 1a: Needs Assessment -- The LEA has analyzed the needs of each school and selected an intervention for each school.

Needs Assessment Process: Describe the **needs assessment process** that the school went through before selecting the Intervention Model. Needs Assessment Resources are provided in the Kansas Improvement Notebook located at: <http://www.ksde.org/Default.aspx?tabid=4398>

Data Analysis: Write a brief summary of the school's data analysis results/findings. Include:

Achievement Data

- School Leading Indicator Report (in Appendix E of LEA Application)
- School AYP Data
- School Report Card Data

Perception Data

Contextual (school processes/ programs)

Demographic Data

Root Cause Analysis: Based on the school's data analysis results, describe the root cause(s) that support the selection of an appropriate intervention model.

Step 1b: The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively the required activities of the school intervention model it has selected.

Using the needs assessment results, select the Appropriate Intervention Model, elaborate on how the school utilized the School Intervention Model Selection Rubrics to choose a model. **Refer to Appendix D, p. 48-79.**

Model that Supports School: Describe why the model will be an appropriate fit for the school.

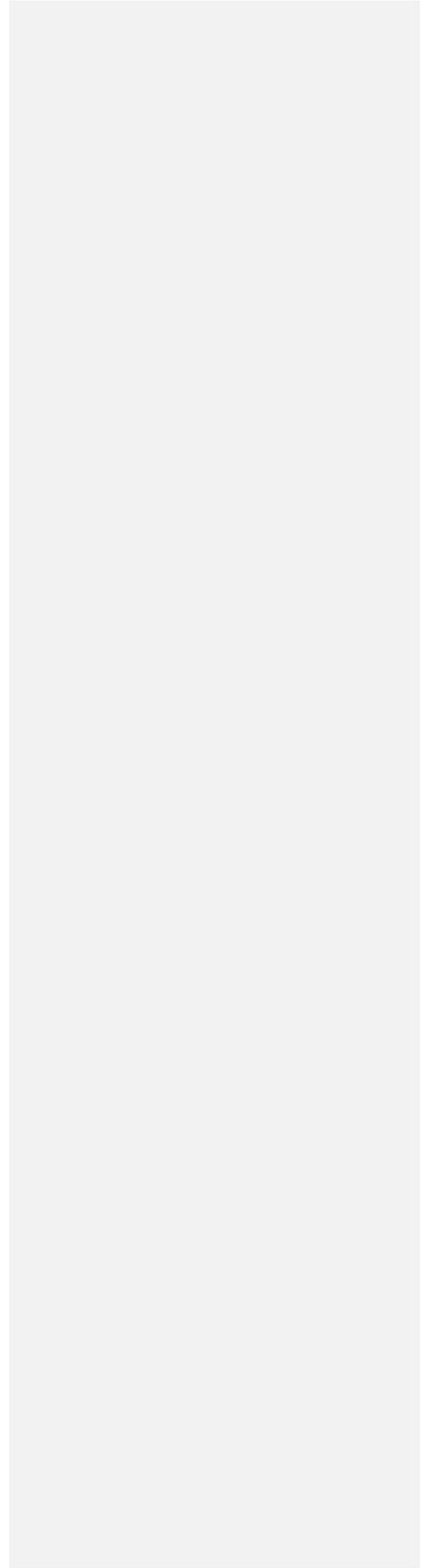
Using the Needs Assessment and the Selected School Intervention Model, Assess the District and School Capacity, elaborate on how the school used the Innovation Configuration Matrix (ICM) for Schools. It is located at <http://www.kansasmtss.org/resources.htm>

Strengths and Weaknesses: Discuss the **strengths and weaknesses** identified in the capacity appraisal that was done for the school using the Innovation Configuration Matrix (ICM) for Schools.

Use of Improvement Funds: Provide an explanation of the school's capacity to use school improvement funds to provide adequate resources and related support for full and effective implementation of all required activities of the selected model.

2. If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school. (Answer only if applicable.)

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3. The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements.

Interventions Consistent with Final Requirements: Describe the actions the school will take to design and implement interventions consistent with the final requirements of the grant. (*Using the appropriate table for model selected – complete only one chart.*)

Turnaround Model Requirements: Refer to Appendix B, p. 32-35.

(Fill out this box ONLY if you are choosing the Turnaround Model.)

Write a brief narrative explaining how this school will address each of the Required Activities listed below. (Required Activities)

<p>A. Replace the principal and grant the principal sufficient operational flexibility (including staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;</p>	
<p>B. Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, 1) Screen all existing staff and rehire no more than 50 percent; and 2) Select new staff;</p>	
<p>C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;</p>	
<p>D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the</p>	

capacity to successfully implement school reform strategies;	
E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;	
F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;	
G. Promote the continuous use of student data (such as from formative, interim, summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;	
H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and	
I. Provide appropriate social-emotional and community-oriented services and supports for students.	

**Restart Model Requirements: Refer to Appendix B, p. 36-38.
(Fill out this box ONLY if you are choosing the Restart Model.)**

Write a brief narrative explaining how this school will address each of the Required Activities listed below. (Required Activities)

A. The LEA creates a “rigorous review process” and examines prospective restart operator’s reform plans and strategies. The prospective operator demonstrates that its strategies are	
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research-based and that it has the capacity to implement the strategies it is proposing.	
B. The LEA allows former students, within the grades it serves, to attend the schools.	
C. The LEA requires all former students who wish to attend the restart school to sign student or parent/student agreements covering student behavior, attendance, and other commitments related to academic performance.	
D. The LEA provides the operator with considerable flexibility, not only with respect to the school improvement activities it will undertake, but with respect to the type of program it will offer.	
E. The LEA includes accountability agreements for meeting final requirements with the operator and can terminate the contract if performance measures are not met.	
F. The LEA reviews and meets fee and service requirements as defined by guidance in grant.	

**Closure Model Requirements: Refer to Appendix B, p. 38-39.
(Fill out this box ONLY if you are choosing the Closure Model.)**

Write a brief narrative explaining how this school will address each of the Required Activities listed below. (Required Activities)

A. Families and Communities are engaged by the LEA in the process of selecting the appropriate school improvement model. The data and reasons to support the decisions to close the school are shared with families and the school community and they have a voice in exploring quality options.	
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B. The families and communities are allowed to help plan for a smooth transition for students and their families at the receiving schools.	
C. The LEA determines whether higher-achieving schools are within reasonable proximity to the closed school and whether any students are unduly inconvenienced by having to travel to the new location.	
<p>D. Leadership will devise a school closure plan to address all Kansas Learning Network Correlates (Leadership, Culture and Human Capital, Curriculum and Assessment, and Professional Development). The plan would include:</p> <ul style="list-style-type: none"> ✓ Personnel placement ✓ Policy ✓ Board decisions ✓ Student Assignment ✓ Transfer of Records ✓ Transportation ✓ Resource Reassignment ✓ Transfer of equipment ✓ Building numbers ✓ Facility issues ✓ Community PR ✓ Parent Communication ✓ Special Education Issues ✓ Title I Issues ✓ Records ✓ Fiscal Services ✓ Accreditation Issues ✓ Safety and Security Considerations. ✓ Communication with state 	

**Transformation Model Requirements: Refer to Appendix B, p. 39-44.
 (Fill out this box ONLY if you are choosing the Transformation Model.)**

<p><i>Write a brief narrative explaining how this school will address <u>each</u> of the Required Activities listed under the numbered strategies.</i></p>	
<p>(1) Developing and increasing teacher and school leader effectiveness. (Required Activities)</p>	
<p>A. Replace the principal who led the school prior to commencement of the transformation model; (Note: USDE will accept 2 years of previous experience if the transformation has begun.)</p>	
<p>B. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <ul style="list-style-type: none"> 3) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 4) Are designed and developed with teacher and principal involvement; 	
<p>C. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and HS graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p>	

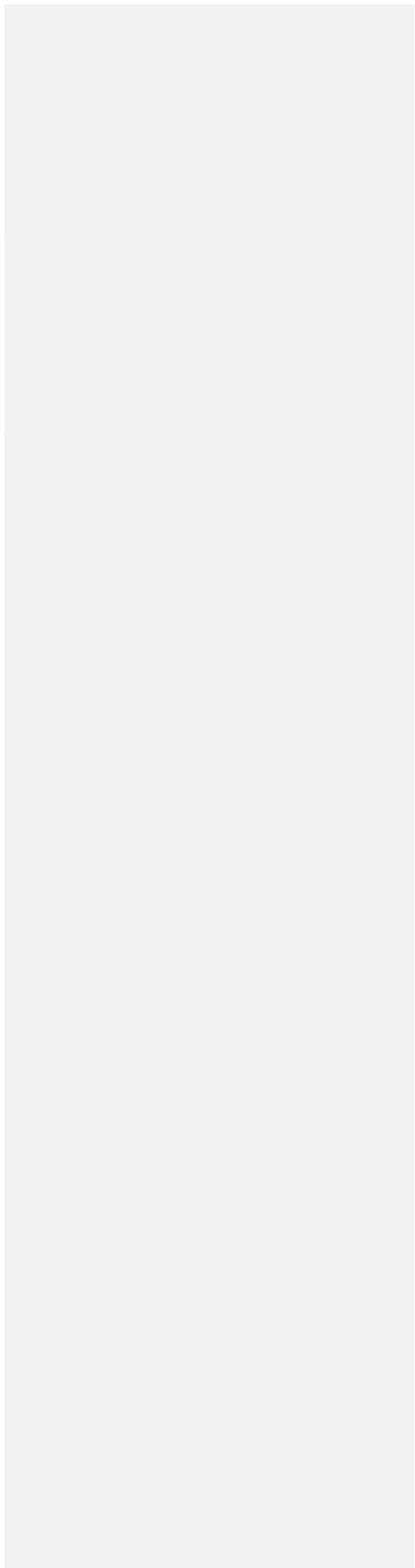
<p>D. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p>	
<p>E. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>	
<p>(2) Comprehensive instructional reform strategies. (Required Activities)</p>	
<p>A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p>	
<p>B. Promote the continuous use of student data (formative, interim, summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	
<p>(3) Increasing learning time and creating community-oriented schools. (Required Activities)</p>	
<p>A. Establish schedules and strategies that provide increased learning time (as defined in this notice); and</p>	
<p>B. Provide ongoing mechanisms for family and community engagement.</p>	

(4) Providing operational flexibility and sustained support. (Required Activities)	
<p>A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p>	
<p>B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>	

External Providers: Describe the actions the school will take to recruit, screen and select external providers, if applicable to ensure their quality.

Resources Aligned to Interventions: Describe how the school will align other resources with the interventions.

Practices and Policies: Explain what practices or policies, if necessary, will need to be modified to enable the school to implement the interventions fully and effectively.



Sustainability: Explain how the school will sustain the reforms after the funding period ends.

4. The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA’s application. Refer to Appendix D, p. 76-77.

Implementation Steps	SEA Timeline	LEA Timeline and Explanation
<p><u>Exploration and Adoption</u></p> <ol style="list-style-type: none"> 1. Needs Assessment using the Innovation Configuration Matrix (ICM) for Schools <ul style="list-style-type: none"> • Achievement Data <ul style="list-style-type: none"> ○ School Leading Indicator Report ○ School AYP Data ○ School Report Card Data 2. Perception Data 3. Contextual (school processes/ programs) 4. Demographic Data 5. Selection of Model <ul style="list-style-type: none"> • School Improvement Model Selection Rubrics 6. Capacity of District <ul style="list-style-type: none"> • Capacity Appraisal 	<p>SEA grant application is submitted in December 2010.</p> <p>LEAs receive notification of identified Tier I, Tier II and Tier III schools in December 2010.</p> <p>SEA grant application and LEA grant application is approved in January 2011.</p> <p>LEA grant application is distributed in January 2011.</p> <p>KSDE offers technical assistance to LEAs on grant competition January through webinar.</p> <p>LEA grants due March 1, 2011.</p> <p>LEA grants evaluated and site visits April 2011.</p> <p>LEA grants awarded at</p>	

<p>using Innovation Configuration Matrix (ICM) for Districts</p> <ul style="list-style-type: none"> • Systemic Coherence and Capacity Addendum to the District Effectiveness Appraisal • Sustainability Plan <p>7. Goal Setting</p> <p>8. Completion of Stages 1 through 4 in School Improvement Process</p> <p>9. LEA Application</p> <p>10. LEA Presentation on Needs Assessment Results, Model Selection, Capacity Appraisal Results, and Goal Identification</p> <p>11. Budget Negotiation</p> <p>12. Approval of LEA Application by KSDE</p>	<p>KSBE meeting May 2011.</p>	
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<p><u>*Program Installation and Initial Implementation – PRE-IMPLEMENTATION</u></p> <ol style="list-style-type: none"> 1. Family and Community Engagement Meetings 2. Rigorous Review of External Providers 3. Staffing 4. Instructional Programs (remediation and enrichment programs begin) 5. Professional Development 6. Aligning Accountability Measures for Reporting <p>(*See Pre-Implementation information in SIG Guidance on School Improvement Grants, November 1, 2010, p. 75-80.)</p>	<p>Funds available to LEAs in June 2011.</p> <p>Pre-Implementation activities begin at school site in June.</p>	
<p><u>Full Operation</u></p> <ol style="list-style-type: none"> 1. Beginning of School Year – Back to school kick-off 2. Continuation of School Staff Training 3. IC’s Bi-Weekly Meetings on Fidelity of Implementation of School Improvement Plan 4. Bi-Monthly and technical assistance monitoring by KSDE Staff 5. Student Orientation Sessions on School Changes 6. Family and Community Orientation Sessions on School Changes Continue 	<p>August 20, 2011</p>	
<p><u>Innovation</u></p> <ol style="list-style-type: none"> 1. Analysis of Year One Data 	<p>June 2012</p>	

<p>2. Revisions to School Improvement Plan 3. Continuation of School Staff Training</p>		
<p><u>Sustainability</u> 6. Evaluation 7. Resource Alignment 8. Abandonment and Redesign</p>	<p>August 2012</p>	

5. The LEA must describe the annual goals for student achievement on the State’s assessment in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds. Additional goals may be provided based on the root cause analysis findings.

6. For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.

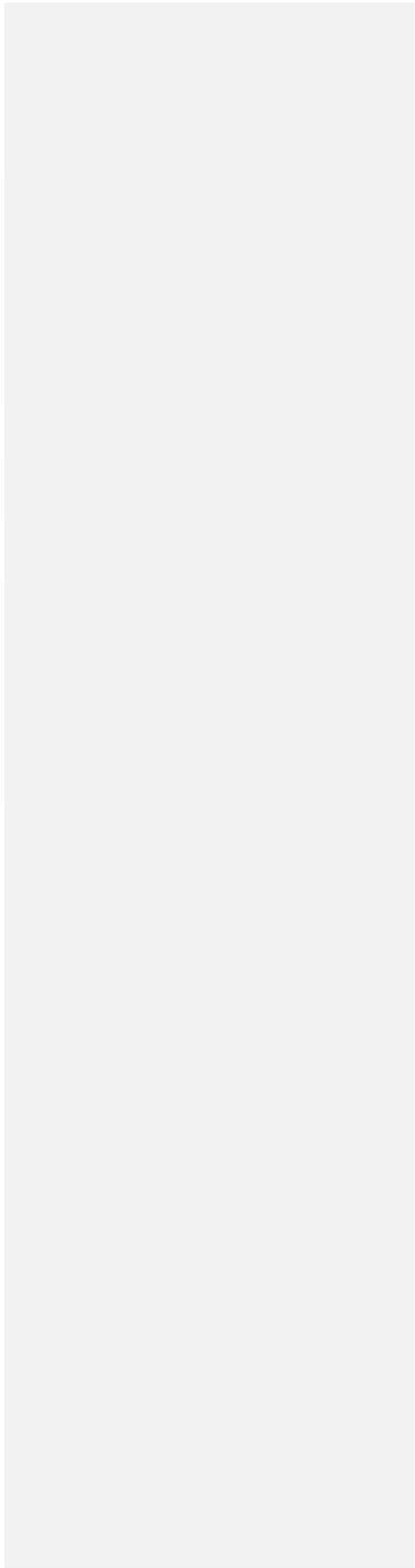
7. The LEA must describe the goals it has established (subject to approval by SEA) in order to hold accountable its Tier III schools that receive school improvement fund , if applicable.

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8. As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

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C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve. Refer to Appendix G, p. 82-85 & Appendix H, p. 86-87.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.
- The LEA must include a budget and budget narrative to support each line item.

Note: An LEA’s budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA;s three-year budget plan.

An LEA’s budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000 or no more than \$6,000,000 over three years.

Example:

LEA XX BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 – Full implementation			
Tier I ES #1	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
Tier I ES #2	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
Tier I MS #1	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000
Tier II HS #1	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$5,735,000
LEA-level Activities	\$250,000		\$250,000	\$250,000	\$750,000
Total Budget	\$6,279,000		\$5,981,500	\$5,620,000	\$17,880,500

**KANSAS STATE DEPARTMENT OF EDUCATION
Title I School Improvement Grant
ESEA 1003(g)
PRE-IMPLEMENTATION DISTRICT BUDGET
FOR MAY 15, 2011 TO AUGUST 30, 2011**

Budget Categories	Amount Requested
1000 Instruction	
100 Personnel Services—Salaries	
200 Employee Benefits	
300 Purchased Professional and Technical Services	
400 Purchased Property Services	
500 Other Purchased Services	
600 Supplies and Materials	
700 Property	
2000 Support Services	
2100 Support Services—Students	
2200 Support Services—Instructional Staff	
2300 Support Services (General Administration)	
2329 Other Executive Administration Services	
2400 Support Services	
2700 Student Transportation Services	
3000 Non-Instructional Services	
3300 Community Services Operations	
3400 Student Activities	
TOTAL	\$

Provide a written explanation of each proposed expenditure on a separate page.

**KANSAS STATE DEPARTMENT OF EDUCATION
Title I School Improvement Grant
ESEA 1003(g)
PROJECTED DISTRICT BUDGET FOR SEPTEMBER 1, 2011 TO JUNE 30, 2012**

Year 1

Budget Categories	Amount Requested
1000 Instruction	
100 Personnel Services—Salaries	
200 Employee Benefits	
300 Purchased Professional and Technical Services	
400 Purchased Property Services	
500 Other Purchased Services	
600 Supplies and Materials	
700 Property	
2000 Support Services	
2100 Support Services—Students	
2200 Support Services—Instructional Staff	
2300 Support Services (General Administration)	
2329 Other Executive Administration Services	
2400 Support Services	
2700 Student Transportation Services	
3000 Non-Instructional Services	
3300 Community Services Operations	
3400 Student Activities	
TOTAL	\$

Provide a written explanation of each proposed expenditure on a separate page.

**KANSAS STATE DEPARTMENT OF EDUCATION
Title I School Improvement Grant
ESEA 1003(g)
PROJECTED DISTRICT BUDGET FOR JULY 1, 2012 TO JUNE 30, 2013
Year 2**

Budget Categories	Amount Requested
1000 Instruction	
100 Personnel Services—Salaries	
200 Employee Benefits	
300 Purchased Professional and Technical Services	
400 Purchased Property Services	
500 Other Purchased Services	
600 Supplies and Materials	
700 Property	
2000 Support Services	
2100 Support Services—Students	
2200 Support Services—Instructional Staff	
2300 Support Services (General Administration)	
2329 Other Executive Administration Services	
2400 Support Services	
2700 Student Transportation Services	
3000 Non-Instructional Services	
3300 Community Services Operations	
3400 Student Activities	
TOTAL	\$

Provide a written explanation of each proposed expenditure on a separate page.

**KANSAS STATE DEPARTMENT OF EDUCATION
Title I School Improvement Grant
ESEA 1003(g)
PROJECTED DISTRICT BUDGET FOR JULY 1, 2013 TO JUNE 30, 2014
Year 3**

Budget Categories	Amount Requested
1000 Instruction	
100 Personnel Services—Salaries	
200 Employee Benefits	
300 Purchased Professional and Technical Services	
400 Purchased Property Services	
500 Other Purchased Services	
600 Supplies and Materials	
700 Property	
2000 Support Services	
2100 Support Services—Students	
2200 Support Services—Instructional Staff	
2300 Support Services (General Administration)	
2329 Other Executive Administration Services	
2400 Support Services	
2700 Student Transportation Services	
3000 Non-Instructional Services	
3300 Community Services Operations	
3400 Student Activities	
TOTAL	\$

Provide a written explanation of each proposed expenditure on a separate page.

D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will --

- Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- 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 each Tier I and Tier II school that it serves with school improvement funds;
- If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- Report to the SEA the school-level data required under section III of the final requirements.

E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- "Starting over" in the school improvement timeline for Tier I schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

APPENDICES

- APPENDIX A:** General Grant Information
- APPENDIX B:** Requirements for Four Intervention Models –
Guidance on Fiscal Year 2010 School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965 – November 1, 2010, p. 26-42. To access the entire guidance document use the following link: <http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>
- APPENDIX C:** Intervention Models Rubrics
- APPENDIX D:** Process Timeline Based on the Six Steps of Implementation
- APPENDIX E:** Systemic Coherence and Capacity Addendum
- APPENDIX F:** School Leading Indicator Report
- APPENDIX G:** SEA Allocations to LEAS and LEA Budgets
- APPENDIX H:** Explanation of Budget Line Items
- APPENDIX I:** LEA Application Scoring Form

APPENDIX A

GENERAL INFORMATION ABOUT THE GRANT:

Please read this before beginning the application on p. 3.

Purpose:

The School Improvement Grants under the Elementary and Secondary Educational Act (ESEA) are grants awarded to State Educational Agencies (SEAs), to Local Educational Agencies (LEAs) for assisting their Title I schools identified in Tier I, Tier II and Tier III under the new guidance from the Department of Education (DOE). The Kansas State Department of Education (KSDE) will ensure the funds will be granted to those schools that demonstrate the greatest need, have the strongest commitment toward providing the resources necessary to raise substantially the achievement of their students to make adequate yearly progress, and exit improvement status.

Eligible Schools and Districts:

Districts that have schools identified in Tier I and Tier II and are requesting funds should utilize this application. All Tier I and Tier III schools have a school improvement plan on file that has been reviewed and approved by the KSDE. Tier I and Tier II schools will be expected to update their plan when applying for new school improvement funds. A separate grant application for Tier III schools will be made available, if resources are available.

Eligibility Criteria

The School Improvement Grant (SIG) Section 1003 (g) Amended Final Requirements and Guidance published in the Federal Register in January 2010, states that school improvement funds are to be focused on persistently lowest-achieving schools. Further guidance was provided on November 1, 2010. As identified by the Local Education Agency (LEA) as a school(s) served in Tier I or Tier II, the LEA must implement one of the four school intervention models: Turnaround Model, Restart Model, School Closure, or Transformation Model.

	Schools an SEA MUST identify in each tier	Newly eligible schools an SEA MAY identify in each tier
Tier I	Schools that meet the criteria in paragraph (a)(1) in the definition of “persistently lowest-achieving schools.” ¹	Title I eligible ² elementary schools that are no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(1)(i) in the definition of “persistently lowest-achieving schools” <u>and</u> that are: <ul style="list-style-type: none">• in the bottom 20% of all schools in the State based on proficiency rates;<u>or</u>• have not made AYP for two consecutive years.

Tier II	Schools that meet the criteria in paragraph (a)(2) in the definition of “persistently lowest-achieving schools.”	Title I eligible secondary schools that are (1) no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(2)(i) in the definition of “persistently lowest-achieving schools” or (2) high schools that have had a graduation rate of less than 60 percent over a number of years <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years.
Tier III	Title I schools in improvement, corrective action, or restructuring that are not in Tier I. ³	Title I eligible schools that do not meet the requirements to be in Tier I or Tier II <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two years.

“Persistently lowest-achieving schools” means, as determined by the State —

- (a)(1) Any Title I school in improvement, corrective action, or restructuring that –
- (i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
 - (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and
- (2) An secondary school that is eligible for, but does not receive, Title I funds that –
- (i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
 - (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

For the purposes of schools that may be added to Tier I, Tier II, or Tier III, “Title I eligible” schools may be schools that are eligible for, but do not receive, Title I, Part A funds or schools that are Title I participating (i.e., schools that are eligible for and do receive Title I, Part A funds.)

**Certain Title I schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II rather than Tier III. In particular, certain Title I secondary schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II if an SEA

receives a waiver to include them in the pool of schools from which Tier II schools are selected or if they meet the criteria in section I.A.1(b)(ii)(A)(2) and (B) and an SEA chooses to include them in Tier II.

Selection of a Model

For each Tier I and Tier II School that the LEA commits to serve, the LEA must demonstrate that –

- The LEA has analyzed the needs of each school and selected an intervention for each school; and
- The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II schools identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.

The Intervention Model Selection Rubrics, which is in Appendix C, should be used by the district when selecting a model. In the LEA application the district will be asked to provide answers to specific questions about the model they have selected.

A. TURNAROUND MODEL

The following information comes from Guidance from School Improvement Grants on Turnaround Models, Appendix B, p. 26-31.

A turnaround model is one in which an LEA must do the following:

- (1) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
- (2) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
 - (A) Screen all existing staff and rehire no more than 50 percent; and
 - (B) Select new staff;
- (3) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;

- (4) Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- (5) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
- (6) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
- (7) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- (8) Establish schedules and implement strategies that provide increased learning time; and
- (9) Provide appropriate social-emotional and community-oriented services and supports for students.

B. RESTART MODEL

The following information comes from Guidance from School Improvement Grants on Restart Model, pg. 31-34.

A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

- A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools.
- An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.

C. SCHOOL CLOSURE MODEL

The following information comes from Guidance from School Improvement Grants on School Closure Model, pg. 34-35.

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

D. TRANSFORMATION MODEL

The following information comes from Guidance from School Improvement Grants on Transformational Model, pg. 36-42.

An LEA implementing a transformation model must:

- (1) Replace the principal who led the school prior to commencement of the transformation model;
- (2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that —
 - (a) Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - (b) Are designed and developed with teacher and principal involvement;
- (3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
- (4) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
- (5) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.

If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.

ADDITIONAL REQUIREMENTS WHEN ADOPTING A MODEL

Capacity:

The LEA must demonstrate the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II School identified in the application.

- An LEA is only required to serve the Tier I schools that it has the capacity to serve.
- If an LEA does not serve any Tier I school(s) they may not apply for funding to only serve their Tier III schools.

Goal Setting and Reporting:

An LEA must set annual goals for student achievement related to their results on the Kansas assessments (i.e., reading/language arts and mathematics).

The annual goals for the LEA need to be approved by the State Educational Agency.

For each identified school in Tier I and Tier II the state will report the following:

- identity of the school;
- the interventions adopted, and
- the amount of funding awarded.

In addition,

- Achievement measures must be reported annually (i.e., improvements in student performance) and leading indicators (e.g., student and teacher attendance rates) for each identified school in Tier I and Tier II.
- Funding awards for years two and three will be determined from data received from the LEA receiving funding in year one. This renewal, if extended, will be through a waiver based on availability within a set period of time.

Evaluation Criteria:

The actions listed are required by the LEA and must be completed prior to submitting the application for a School Improvement Grant.

Based on the analysis of the Tier I and Tier II schools the LEA will:

- a) Describe the need for each school identified and what interventions have been selected for each school.
- b) Describe how capacity was determined.
- c) Describe how the LEA plans to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school(s) identified in the

application in order to implement, fully and effectively, the selected intervention in each of those schools.

- d) Include a budget to sufficiently implement the funds for the selected interventions named in each Tier I and Tier II school(s) as identified in the application.
- e) Describe how and what support will be given to the school improvement activities in Tier III schools throughout the period of availability of funds (including the possibility of any waiver extending the period of time if applicable).

The Role of the SEA:

- 1) Identify Tier I, Tier II, and Tier III schools;
- 2) Establish criteria to evaluate the quality of applications;
- 3) Analyze the needs and selected intervention(s) for each Tier I and Tier II schools identified in the LEA application;
 - a. demonstrated their capacity to use the funds to provide adequate resources and
 - b. to support each Tier I and Tier II school identified in the application in order to implement fully and effectively the selected intervention in each school; and
 - c. developed a budget with sufficient funds to implement the selected interventions fully and effectively in each Tier I and Tier II school identified in their applications as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).
- 4) Establish criteria to assess LEA commitment to:
 - a. design and implement the interventions; recruit, screen, and select external providers, if applicable, to ensure their quality;
 - b. align other resources with the interventions;
 - c. modify their practices or policies, if necessary, to be able to implement the interventions fully and effectively; and
 - d. sustain the reforms after the funding period ends.
- 5) Prioritize, first, LEA applications that commit to serve Tier I and Tier II schools and, then, LEA applications that commit to serve Tier I schools.
- 6) Award SIG funds to eligible LEAs in amounts of sufficient size and scope to implement the selected interventions;
- 7) Monitor LEA implementation of the selected interventions.
- 8) Hold each LEA accountable annually for meeting, or making progress toward meeting, student achievement goals and leading indicators in each Tier I and Tier II School.
- 9) Post on its Web site, within 30 days of awarding SIG grants, all final LEA applications and a summary of the grants.
- 10) Report school-level data on student achievement outcomes and leading indicators in Tier I and Tier II schools.

Waivers

To support effective implementation, the State may award an LEA a waiver to:

- 1) “Start over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- 2) Implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

DRAFT

APPENDIX B

Intervention Model Requirements November 1, 2010 Guidance

B. TURNAROUND MODEL

B-1. What are the required elements of a turnaround model?

A turnaround model is one in which an LEA must do the following:

- (1) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in FY 2010 Guidance 27 order to substantially improve student achievement outcomes and increase high school graduation rates;
- (2) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
 - (A) Screen all existing staff and rehire no more than 50 percent; and
 - (B) Select new staff;
- (3) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
- (4) Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- (5) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new —turnaround office in the LEA or SEA, hire a —turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
- (6) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
- (7) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- (8) Establish schedules and implement strategies that provide increased learning time; and

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

B-2. In addition to the required elements, what optional elements may also be a part of a turnaround model?

In addition to the required elements, an LEA implementing a turnaround model may also implement other strategies, such as a new school model or any of the required and permissible activities under the transformation intervention model described in the final requirements. It could also, for example, implement a high-quality preschool program that is designed to improve the health, social-emotional outcomes, and school readiness for high-need young children or replace a comprehensive high school with one that focuses on science, technology, engineering, and mathematics (STEM). The key is that these actions would be taken within the framework of the FY 2010 Guidance 28 turnaround model and would be in addition to, not instead of, the actions that are required as part of a turnaround model. (Modified for FY 2010 Guidance)

B-3. What is the definition of —staff as that term is used in the discussion of a turnaround model?

As used in the discussion of a turnaround model, —staff includes all instructional staff, but an LEA has discretion to determine whether or not —staff also includes non-instructional staff. An LEA may decide that it is appropriate to include non-instructional staff in the definition of —staff as all members of a school’s staff contribute to the school environment and are important to the success of a turnaround model. In determining the number of staff members that may be rehired, an LEA should count the total number of staff positions (however staff is defined) within the school in which the model is being implemented, including any positions that may be vacant at the time of the implementation. For example, if a school has a total of 100 staff positions, only 90 of which are filled at the time the model is implemented, the LEA may rehire 50 staff members; the LEA is not limited to rehiring only 45 individuals (50 percent of the filled staff positions). (See G-1c for additional information on how an LEA should determine the number of staff members that must be replaced when taking advantage of the flexibility to continue or complete interventions that have been implemented within the last two years.) (Modified for FY 2010 Guidance)

B-3a. The response to B-3 states that —staff includes —all instructional staff. Does —all instructional staff mean only teachers of core academic subjects or does it also include physical education teachers and teachers of other non-core academic subjects?

—All instructional staff includes teachers of core academic subjects as well as teachers of non-core academic subjects. Section I.A.2(a)(1)(ii) of the final requirements requires an LEA to measure the effectiveness of —staff who work within the turnaround environment. As is stated in B-3, an LEA has discretion to determine whether or not to include non-instructional staff, in addition to instructional staff, in meeting this requirement. An LEA may decide it is appropriate to include non-instructional staff in the definition of —staff as all members of a school’s staff contribute to the school environment and are important to the success of a turnaround model.

B-4. What are —locally adopted competencies?

A —competency, which is a skill or consistent pattern of thinking, feeling, acting, or speaking that causes a person to be effective in a particular job or role, is a key predictor of how someone will perform at work. Given that every teacher brings a unique skill set to the classroom, thoughtfully developed assessments of such competencies can be used as part of a rigorous recruitment, screening, and selection process to identify educators with the unique qualities that equip them to succeed in the turnaround environment and can help ensure a strong match between teachers and particular turnaround schools. As part of a rigorous recruitment, screening and selection process, assessments of turnaround teachers' competencies can be used by the principal or district leader to distinguish between very high performers and more typical or lower-performing teachers in a turnaround setting. Although an LEA may already have and use a set of tools to screen for appropriate competencies as part of its normal hiring practices, it is important to develop a set of FY 2010 Guidance 29 competencies specifically designed to identify staff that can be effective in a turnaround situation because, in a turnaround school, failure has become an entrenched way of life for students and staff, and staff members need stronger and more consistent habits in critical areas to transform the school's wide-scale failure into learning success. While each LEA should identify the skills and expertise needed for its local context, in addition to reviewing evidence of effectiveness in previous teaching positions (or other pre-service experience) in the form of recommendations, portfolios, or student outcomes, examples of locally adopted competencies might include acting with initiative and persistence, planning ahead, flexibility, respect for and sensitivity to norms of interaction in different situations, self-confidence, team leadership, developing others, analytical thinking, and conceptual thinking. The value and utility of turnaround competencies for selection are dependent on the process by which an LEA or school leader or team uses them. In addition to assessing a candidate's subject knowledge and mastery of specific instructional practices that the turnaround school uses, using a robust and multi-tiered selection process that includes interviews that ask about past practice in the classroom or situational scenarios, reviewing writing samples, observing teachers in their classrooms, and asking teachers to perform job-related tasks such as presenting information to a group of parents, are all common techniques used to screen candidates against turnaround competencies. Note that these are merely examples of a process and set of competencies an LEA might measure and use in screening and selecting staff to meet the unique needs of the schools in which it will implement a turnaround model.

B-5. Is an LEA implementing the turnaround model required to use financial incentives, increased opportunities for promotion and career growth, and more flexible conditions as strategies to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround model?

No. The specific strategies mentioned in this requirement (see B-1(3)) are merely examples of the types of strategies an LEA might use to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a school implementing the turnaround model. An LEA is not obligated to use these particular strategies, so long as it implements some strategies that are designed to recruit, place, and retain the appropriate staff.

B-6. What is job-embedded professional development?

Job-embedded professional development is professional learning that occurs at a school as educators engage in their daily work activities. It is closely connected to what teachers are asked to do in the classroom so that the skills and knowledge gained from such learning can be

immediately transferred to classroom instructional practices. Job-embedded professional development is usually characterized by the following:

- It occurs on a regular basis (e.g., daily or weekly);
- It is aligned with academic standards, school curricula, and school improvement goals; FY 2010 Guidance 30
- It involves educators working together collaboratively and is often facilitated by school instructional leaders or school-based professional development coaches or mentors;
- It requires active engagement rather than passive learning by participants; and
- It focuses on understanding what and how students are learning and on how to address students' learning needs, including reviewing student work and achievement data and collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on such data.

Job-embedded professional development can take many forms, including, but not limited to, classroom coaching, structured common planning time, meetings with mentors, consultation with outside experts, and observations of classroom practice. When implemented as part of a turnaround model, job-embedded professional development must be designed with school staff.

B-7. Does the requirement to implement an instructional program that is research-based and aligned (vertically and with State standards) require adoption of a new or revised instructional program?

Not necessarily. In implementing a turnaround model, an LEA must use data to identify an instructional program that is research-based and vertically aligned as well as aligned with State academic standards. If an LEA determines, based on a careful review of appropriate data, that the instructional program currently being implemented in a particular school is research-based and properly aligned, it may continue to implement that instructional program. However, the Department expects that most LEAs with Tier I or Tier II schools will need to make at least minor adjustments to the instructional programs in those schools to ensure that those programs are, in fact, research-based and properly aligned.

B-8. What are examples of social-emotional and community-oriented services that may be supported with SIG funds in a school implementing a turnaround model?

Social-emotional and community-oriented services that may be offered to students in a school implementing a turnaround model may include, but are not limited to: (a) safety programs; (b) community stability programs that reduce the mobility rate of students in the school; or (c) family and community engagement programs that support a range of activities designed to build the capacity of parents and school staff to work together to improve student academic achievement, such as a family literacy program for parents who need to improve their literacy skills in order to support their children's learning. If funds are not reasonably available from other public or private sources to support the planning and implementation of the services and the LEA has engaged in a comprehensive needs assessment, SIG funds might be used to hire a coordinator or to contract with an organization to facilitate the delivery of health, nutrition, and social services to the school's students in partnership with local service providers. SIG funds also might be used for (1) professional development necessary to assist teachers, pupil services personnel, other staff, and parents in identifying and meeting the comprehensive needs of students, and (2) as a last resort when funds are not reasonably available FY 2010 Guidance 31 from other public or private sources, the provision of basic medical equipment, such as

eyeglasses and hearing aids. An LEA should examine the needs of students in the turnaround school to determine which social emotional and community-oriented services will be appropriate and useful under the circumstances. Further, like all other activities supported with SIG funds, any services provided must address the needs identified by the needs assessment the LEA conducted prior to selecting the turnaround model for the school and must be reasonable and necessary. (See I-30.) (Modified for FY 2010 Guidance)

B-9. May an LEA omit any of the actions outlined in the final requirements and implement its own version of a turnaround model?

No. An LEA implementing a turnaround model in one or more of its schools must take all of the actions required by the final requirements. As discussed in B-2, an LEA may take additional actions to supplement those that are required as part of a turnaround model, but it may not implement its own version of a turnaround model that does not include all of the elements required by the final requirements. Thus, an LEA could not, for example, convert a turnaround school to a magnet school without also taking the other actions specifically required as part of a turnaround model.

C. RESTART MODEL

C-1. What is the definition of a restart model?

A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school (see C-6).

C-2. What is a CMO?

A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools.

C-3. What is an EMO?

An EMO is a for-profit or non-profit organization that provides —whole-school operationl services to an LEA.

C-4. Prior to submitting its application for SIG funds, must an LEA know the particular EMO or CMO with which it would contract to restart a school?

No. Prior to submitting its application, an LEA need not know the particular EMO or CMO with which it would contract to restart a school, but it should at least have a pool of potential partners that have expressed an interest in and have exhibited an ability to restart the school in which the LEA proposes to implement the restart model. An LEA does not need to enter into a contract prior to receiving its SIG funds, but it must be able to provide enough information in its application for the SEA to be confident that, if awarded SIG funds, the LEA would in fact enter into a contract with a CMO or EMO to implement the restart model. (FY 2010 Guidance 32)

C-5. What is the purpose of the —rigorous review process used for selecting a charter school operator, a CMO, or an EMO?

The —rigorous review process permits an LEA to examine a prospective restart operator’s reform plans and strategies. It helps prevent an operator from assuming control of a school without having a meaningful plan for turning it around. The purpose of the rigorous review process is to provide an LEA with an opportunity to ensure that the operator will use this model to make meaningful changes in a school. Through the rigorous review process, an LEA might, for example, require a prospective operator to demonstrate that its strategies are research-based and that it has the capacity to implement the strategies it is proposing.

C-6. Which students must be permitted to enroll in a school implementing a restart model?

A restart school must enroll, within the grades it serves, all former students who wish to attend the school. The purpose of this requirement is to ensure that restarting the school benefits the population of students who would be served by the school in the absence of —restarting the school. Accordingly, the obligation to enroll any former student who wishes to attend the school includes the obligation to enroll a student who did not actually previously attend the school — for example, because the student was previously enrolled in grade 3 but the school serves only grades 4 through 6 — but who would now be able to enroll in the school were it not implementing the restart model. If the restart school no longer serves a particular grade or grades that previously had been served by the school, the restart school is not obligated to enroll a student in the grade or grades that are no longer served.

C-6a. May an EMO or CMO with which an LEA contracts to implement a restart model require students or parents to agree to certain conditions in order to attend the school?

Yes, under the restart model, a provider may require all former students who wish to attend the restart school to sign student or parent/student agreements covering student behavior, attendance, or other commitments related to academic performance. In other words, a decision by a student or parent not to sign such an agreement amounts to an indication that the student does not wish to attend the school implementing the restart model. A provider may not, however, require students to meet, for example, certain academic standards prior to enrolling in the school.

C-7. May a restart school serve fewer grades than were previously served by the school in which the model is being implemented?

Yes. An LEA has flexibility to work with providers to develop the appropriate sequence and timetable for a restart partnership. Thus, for example, an LEA could allow a restart operator to take over one grade in the school at a time. If an LEA allows a restart operator to serve only some of the grades that were previously served by the school in which the model is being implemented, the LEA must ensure that the SIG funds it receives for the school are used only for the grades being served by the restart operator, unless the LEA is implementing one of the other SIG models with respect to the other grades served by the school. For example, if the school in question previously served grades K-6 and the LEA allows a FY 2010 Guidance 33 restart operator to take over the school only with respect to grades K-3, the LEA could use SIG funds to serve the students in grades 4-6 if it implements a turnaround model or school closure, consistent with the final requirements, with respect to those grades.

C-8. May a school implementing a restart model implement any of the required or permissible activities of a turnaround model or a transformation model?

Yes. A school implementing a restart model may implement activities described in the final requirements with respect to other models. Indeed, a restart operator has considerable flexibility not only with respect to the school improvement activities it will undertake, but also with respect to the type of school program it will offer. The restart model is specifically intended to give operators flexibility and freedom to implement their own reform plans and strategies.

C-9. If an LEA implements a restart model, must its contract with the charter school operator, CMO, or EMO hold the charter school operator, CMO, or EMO accountable for meeting the final requirements?

Yes. If an LEA implements a restart model in a Tier I or Tier II school, the LEA must include in its contract or agreement terms and provisions to hold the charter school operator, CMO, or EMO accountable for complying with the final requirements. An LEA should bear this accountability requirement in mind at the time of contracting with the charter school operator, CMO, or EMO, and should consider how best to reflect it in the contract or agreement.

C-10. May an LEA use SIG funds to pay a fee to a CMO or EMO to operate a restart model?

Yes, but only to the extent the fee is reasonable and necessary to implement the restart model. An LEA, thus, has the responsibility, in entering into a contract with a CMO or EMO, to ensure that any fee that is part of the contract is reasonable and necessary. *See* Office of Management and Budget Circular A-87, Attachment A, C.1.a (to be allowable under a Federal grant, costs must be —necessary and reasonable for proper and efficient performance and administration of [the Federal grant]). In making this determination, the LEA must ensure that there is a direct relationship between the fee and the services that the CMO or EMO will provide using SIG funds and that those services are necessary to implement the SIG model in the school being restarted. It may not be reasonable, for example, for a CMO or EMO to charge a flat percentage of the SIG funds available, irrespective of the services to be provided, particularly in light of the significant amount of SIG funds that would be available to a school for three years. For example, if a CMO or EMO normally charges a fee of five percent of gross receipts to operate a school, it may not be reasonable to calculate that percentage on the additional \$6 million in SIG funds that could be available, absent a very strong demonstration that its costs for providing services increase commensurately with the large amount of SIG funds available. Moreover, the LEA must be able to demonstrate, as part of its commitment to obtain SIG funds, that it can sustain the services of the CMO or EMO and any attendant fee after the SIG funds are no longer available (Sections I.A.4(a)(vi) and II.A.2(a)(iv)) and include a budget for each school it intends to serve that identifies any fee (Section II.A.2(a)(vi)). In addition, an SEA has the responsibility, in reviewing and approving an LEA’s application to implement the restart model in one or more of its Tier I or Tier II schools, to consider the LEA’s capacity to implement the model, including the reasonableness of its SIG budget and its ability to FY 2010 Guidance 34 sustain the model after SIG funds are no longer available, and may approve the LEA’s application only if the SEA determines that the LEA can implement fully and effectively the model. *See* Sections I.A.4(b) and II.B.2(b)(ii) and (iv). (New for FY 2010 Guidance)

D. SCHOOL CLOSURE

D-1. What is the definition of —school closure?

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

D-1a. How important is it for an LEA to engage families and the community in the LEA’s decision to close a persistently lowest-achieving school?

It is extremely important to engage families and the school community early in the process of selecting the appropriate school improvement model to implement in a school (see H-4a), but doing so is particularly important when considering school closure. It is critical that LEA officials engage in an open dialogue with families and the school community early in the closure process to ensure that they understand the data and reasons supporting the decision to close, have a voice in exploring quality options, and help plan a smooth transition for students and their families at the receiving schools. (New for FY 2010 Guidance)

D-2. What costs associated with closing a school can be paid for with SIG funds?

An LEA may use SIG funds to pay certain reasonable and necessary costs associated with closing a Tier I or Tier II school, such as costs related to parent and community outreach, including, but not limited to, press releases, newsletters, newspaper announcements, hotlines, direct mail notices, or meetings regarding the school closure; services to help parents and students transition to a new school; or orientation activities, including open houses, that are specifically designed for students attending a new school after their prior school closes. Other costs, such as revising transportation routes, transporting students to their new school, or making class assignments in a new school, are regular responsibilities an LEA carries out for all students and generally may not be paid for with SIG funds. However, an LEA may use SIG funds to cover these types of costs associated with its general responsibilities if the costs are directly attributable to the school closure and exceed the costs the LEA would have incurred in the absence of the closure.

D-3. May SIG funds be used in the school that is receiving students who previously attended a school that is subject to closure in order to cover the costs associated with accommodating those students?

No. In general, the costs a receiving school will incur to accommodate students who are moved from a closed school are costs that an LEA is expected to cover, and may not be paid for with SIG funds. However, to the extent a receiving school is a Title I school that increases its population of children from low-income families, the school should receive additional Title I, Part A funds through the Title I, Part A funding formula, and those Title I, Part A funds could be used to cover FY 2010 Guidance 35 the educational costs for these new students. If the school is not currently a Title I school, the addition of children from low-income families from a closed school might make it an eligible school.

D-4. Is the portion of an LEA’s SIG sub grant that is to be used to implement a school closure renewable?

Generally, no. The portion of an LEA’s SIG sub grant for a school that is subject to closure is limited to the time necessary to close the school — usually one year or less. As such, the funds allocated for a school closure would not be subject to renewal.

D-5. How can an LEA determine whether a higher-achieving school is within reasonable proximity to a closed school?

The school to which students who previously attended a closed school are sent should be located—within reasonable proximity to the closed school. An LEA has discretion to determine which schools are located within a reasonable proximity to a closed school. A distance that is considered to be within a—reasonable proximity in one LEA may not be within a—reasonable proximity in another LEA, depending on the nature of the community. In making this determination, an LEA should consider whether students who would be required to attend a new school because of a closure would be unduly inconvenienced by having to travel to the new location. An LEA should also consider whether the burden on students could be eased by designating multiple schools as receiving schools. An LEA should not eliminate school closure as an option simply because the higher-achieving schools that could be receiving schools are located at some distance from the closed school, so long as the distance is not unreasonable. Indeed, it is preferable for an LEA to send students who previously attended a closed school to a higher-achieving school that is located at some distance from, but still within reasonable proximity to, the closed school than to send those students to a lower-performing school that is geographically closer to the closed school. Moreover, an LEA should consider allowing parents to choose from among multiple higher-achieving schools, at least one of which is located within reasonable proximity to the closed school. By providing multiple school options, a parent could decide, for example, that it is worth having his or her child travel a longer distance in order to attend a higher-achieving school. Ultimately, the LEA’s goal should be to ensure that students who previously attended a closed school are able to enroll in the highest performing school that can reasonably be offered as an alternative to the closed school.

D-6. In what kinds of schools may students who previously attended a closed school enroll?

The higher-achieving schools in which students from a closed school may enroll may include any public school with the appropriate grade ranges, including public charter schools and new schools for which achievement data are not yet available. Note that a new school for which achievement data are not yet available may be a receiving school even though, as a new school, it lacks a history of being a—higher-achieving school. FY 2010 Guidance 36

E. TRANSFORMATION MODEL

E-1. With respect to elements of the transformation model that are the same as elements of the turnaround model, do the definitions and other guidance that apply to those elements as they relate to the turnaround model also apply to those elements as they relate to the transformation model?

Yes. Thus, for example, the strategies that are used to recruit, place, and retain staff with the skills necessary to meet the needs of students in a turnaround model may be the same strategies that are used to recruit, place, and retain staff with the skills necessary to meet the needs of students in a transformation model. For questions about any terms or strategies that appear in both the transformation model and the turnaround model, refer to the turnaround model section of this guidance.

E-2. Which activities related to developing and increasing teacher and school leader effectiveness are required for an LEA implementing a transformation model?

An LEA implementing a transformation model must:

- (1) Replace the principal who led the school prior to commencement of the transformation model;
- (2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that —
 - (a) Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - (b) Are designed and developed with teacher and principal involvement;
- (3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
- (4) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
- (5) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model. FY 2010 Guidance 37

E-3. Must the principal and teachers involved in the development and design of the evaluation system be the principal and teachers in the school in which the transformation model is being implemented?

No. The requirement for teacher and principal evaluation systems that —are designed and developed with teacher and principal involvement refers more generally to involvement by teachers and principals within the LEA using such systems, and may or may not include teachers and principals in a school implementing the transformation model.

E-4. Under the final requirements, an LEA implementing the transformation model must remove staff —who, after ample opportunities have been provided for them to improve their professional practice, have not done so. Does an LEA have discretion to determine the appropriate number of such opportunities that must be provided and what are some examples of such —opportunities to improve?

In general, LEAs have flexibility to determine both the type and number of opportunities for staff to improve their professional practice before they are removed from a school implementing the transformation model. Examples of such opportunities include professional development in such areas as differentiated instruction and using data to improve instruction, mentoring or partnering with a master teacher, or increased time for collaboration designed to improve instruction.

E-5. In addition to the required activities, what other activities related to developing and increasing teacher and school leader effectiveness may an LEA undertake as part of its implementation of a transformation model?

In addition to the required activities for a transformation model, an LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as:

- (1) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of students in a transformation school;
- (2) Instituting a system for measuring changes in instructional practices resulting from professional development; or
- (3) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

LEAs also have flexibility to develop and implement their own strategies, as part of their efforts to successfully implement the transformation model, to increase the effectiveness of teachers and school leaders. Any such strategies must be in addition to those that are required as part of this model.

E-6. How does the optional activity of —providing additional compensation to attract and retain certain staff differ from the requirement to implement strategies designed to recruit, place, and retain certain staff?

There are a wide range of compensation-based incentives that an LEA might use as part of a transformation model. Such incentives are just one example of strategies that might be adopted to recruit, place, and retain staff with the skills needed to implement the transformation model. The FY 2010 Guidance 38 more specific emphasis on additional compensation in the permissible strategies was intended to encourage LEAs to think more broadly about how additional compensation can contribute to teacher effectiveness.

E-7. Which activities related to comprehensive instructional reform strategies are required as part of the implementation of a transformation model?

An LEA implementing a transformation model must:

- (1) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
- (2) Promote the continuous use of student data (such as from formative, interim, and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students.

E-8. In addition to the required activities, what other activities related to comprehensive instructional reform strategies may an LEA undertake as part of its implementation of a transformation model?

In addition to the required activities for a transformation model, an LEA may also implement other comprehensive instructional reform strategies, such as:

- (1) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
- (2) Implementing a schoolwide —response-to-intervention model;
- (3) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
- (4) Using and integrating technology-based supports and interventions as part of the instructional program; and

(5) In secondary schools—

- (a) Increasing rigor by offering opportunities for students to enroll in advanced coursework, early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
- (b) Improving student transition from middle to high school through summer transition programs or freshman academies; FY 2010 Guidance 39
- (c) Increasing graduation rates through, for example, credit recovery programs, reengagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
- (d) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or to graduate.

E-9. What activities related to increasing learning time and creating community-oriented schools are required for implementation of a transformation model?

An LEA implementing a transformation model must:

- (1) Establish schedules and strategies that provide increased learning time; and
- (2) Provide ongoing mechanisms for family and community engagement.

E-10. What is meant by the phrase —family and community engagement and what are some examples of ongoing mechanisms for family and community engagement?

In general, family and community engagement means strategies to increase the involvement and contributions, in both school-based and home-based settings, of parents and community partners that are designed to support classroom instruction and increase student achievement. Examples of mechanisms that can encourage family and community engagement include the establishment of organized parent groups, holding public meetings involving parents and community members to review school performance and help develop school improvement plans, using surveys to gauge parent and community satisfaction and support for local public schools, implementing complaint procedures for families, coordinating with local social and health service providers to help meet family needs, and parent education classes (including GED, adult literacy, and ESL programs).

E-10a. How should an LEA design mechanisms to support family and community engagement?

To develop mechanisms to support family and community engagement, an LEA may conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community and the school that could be aligned, integrated, and coordinated to address these challenges. An LEA should try to ensure that it aligns the family and community engagement programs it implements in the elementary and secondary schools in which it is implementing the transformation model to support common goals for students over time and for the community as a whole. (New for FY 2010 Guidance)

E-11. In addition to the required activities, what other activities related to increasing learning time and creating community-oriented schools may an LEA undertake as part of its implementation of a transformation model?

In addition to the required activities for a transformation model, an LEA may also implement other strategies to extend learning time and create community-oriented schools, such as:
FY 2010 Guidance 40

- (1) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
- (2) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
- (3) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
- (4) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

E-11a. What are examples of services an LEA might provide to create safe school environments that meet students' social, emotional, and health needs?

Services that help provide a safe school environment that meets students' social, emotional, and health needs may include, but are not limited to: (a) safety programs; (b) community stability programs that reduce the mobility rate of students in the school; or (c) family and community engagement programs that support a range of activities designed to build the capacity of parents and school staff to work together to improve student academic achievement, such as a family literacy program for parents who need to improve their literacy skills in order to support their children's learning. (New for FY 2010 Guidance)

E-12. How does the optional activity of extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff differ from the requirement to provide increased learning time?

Extra time or opportunities for teachers and other school staff to create and build relationships with students can provide the encouragement and incentive that many students need to work hard and stay in school. Such opportunities may be created through a wide variety of extra-curricular activities as well as structural changes, such as dividing large incoming classes into smaller theme based teams with individual advisers. However, such activities do not directly lead to increased learning time, which is more closely focused on increasing the number of instructional minutes in the school day or days in the school year.

E-13. What activities related to providing operational flexibility and sustained support are required for implementation of a transformation model?

An LEA implementing a transformation model must:

- (1) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
- (2) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO). FY 2010 Guidance 41

E-14. Must an LEA implementing the transformation model in a school give the school operational flexibility in the specific areas of staffing, calendars/time, and budgeting?

No. The areas of operational flexibility mentioned in this requirement are merely examples of the types of operational flexibility an LEA might give to a school implementing the transformation model. An LEA is not obligated to give a school implementing the transformation model operational flexibility in these particular areas, so long as it provides the school sufficient operational flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.

E-15. In addition to the required activities, what other activities related to providing operational flexibility and sustained support may an LEA undertake as part of its implementation of a transformation model?

In addition to the required activities for a transformation model, an LEA may also implement other strategies to provide operational flexibility and sustained support, such as:

- (1) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
- (2) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

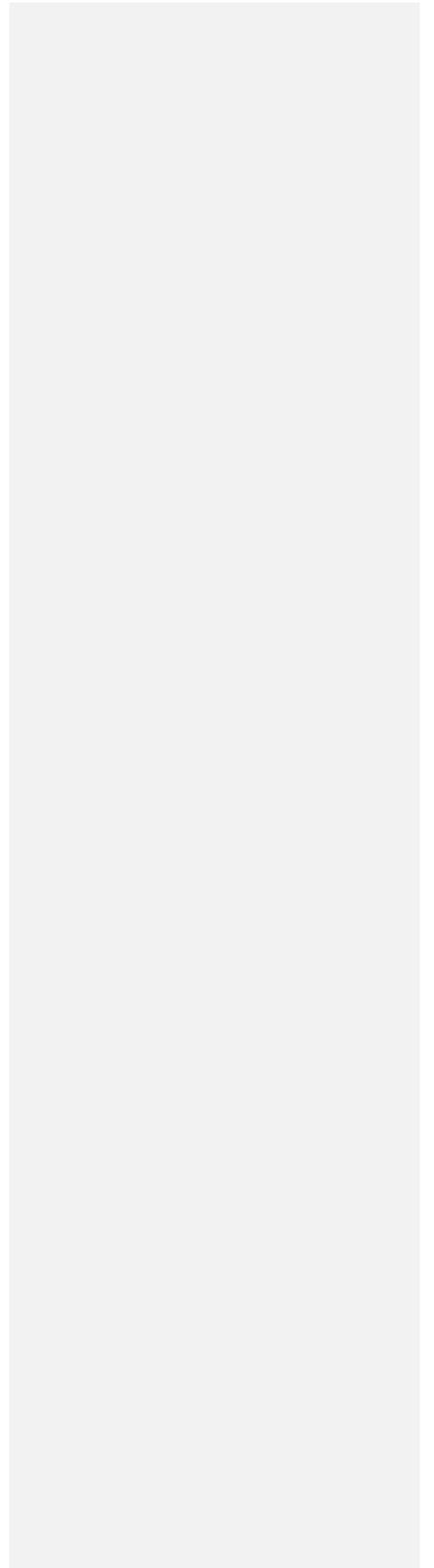
E-16. In implementing the transformation model in an eligible school, may an LEA gather data during the first year of SIG funding on student growth, multiple observation based assessments of performance, and ongoing collections of professional practice reflective of student achievement, and then remove staff members who have not improved their professional practice at the end of that first year?

Yes. Although we expect an LEA that receives FY 2010 SIG funds and/or FY 2009 carryover SIG funds and decides to implement the transformation model in a Tier I or Tier II school to implement that model fully at the start of the 2011–2012 school year, we recognize that certain components of the model may need to be implemented later in that process. For example, because an LEA must design and develop a rigorous, transparent, and equitable staff evaluation system with the involvement of teachers and principals, implement that system, and then provide staff with ample opportunities to improve their practices, the LEA may not be able to remove staff members who have not improved their professional practices until later in the implementation process. (See E-3, E-4, and F-2.) (Modified for FY 2010 Guidance)

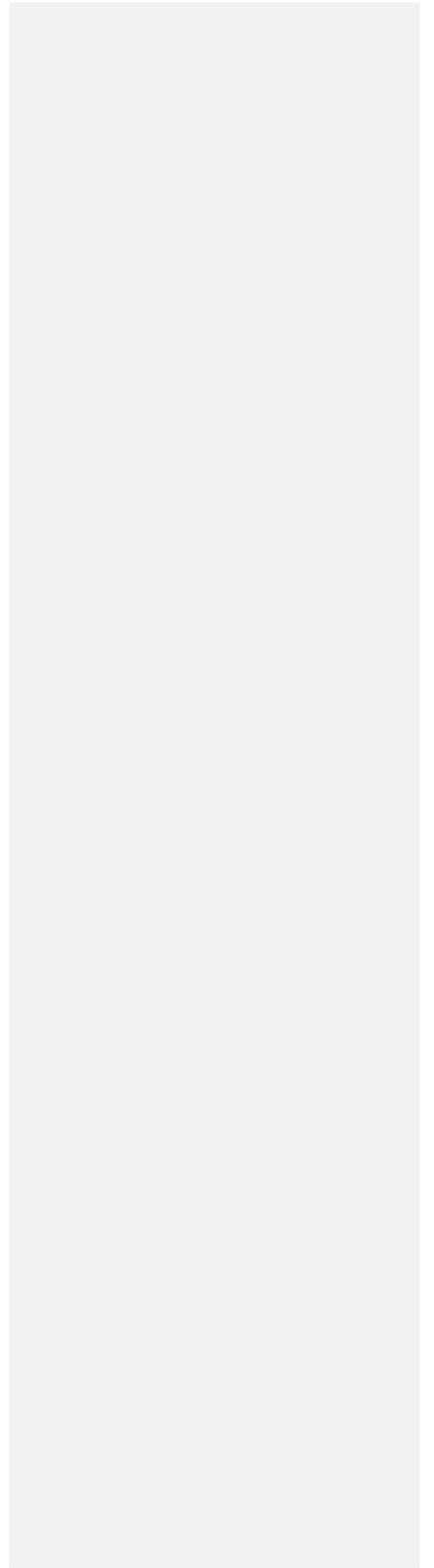
E-17. May an LEA implement the transformation model in a high school that has grades 9-12 by assigning the current principal to grades 10-12 and hiring a new principal to lead a 9th-grade academy?

No. The final requirements for the SIG program are intended to support interventions designed to turn around an entire school (or, in the case of the school closure model, provide better educational options to all students in a Tier I or Tier II school). Removing a single grade from a Tier II high FY 2010 Guidance 42 school to create a new school for that grade as part of a strategy to improve the performance of feeder schools would not meet this requirement for whole-school intervention. Similarly, to meet the requirement that a principal be replaced, the new principal must serve all grades in a school, not just one particular grade.

Appendix C
Intervention Models Rubrics



DRAFT



TITLE PROGRAM & SERVICES TEAM



Intervention Model Rubrics for Four Intervention Models

Turnaround Model

Transformation Model

Restart Model

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

STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Replace the principal who led the school prior to commencement of the transformation model.	The district has replaced the principal.			The district has not replaced the principal.
Use rigorous, transparent, and equitable evaluation systems* for teachers and principals, designed and developed with teacher and principal involvement, that take into account <ul style="list-style-type: none"> ✓ Data on student growth; ✓ Multiple observation-based assessments of performance; ✓ Ongoing collections of professional practice; ✓ Increased high school graduation rates. 	The school has adopted and implemented evaluation systems for teachers and principals that are rigorous, transparent, and equitable and that were designed and developed with teacher and principal involvement.	The school has adopted and is in the process of implementing evaluation systems for teachers and principals that are rigorous, transparent, and equitable and that were designed and developed with teacher and principal involvement.	The school is investigating rigorous, transparent, and equitable evaluation systems for teachers and principals.	The school has not adopted and implemented rigorous, transparent, and equitable evaluation systems for teachers and principals.

STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.**	The school has adopted and implemented reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school has adopted and is in the process of implementing reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school is investigating reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school has not adopted and implemented reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.
Identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.***	The school has adopted and implemented strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school has adopted and is implementing strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school is investigating strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school has not adopted and implemented strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	The school has adopted and implemented strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school has adopted and is in the process of implementing strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school is investigating strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school has not adopted and implemented strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.
*The requirement for teacher and principal evaluation systems that “are designed and developed with teacher and principal involvement” refers more generally to involvement by teachers and principals within the LEA using such systems, and may or may not include teachers and principals in a school implementing the transformation model.				
**In addition to the required activities for implementing the transformation model, an LEA may also implement other strategies to develop teachers’ and school leaders’ effectiveness, such as: (1) provide additional compensation to attract and retain staff with the skills necessary to meet the needs of students in the transformation school; (2) institute a system for measuring changes in instructional practices resulting from professional development; or (3) ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority.				

STANDARD: CULTURE AND HUMAN CAPITAL				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Grant the school sufficient operational flexibility in areas such as: <ul style="list-style-type: none"> ✓ Staffing, ✓ Calendars/time, ✓ Budgeting, To implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.*	The school has addressed areas such as staffing, calendars/time, and budget and has adopted and implemented a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	The school has addressed areas such as staffing, calendars/time, and budget and has adopted and is in the process of implementing a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	The school is investigating a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	The school has not adopted or implemented a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.

*The areas of operational flexibility mentioned in this requirement (staffing, calendars/time, and budget) are merely examples of the types of operational flexibility an LEA might give to a school implementing the transformation model. An LEA is not obligated to give a school implementing the transformation model operational flexibility in these particular areas, so long as it provides the school sufficient operational achievement outcomes and increase high school graduation rates.

In addition to the required activities for a transformation model, an LEA may also implement other strategies to provide operational flexibility and sustained support, such as:

- (3) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
- (4) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

STANDARD: CULTURE AND HUMAN CAPITAL

Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Implement strategies that will recruit, place and retain staff* with the skills necessary to meet the needs of the students in the transformational school, which may include, but are not limited to:* <ul style="list-style-type: none"> ✓ Financial incentives, ✓ Increased opportunities for promotion and career growth, ✓ Flexible work conditions. 	The school has adopted and implemented multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school has adopted and is in the process of implementing multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school is investigating multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school has made no changes in their strategies to help recruit, place, and retain staff.
Provide ongoing mechanisms for family and community engagement.**	The school has adopted and implemented community-oriented services and supports to students.	The school has adopted, and is in the process of implementing, community-oriented services and supports to students.	The school is investigating community-oriented services and supports to students.	The school offers no community-oriented services and supports to students.

*There are a wide range of compensation-based incentives that an LEA might use as part of a transformation model. Such incentives are just one example of strategies that might be adopted to recruit, place, and retain staff with the skills needed to implement the transformation model. The more specific emphasis on additional compensation in the permissible strategies was intended to encourage LEAs to think more broadly about how additional compensation can contribute to teacher effectiveness.

**In general, family and community engagement means strategies to increase the involvement and contributions, in both school-based and home-based settings, of parents and community partners that are designed to support classroom instruction and increase student achievement. Examples of mechanisms that can encourage family and community engagement include the establishment of organized parent groups, holding public meetings involving parents and community members to review school performance and help develop school improvement plans, using surveys to gauge parent and community satisfaction and support for local public schools, implementing complaint procedures for families, coordinating with local social and health service providers to help meet family needs, and parent education classes (including GED, adult literacy, and ESL programs).

***In addition to the required activities for a transformation model, an LEA may also implement other strategies to extend learning time and create community-oriented schools, such as:

- (5) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
- (6) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
- (7) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
- (8) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

STANDARD: CURRICULUM AND ASSESSMENT

Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Use data to identify and implement an instructional program that is* ✓ Aligned with State academic standards , ✓ Vertically and horizontally aligned, ✓ Research-based.	The school used its data to identify and implement a research-based instructional program that is horizontally and vertically aligned as well as aligned with State academic standards.	The school used its data to identify a research-based instructional program that is horizontally and vertically aligned and aligned with State academic standards, and is in the process of implementation.	The school is investigating research-based instructional programs that are horizontally and vertically aligned and aligned with State academic standards.	The school’s instructional program is not research-based, horizontally and vertically aligned, and/or aligned with State academic standards.
Promote the continuous use of student data to inform and differentiate instruction, such as: ✓ Formative assessments, ✓ Interim (progress monitoring) assessments, ✓ Summative assessments.	Across the building, the school continuously utilizes student data in such forms as formative assessments, progress monitoring assessments, and summative assessments to inform and differentiate instruction.	The school has adopted formative assessments, progress monitoring assessments, and summative assessments and is in the process of implementing their use to inform and differentiate instruction.	The school is investigating different forms of assessment to inform and differentiate instruction.	The school does not use student data to inform and differentiate instruction.

In addition to the required activities for a transformation model, an LEA may also implement other comprehensive instructional reform strategies, such as:

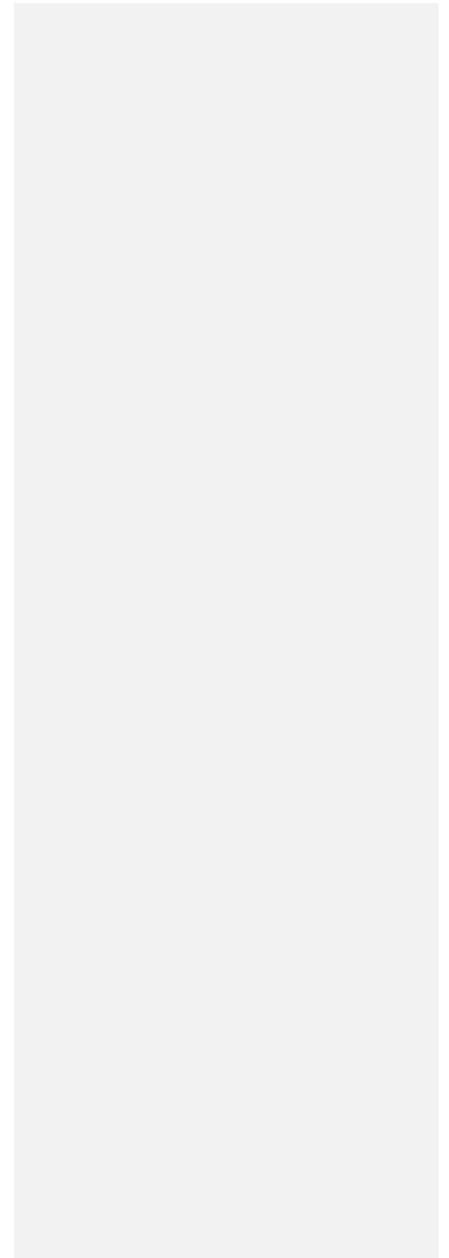
- (4) Conducting periodic reviews to ensure that ht curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
- (5) Implementing a schoolwide “response-to-intervention” model;
- (6) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with

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

(7) In secondary schools –

- a. Increasing rigor by offering opportunities for students to enroll in advanced coursework, early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including but providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
- b. Improving student transition from middle to high school through summer transition programs or freshman academies;
- c. Increasing graduation rates through, for example, credit recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
- d. Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or to graduate.

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STANDARD: INSTRUCTION AND PROFESSIONAL DEVELOPMENT				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	The school has adopted and implemented ongoing, high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	The school has adopted and is in the process of implementing ongoing, high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	The school is investigating high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	Professional development is not high-quality, job-embedded and/or aligned with the school's comprehensive instructional program and/or not designed with school staff.
Establish schedules and strategies that provide increased learning time.***	The school has adopted and implemented strategies that provide increased learning time.	The school has adopted and is in the process of implementing strategies that provide increased learning time.	The school is investigating schedules and strategies that provide increased learning time.	The school has not adopted or implemented strategies that provide increased learning time.

1003(g) - TURNAROUND MODEL for Tier I and Tier II

STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Replace the principal with a visionary, instructional leader.	The district has hired a new principal.			The district has not hired a new principal.
Adopt a new governance structure which may include, but is not limited to: <ul style="list-style-type: none"> ✓ The school reports to a new “turnaround office” in the LEA. ✓ Hire a “turnaround leader” who reports directly to the superintendent. ✓ Enter into a multi - year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability. 	The school has adopted a new governance structure; the new governance structure has been implemented and is fully functioning	The school has adopted a new governance structure and is in the process of implementation.	The school is in the process of investigating a new governance structure.	The school has not started the process of adoption and implementation of a new governance structure.

STANDARD: CULTURE AND HUMAN CAPITAL				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Grant the new principal sufficient operational flexibility in staffing*. ✓ Screen all existing staff and rehire no more than 50 percent. ✓ Select new staff.	The new principal was hired before the staffing process began and was involved in making decisions at every level of the staffing process.	The new principal was actively involved in making decisions during the hiring process but was not hired before the actual process began.	The new principal had limited involvement and/or decision making authority in the hiring process or was involved in only parts of the process.	The new principal was not involved in the hiring process.
Implement strategies that will recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school, which may include, but are not limited to**: ✓ Financial incentives, ✓ Increased opportunities for promotion and career growth, ✓ Flexible work conditions,	The school has adopted and implemented multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school has adopted and is in the process of implementing multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school is investigating multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school has made no changes in their strategies to help recruit, place, and retain staff.

*As used in the discussion of a turnaround model, "staff" includes all instructional staff, but an LEA has discretion to determine whether or not "staff" also includes non-instructional staff. An LEA may decide that it is appropriate to include non-instructional staff in the definition of "staff," as all members of a school's staff contribute to the school environment and are important to the success of a turnaround model.

In determining the number of staff members that may be rehired, an LEA should count the total number of staff positions (however staff is defined) within the school in which the model is being implemented, including any positions that may be vacant at the time of the implementation. For example, if a school has a total of 100 staff positions, only 90 of which are filled at the time the model is implemented, the LEA may rehire 50 staff members; the LEA is not limited to rehiring only 45 individuals (50 percent of the filled staff positions).

Standard: Culture and Human Capital				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Grant the principal sufficient operational flexibility in calendars/time.	The new principal was hired before the process began and was involved in making decisions at every level of the calendar/time process.	The new principal was actively involved in making decisions during the calendar/time process but was not hired before the actual process began.	The new principal had limited involvement and/or decision making authority in the calendar/time process or was involved in only parts of the process.	The new principal was not involved in the calendar/time process.
Grant the principal sufficient operational flexibility in budgeting.	The new principal was hired before the process began and was involved in making decisions at every level of the budget process.	The new principal was actively involved in making decisions during the budget process but was not hired before the actual process began.	The new principal had limited involvement and/or decision making authority in the budget process or was involved in only parts of the process.	The new principal was not involved in the budget process.
Grant the principal sufficient operational flexibility in implementing fully the Turnaround Model.	The new principal was hired before the process began and was involved in making decisions at every level the reform process.	The new principal was actively involved in making decisions during the reform process but was not hired before the actual process began.	The new principal had limited involvement and/or decision making authority in the reform process or was involved in only parts of the process.	The new principal was not involved in the reform process.
Provide appropriate social-emotional services* and supports to students.	The school has adopted and implemented appropriate social-emotional services and supports to students.	The school has adopted and is in the process of implementing appropriate social-emotional services and supports to students.	The school is investigating appropriate social-emotional services and supports to students.	The school offers no social-emotional services and supports to students.

STANDARD: CULTURE AND HUMAN CAPITAL				
STANDARD: CULTURE AND HUMAN CAPITAL				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Provide community-oriented services* and supports to students.	The school has adopted and implemented community-oriented services and supports to students.	The school has adopted, and is in the process of implementing, community-oriented services and supports to students.	The school is investigating community-oriented services and supports to students.	The school offers no community-oriented services and supports to students.

**A "competency," which is a skill or consistent pattern of thinking, feeling, acting, or speaking that causes a person to be effective in a particular job or role, is a key predictor of how someone will perform at work. Given that every teacher brings a unique skill set of the classroom, thoughtfully developed assessments of such competencies can be used as part of a rigorous recruitment, screening, and selection process to identify educators with the unique qualities that equip them to succeed in the turnaround environment and can help ensure a strong match between teachers and particular turnaround schools. As part of a rigorous recruitment, screening and selection process, assessments of turnaround teachers' competencies can be used by the principal or district leader to distinguish between very high performers and more typical or lower-performing teachers in a turnaround setting. Although an LEA may already have and use a set of tools to screen for appropriate competencies as part of its normal hiring practices, it is important to develop a set of competencies specifically designed to identify staff that can be effective in a turnaround situation because, in a turnaround school, failure has become an entrenched way of life for students and staff, and staff members need stronger and more consistent habits in crucial areas to transform the school's wide-scale failure into learning success. (See pg. 17 of the guidance document for further information.)

*Social-emotional and community-oriented services that may be offered to students in a school implementing a turnaround model may include health, nutrition, or social services that may be provided in partnership with local service providers, or services such as a family literacy program for parents who need to improve their literacy skills in order to support their children's learning. An LEA should examine the needs of students in the turnaround school to determine which social-emotional and community-oriented services will be appropriate and useful under the circumstances.

STANDARD: CURRICULUM AND ASSESSMENT

Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
<p>Use data to identify and implement an instructional program that is*:</p> <ul style="list-style-type: none"> ✓ Aligned with State academic standards; ✓ Vertically and horizontally aligned; ✓ Research-based. 	<p>The school used its data to identify and implement a research-based instructional program that is horizontally and vertically aligned as well as aligned with State academic standards.</p>	<p>The school used its data to identify a research-based instructional program that is horizontally and vertically aligned and aligned with State academic standards, and is in the process of implementation.</p>	<p>The school is investigating research-based instructional programs that are horizontally and vertically aligned and aligned with State academic standards.</p>	<p>The school's instructional program is not research-based, horizontally and vertically aligned, and/or aligned with State academic standards.</p>
<p>Promote the continuous use of student data to inform and differentiate instruction, such as:</p> <ul style="list-style-type: none"> ✓ Formative assessments, ✓ Interim (progress monitoring) assessments, ✓ Summative assessments. 	<p>Across the building, the school continuously utilizes student data in such forms as formative assessments, progress monitoring assessments, and summative assessments to inform and differentiate instruction.</p>	<p>The school has adopted formative assessments, progress monitoring assessments, and summative assessments and is in the process of implementing their use to inform and differentiate instruction.</p>	<p>The school is investigating different forms of assessment to inform and differentiate instruction.</p>	<p>The school does not use student data to inform and differentiate instruction.</p>

*In implementing a turnaround model, an LEA must use data to identify an instructional program that is research-based and vertically aligned as well as aligned with State academic standards. If an LEA determines, based on a careful review of appropriate data, that the instructional program currently being implemented in a particular school is research-based and properly aligned, it may continue to implement that instructional program. However, the Department of Education expects that most LEAs with Tier I and Tier II schools will need to make at least minor adjustments to the instructional programs in those schools to ensure that those programs are, in fact, research-based and properly aligned.

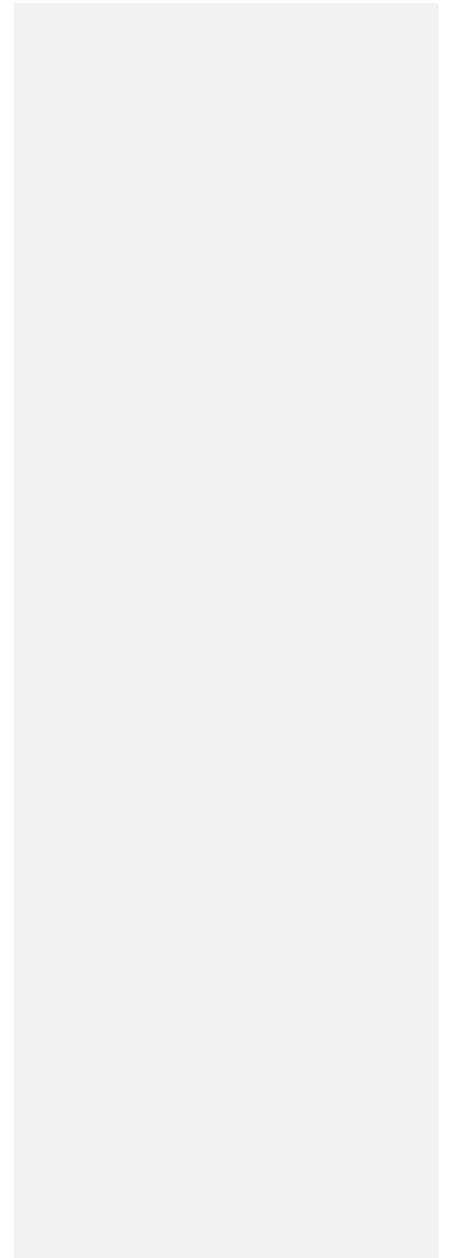
STANDARD: INSTRUCTION AND PROFESSIONAL DEVELOPMENT				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Provide staff ongoing, high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	The school has adopted and implemented ongoing, high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	The school has adopted and is in the process of implementing ongoing, high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	The school is investigating high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	Professional development is not high-quality, job-embedded and/or aligned with the school's comprehensive instructional program and/or not designed with school staff.
Establish schedules and implement strategies that provide increased learning time.	The school has adopted and implemented strategies that provide increased learning time.	The school has adopted and is in the process of implementing strategies that provide increased learning time.	The school is investigating schedules and strategies that provide increased learning time.	The school has not adopted or implemented strategies that provide increased learning time.
<p>*Job-embedded professional development can take many forms, including, but not limited to, classroom coaching, structured common planning time, meetings with mentors, consultation with outside experts, and observations of classroom practice.</p> <p><i>An LEA implementing a turnaround model in one or more of its schools must take all of the actions required by the amended final guidance requirements. As discussed in B-2 of the final requirements, an LEA may take additional actions to supplement those that are required as part of a turnaround model, but it may not implement its own version of a turnaround model that does not include all of the elements required by the final requirements. Thus, an LEA could not, for example, convert a turnaround school to a magnet school without also taking the other actions specifically required as part of a turnaround model.</i></p>				

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

STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
LEA converts or closes and reopens a school under a charter school operator, charter organization or education management organization	The district has converted or reopened the school as a charter school.			The district has not made a decision to convert or reopen as a charter school.
Flow of leadership organization is determined:	Leadership flow determined by selecting Option 1, 2 or 3			Leadership flow is not determined
Option 1 – District –Local Board- School Leader	<ul style="list-style-type: none"> ✓ District is governed by a Local board ✓ District hires leader(s) to run or operate school ✓ School Leader is held accountable for performance 	Two of the three components are implemented and operational	One component is implemented and operational	Option 1 is not operational or being implemented as agreed.
Option 2 – District- Local Board – Management Organization – School Leader	<ul style="list-style-type: none"> ✓ District is governed by the Local Board ✓ Local Board hires a Management Organization ✓ Management Organization hires a School Leader 	Two of the three components are implemented and operational . A Management Organization may be involved with more than one school	One components is implemented and operational	Option 2 is not operational or being implemented as agreed.

STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Option 3 – District – Management Organization – School Leader	<ul style="list-style-type: none"> ✓ District charters or contracts directly with a Management Organization ✓ Management Organization hires a School Leader to manage the school. ✓ There is no decision made by the local board ✓ The management organization uses their board. 	Three of the four components are implemented and operational	Two of the four components are implemented and operational	Option 3 is not operational or being implemented as agreed.

STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Application Process - Quality Indicators are evident in the LEA's application/petition as indicated: Educational Need, Mission, Purpose, Enrollment and Recruitment, Educational Philosophy, Support for Learning, Staffing Plan, Measurable Goals/Assessment, Governance, LEA Responsibilities, Financial Management including budget with implementation detail .	All Quality Indicators are addressed and clearly described to meet SEA requirements.			Quality Indicators are missing or not evident. Description lacking in detail.



STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
<p>Quality Authorizing - Organizational structures, human resources, and financial resources including the following:</p> <ul style="list-style-type: none"> ✓ Intent to improve quality, ✓ Support the State Charter School law, ✓ A catalyst for Charter school development, ✓ Clarity, consistency, and transparency in developing and implementing policies and procedures ✓ Flexibility for performance based opportunities ✓ Hold schools accountable for academic performance ✓ Determine objective and verifiable measures for performance ✓ Build parent and 	<ul style="list-style-type: none"> ✓ Implements plans, policies, processes that streamline and systematize the work to be accomplished. ✓ Evaluates work against national and state standards ✓ Recognizes the SEA as the authorizer ✓ Strive for higher critical thinking, cognitive and problem solving skills ✓ Prepare for career ready 21st century skills 			Does not adhere to the authorizing elements, organizational structures and financial resources as defined by the application process led by the SEA.

STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
student communication ✓ Decisions centered around student needs.				
Use rigorous, transparent, and equitable evaluation systems for teachers and school leaders, designed and developed with teacher and principal involvement, that take into account: ✓ Data on student growth, ✓ Multiple observations, ✓ -based assessments of performance; ✓ Ongoing collections of professional practice, ✓ Increased high school graduation rates.	The school has adopted and implemented evaluation systems for teachers and school leaders that are rigorous, transparent, equitable, and developed with teacher and school leader involvement.	The school has adopted and is in the process of implementing evaluation systems for teachers and school leaders that are rigorous, transparent, and equitable and developed with teacher and school leader involvement.	The school is investigating rigorous, transparent, and equitable evaluation systems for teachers and school leaders.	The school has not adopted and implemented rigorous, transparent, and equitable evaluation systems for teachers and school leaders.

STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school has adopted and implemented reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school has adopted and is in the process of implementing reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school is investigating reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school has not adopted and implemented reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.
Identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school has adopted and implemented strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school has adopted and is implementing strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school is investigating strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school has not adopted and implemented strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external partner/ organization such as an EMO.	The school has adopted and implemented strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school has adopted and is in the process of implementing strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school is investigating strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school has not adopted and implemented strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.

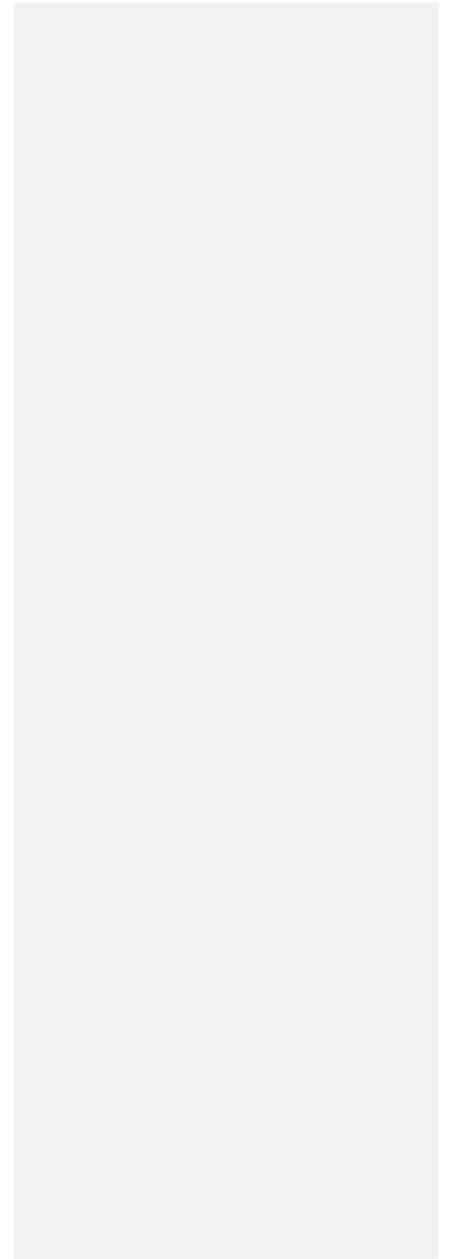
STANDARD: CULTURE AND HUMAN CAPITAL				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Grant the school sufficient operational flexibility in areas such as: <ul style="list-style-type: none"> ✓ Staffing, ✓ Calendars/time, ✓ Budgeting, to implement fully a comprehensive approach to substantially improve student achievement and increase graduation rates.	The school has addressed areas such as staffing, calendars/time, and budget. The school adopted and implemented a comprehensive approach to substantially improve student achievement and increase graduation rates.	The school has addressed areas such as staffing, calendars/time, and budget. The school is in the process of implementing a comprehensive approach to substantially improve student achievement and increase graduation rates.	The school is investigating a comprehensive approach to substantially improve student achievement and increase graduation rates.	The school has not adopted or implemented a comprehensive approach to substantially improve student achievement and/or increase graduation rates.
Implement strategies that will recruit, place and retain staff with the skills necessary to meet the needs of the students in the Charter school, which may include, but are not limited to: <ul style="list-style-type: none"> ✓ Incentives, ✓ Increased career opportunities, ✓ Instructional flexibility 	The school has adopted and implemented multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school has adopted and is in the process of implementing multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school is investigating multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school has made no changes in their strategies to help recruit, place, and retain staff.

STANDARD: CULTURE AND HUMAN CAPITAL				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Provide ongoing mechanisms for family and community engagement.	The school has adopted and implemented community-oriented services and supports to students.	The school has adopted, and is in the process of implementing, community-oriented services and supports to students.	The school is investigating community-oriented services and supports to students.	The school offers no community-oriented services and supports to students.

STANDARD: CURRICULUM AND ASSESSMENT				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Use data to identify and implement an instructional program that is* ✓ Aligned with State academic standards , ✓ Vertically and horizontally aligned, ✓ Research-based.	The school used data to identify and implement a research-based instructional program that aligned to State academic standards, horizontally and vertically aligned program and included 21 st Century Skills.	The school is in the process of implementation, used data to identify a research-based instructional program, aligned to State standards, horizontally and vertically aligned program and included 21 st Century Skills.	The school is investigating a research-based instructional program, that ensures horizontally, vertically, and State alignment to academic standards.	The school's instructional program is not research-based, horizontally and vertically aligned, and/or aligned with State academic standards.
Promote the continuous use of student data to inform and differentiate instruction, such as: ✓ Project based formats ✓ Formative assessments, ✓ Progress monitoring, and ✓ Summative assessments.	Across the building, the school continuously utilizes student data in such forms as project based formats, formative assessments, progress monitoring assessments, and summative assessments to inform and differentiate instruction.	The school has adopted formative assessments to include project based, progress monitoring assessments, summative assessments and is in the process of differentiating instruction.	The school is investigating different forms of assessment to inform and differentiate instruction.	The school does not use student data to inform and differentiate instruction.

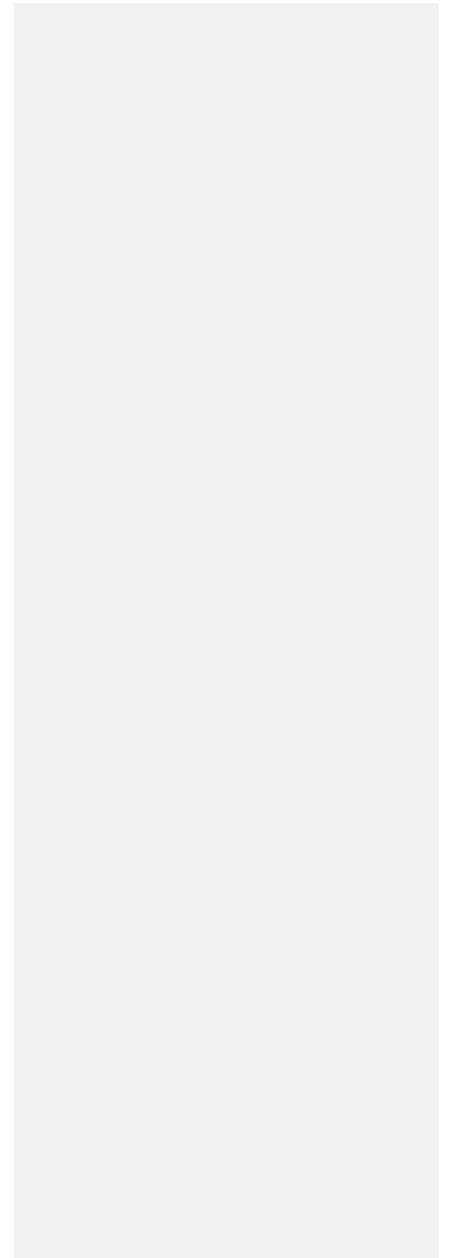
STANDARD: INSTRUCTION AND PROFESSIONAL DEVELOPMENT				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Provide staff ongoing, high-quality, job-embedded professional development that is aligned with a comprehensive instructional program designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	The school has adopted and implemented ongoing, high quality, job-embedded professional development aligned with a comprehensive instructional program designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the Restart model.	The school has adopted and is in the process of implementing ongoing, high quality, job-embedded professional development aligned with a school's comprehensive instructional program designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the Restart model.	The school is investigating high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the Restart model.	Professional development is not high-quality, job-embedded and/or aligned with a comprehensive instructional program.
Establish schedules and strategies that provide increased learning time.	The school has adopted and implemented strategies that provide increased learning time.	The school has adopted and is in the process of implementing strategies that provide increased learning time.	The school is investigating schedules and strategies that provide increased learning time.	The school has not adopted or implemented strategies that provide increased learning time.

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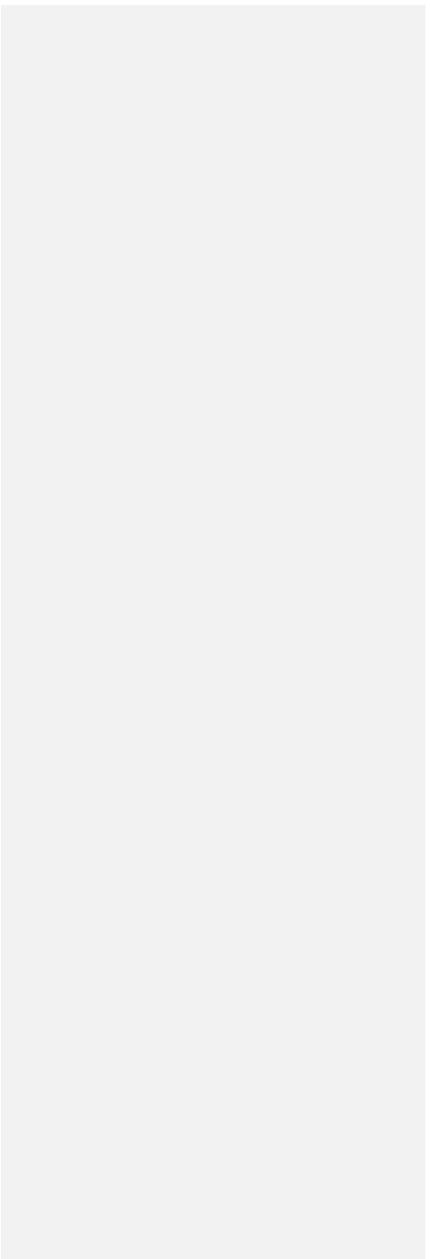
1003(g) SCHOOL CLOSURE MODEL for Tier I and Tier II

STANDARDS: LEADERSHIP, CULTURE AND HUMAN CAPITAL, CURRICULUM AND ASSESSMENT, PROFESSIONAL DEVELOPMENT				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Leadership will devise a plan to address all standards (Leadership, Culture and Human Capital, Curriculum and Assessment, and Professional Development) that could include: <ul style="list-style-type: none"> ✓ Personnel placement ✓ Policy ✓ Board decisions ✓ Student Assignment ✓ Transfer of Records ✓ Transportation ✓ Resource Reassignment ✓ Transfer of equipment ✓ Building numbers ✓ Facility issues ✓ Community PR ✓ Parent 	The district has a written plan on how all these issues will be dealt for closing the school.	The district has dealt with most of these issues in a written plan for closing the school.	The district has a written plan for some of these issues for closing the school.	The district has no written plan and has not addressed these issues for closing the school.



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

Process Timeline Based on the Six Steps of Implementation

Implementation Steps	Timeline
<p><u>Exploration and Adoption</u></p> <p>10. Needs Assessment using the Innovation Configuration Matrix (ICM) for Schools</p> <ul style="list-style-type: none"> ○ Achievement Data <ul style="list-style-type: none"> ▪ School Leading Indicator Report ▪ School AYP Data ▪ School Report Card Data ○ Perception Data ○ Contextual (school processes/ programs) ○ Demographic Data <p>11. Selection of Model</p> <ul style="list-style-type: none"> ○ School Improvement Model Selection Rubrics <p>12. Capacity of District</p> <ul style="list-style-type: none"> ○ Capacity Appraisal using Innovation Configuration Matrix (ICM) for Districts ○ Systemic Coherence and Capacity Addendum to the District Effectiveness Appraisal ○ Sustainability Plan <p>13. Goal Setting</p> <p>14. Completion of Stages 1 through 4 in School Improvement Process</p> <p>15. LEA Application</p> <p>16. LEA Presentation on Needs Assessment Results, Model Selection, Capacity Appraisal Results, and Goal Identification</p> <p>17. Budget Negotiation</p> <p>18. Approval of LEA Application by KSDE</p>	<p>SEA grant application is submitted in December 2010.</p> <p>LEAs receive notification of identified Tier I, Tier II and Tier III schools in December 2010.</p> <p>SEA grant application and LEA grant application is approved in January 2011.</p> <p>LEA grant application is distributed in January 2011.</p> <p>KSDE offers technical assistance to LEAs on grant competition January through webinar.</p> <p>LEA grants due March 1, 2011.</p> <p>LEA grants evaluated and site visits April 2011.</p> <p>LEA grants awarded at KSBE meeting May 2011.</p>
<p><u>*Program Installation and Initial Implementation –PRE-IMPLEMENTATION</u></p> <p>1. Family and Community Engagement</p>	<p>Money distributed to LEA’s June, 2011</p> <p>Pre-Implementation activities start at school in June</p>

<p>Meetings</p> <ol style="list-style-type: none"> 2. Rigorous Review of External Providers 3. Staffing 4. Instructional Programs (remediation and enrichment programs begin) 5. Professional Development 6. Aligning Accountability Measures for Reporting <p>(**See guidance page 75 through 80 in SIG Guidance on Fiscal Year 2010 School Improvement Grants)</p>	
<p><u>Full Operation</u></p> <ol style="list-style-type: none"> 7. Beginning of School Year – Back to school kick-off 8. Continuation of School Staff Training 9. IC’s Bi-Weekly Meetings on Fidelity of Implementation of School Improvement Plan 10. Bi-Monthly and technical assistance monitoring by KSDE Staff 11. Student Orientation Sessions on School Changes 12. Family and Community Orientation Sessions on School Changes Continue 	<p>August 20, 2011</p>
<p><u>Innovation</u></p> <ol style="list-style-type: none"> 4. Analysis of Year One Data 5. Revisions to School Improvement Plan 6. Continuation of School Staff Training 	<p>June 2012</p>
<p><u>Sustainability</u></p> <ol style="list-style-type: none"> 4. Evaluation 5. Resource Alignment 6. Abandonment and Redesign 	<p>August 2012</p>

Appendix E

Systemic Coherence and Capacity Addendum

Leadership

- Coherence from district to school
- Establishment of a leadership team
- Management of the district plan and the school improvement plan
- External coaching for superintendent and principal
- Use of resources in a way that is aligned with district's theory of change and strategy
- Board policy to support school improvement and implementation of the model
- Analysis of district and school resources for successful implementation of the model
- Past history of successful reform initiatives
- Ability to collaborate
- Vision for change
- Vision for abandoning what is not working
- Alignment of programs and services to support change

Culture and Human Capital

- Grant operating funds
- District operating funds
- Grant management
- Organizational learning
- Assignment of resources
- Teacher evaluation system to match grant requirements
- Credentials of staff
- Staff capacity
- Successful recruitment of principal
- Successful recruitment of capable staff
- Support of parents
- Support of community
- Support of union
- Recruitment, screening, and selection of external providers
- Alignment of all programs

Instruction and Professional Development Culture

- Providing training and development sessions for all staff
- Defined instructional expectations for all teachers
- Supporting collaboration with families, community, and business
- Helping staff understand principles of the organizational change process
- Use data from classroom observations to inform instructional improvement and professional development

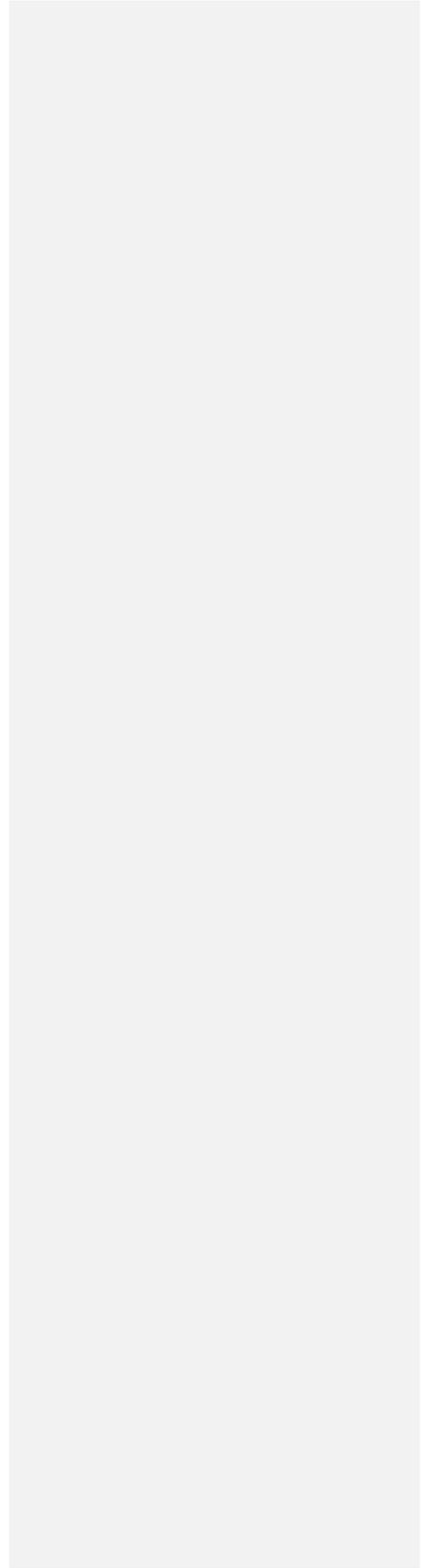
- Use of professional learning communities to analyze data and plan for improvement.

Curriculum and Assessment

- Aligned district curriculum
- Defined curriculum expectations for all teachers
- Defined assessment expectations for all teachers
- Aligned assessments, including diagnostic, formative, summative, etc.
- Fidelity of model implementation

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**Appendix F
School Leading Indicator Report**

USD Number & Name _____ Name of School _____ Grade Span _____ Building Number _____

Indicator	Year 1 (Baseline)	Year 2	Year 3	Year 4
23. Number of minutes within the school year.				
24. Student participation rate on State Assessments in reading/language arts in mathematics by student subgroup				
25. Students proficient or above in reading				
26. Students proficient or above in math				
27. Dropout rate				
28. Student attendance rate				
29. Number and percentage of students completing advanced course work				
AP	/	/	/	/
IB	/	/	/	/
Early College High Schools	/	/	/	/
Dual enrollment classes	/	/	/	/
30. Discipline Incidents				

✓ Weapon Incidents-OSS				
✓ Weapon Incidents-Exp				
✓ Illicit Drug Incidents-OSS				
✓ Illicit Drug Incidents-Exp				
✓ Alcohol Incidents-OSS				
✓ Alcohol Incidents-Exp				
✓ Violent Incidents with injury OSS				
✓ Violent Incidents with injury Exp				
✓ Violent Incidents without injury OSS				
✓ Violent Incidents without injury Exp				
31. Truants				
32. Distribution of teachers by performance level on the LEA's teacher evaluation system				
33. Teacher Attendance Rate				

APPENDIX G

SEA ALLOCATIONS TO LEAS AND LEA BUDGETS

Continuing Impact of ARRA School Improvement Grant Funding in FY 2010

Congress appropriated \$546 million for School Improvement Grants in FY 2010. In addition, most States will be carrying over a portion of their FY 2009 SIG allocations, primarily due to the requirement in section II.B.9(a) of the SIG final requirements that if not every Tier I school in a State was served with FY 2009 SIG funds, the State was required to carry over 25 percent of its FY 2009 SIG allocation, combine those funds with the State's FY 2010 SIG allocation, and award the combined funding to eligible LEAs consistent with the SIG final requirements. In FY 2009, the combination of \$3 billion in School Improvement Grant funding from the American Recovery and Reinvestment Act and \$546 million from the regular FY 2009 appropriation created a unique opportunity for the program to provide the substantial funding over a multi-year period to support the implementation of school intervention models. In response to this opportunity, the Department encouraged States to apply for a waiver extending the period of availability of FY 2009 SIG funds until September 30, 2013 so that States could use these funds to make three-year grant awards to LEAs to support the full and effective implementation of school intervention models in their Tier I and Tier II schools. All States with approved FY 2009 SIG applications applied for and received this waiver to extend the period of availability of FY 2009 SIG funds and, consistent with the final SIG requirements, are using FY 2009 funds to provide a full three years of funding (aka, —frontloading!) to support the implementation of school intervention models in Tier I and Tier II schools.

The Department encouraged frontloading in FY 2009 because the extraordinary amount of SIG funding available in FY 2009 meant that, if those funds had been used to fund only the first year of implementation of a school intervention model, *i.e.*, to make first-year only awards, there would not have been sufficient funding for continuation awards in years two and three of the SIG award period (*i.e.*, SIG funding in FY 2009 was seven times the amount provided through the regular appropriation). Similarly, the estimated nearly \$1.4 billion in total SIG funding available in FY 2010 (an estimated \$825 million in FY 2009 SIG carryover funds plus the \$546 million FY 2010 SIG appropriation) is larger than the expected annual SIG appropriation over the next two fiscal years; if all funds available in FY 2010 were used to make the first year of three-year awards to LEAs for services to eligible Tier I and Tier II schools, there would not be sufficient funds to make continuation awards in subsequent fiscal years.

Maximizing the Impact of Regular FY 2010 SIG Allocations

Continuing the practice of frontloading SIG funds in FY 2010 with respect to all SIG funds that are available for the FY 2010 competition (FY 2009 carryover funds plus the FY 2010 appropriation) would, in many States, limit the number of Tier I and Tier II schools that can be served as a result of the FY 2010 SIG competition. For this reason, the Department believes that, for most States, the most effective method of awarding FY 2010 SIG funds to serve the maximum number of Tier I and Tier II schools that have the capacity to fully and effectively implement a school intervention model is to frontload FY 2009 carryover funds while using FY 2010 SIG funds to make first-year only awards.

For example, if a State has \$36 million in FY 2009 carryover SIG funds and \$21 million in FY 2010 funds, and awards each school implementing a school intervention model an average of \$1 million per year over three years, the SEA would be able to fund 12 schools with FY 2009 carryover funds (*i.e.*, the \$36 million would cover all three years of funding for those 12 schools), plus an additional 21 schools with FY 2010 funds (*i.e.*, the \$21 million would cover the first year of funding for each of those schools, and the second and third years

would be funded through continuation grants from subsequent SIG appropriations). Thus, the State would be able to support interventions in a total of 33 schools. However, if the same State elected to frontload all funds available for its FY 2010 SIG competition (FY 2009 carryover funds and its FY 2010 allocation), it would be able to fund interventions in only 19 schools (\$57 million divided by \$3 million per school over three years). LEAs that receive first-year only awards would continue to implement intervention models in Tier I and Tier II schools over a three-year award period; however, second- and third-year continuation grants would be awarded from SIG appropriations in subsequent fiscal years. This practice of making first-year awards from one year's appropriation and continuation awards from funds appropriated in subsequent fiscal years is similar to the practice used for many U.S. Department of Education discretionary grant programs. States with FY 2009 SIG carryover funds are invited to apply, as in their FY 2009 applications, for the waiver to extend the period of availability of these funds for one additional year to September 30, 2014. States that did not carry over FY 2009 SIG funds, or that carried over only a small amount of such funds, need not apply for this waiver; such States will use all available FY 2010 SIG funds to make first-year awards to LEAs in their FY 2010 SIG competitions.

Continuation of \$2 Million Annual Per School Cap

For FY 2010, States continue to have flexibility to award up to \$2 million annually for each participating school. This flexibility applies both to funds that are frontloaded and those that are used for first-year only awards. As in FY 2009, this higher limit will permit an SEA to award the amount that the Department believes typically would be required for the successful implementation of the turnaround, restart, or transformation model in a Tier I or Tier II school (*e.g.*, a school of 500 students might require \$1 million annually, whereas a large, comprehensive high school might require the full \$2 million annually).

In addition, the annual \$2 million per school cap, which permits total per-school funding of up to \$6 million over three years, reflects the continuing priority on serving Tier I or Tier II schools. An SEA must ensure that all Tier I and Tier II schools across the State that its LEAs commit to serve, and that the SEA determines its LEAs have capacity to serve, are awarded sufficient school improvement funding to fully and effectively implement the selected school intervention models over the period of availability of the funds before the SEA awards any funds for Tier III schools.

The following describes the requirements and priorities that apply to LEA budgets and SEA allocations.

LEA Budgets

An LEA's proposed budget should cover a three-year period and should take into account the following:

1. The number of Tier I and Tier II schools that the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school.
2. The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. First-year budgets may be higher than in subsequent years due to one-time start-up costs.
9. The portion of school closure costs covered with school improvement funds may be significantly lower than the amount required for the other models and would typically cover only one year.
10. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I and Tier II schools.
11. The number of Tier III schools that the LEA commits to serve, if any, and the services or benefits the LEA plans to provide to these schools over the three-year grant period.
12. The maximum funding available to the LEA each year is determined by multiplying the total number of Tier I, Tier II, and Tier III schools that the LEA is approved to serve by \$2 million (the maximum amount that an SEA may award to an LEA for each participating school).

SEA Allocations to LEAs

An SEA must allocate the LEA share of school improvement funds (*i.e.*, 95 percent of the SEA's allocation from the Department) in accordance with the following requirements:

1. The SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.
8. An SEA may not award funds to any LEA for Tier III schools unless and until the SEA has awarded funds to serve all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
9. An LEA with one or more Tier I schools may not receive funds to serve only its Tier III schools.
10. In making awards consistent with these requirements, an SEA must take into account LEA capacity to implement the selected school interventions, and also may take into account other factors, such as the number of schools served in each tier and the overall quality of LEA applications.
11. An SEA that does not have sufficient school improvement funds to allow each LEA with a Tier I or Tier II school to implement fully the selected intervention models may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.
12. Consistent with the final requirements, an SEA may award an LEA less funding than it requests. For example, an SEA that does not have sufficient funds to serve fully all of its Tier I and Tier II schools may approve an LEA's application with respect to only a portion of the LEA's Tier I or Tier II schools to enable the SEA to award school improvement funds to Tier I and Tier II schools across the State. Similarly, an SEA may award an LEA funds sufficient to serve only a portion of the Tier III schools the LEA requests to serve.
13. Note that the requirement in section II.B.9(a) of the SIG requirements, under which an SEA that does not serve all of its Tier I schools must carry over 25 percent of its FY 2009 SIG allocation to the following year, does not apply to FY 2010 SIG funds.

An SEA's School Improvement Grant award to an LEA must:

1. Include not less than \$50,000 or more than \$2 million per year for each participating school (*i.e.*, the Tier I, Tier II, and Tier III schools that the LEA commits to serve and that the SEA approves the LEA to serve).
2. Provide sufficient school improvement funds to implement fully and effectively one of the four intervention models in each Tier I and Tier II school the SEA approves the LEA to serve or close, as well as sufficient funds for serving participating Tier III schools. An SEA may reduce an LEA's requested budget by any amounts proposed for interventions in one or more schools that the SEA does not approve the LEA to serve (*i.e.*, because the LEA does not have the capacity to serve the school or because the SEA is approving only a portion of Tier I and Tier II schools in certain LEAs in order to serve Tier I and Tier II schools across the State). An SEA also may reduce award amounts if it determines that an LEA can implement its planned interventions with less than the amount of funding requested in its budget.
3. Consistent with the priority in the final requirements, provide funds for Tier III schools only if the SEA has already awarded funds for all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
4. Include any requested funds for LEA-level activities that support implementation of the school intervention models.
5. Apportion any FY 2009 carryover school improvement funds so as to provide funding to LEAs over three years (assuming the SEA has requested and received a waiver to extend the period of availability to September 30, 2014).

6. Use FY 2010 school improvement funds to make the first year of three-year grant awards to LEAs (unless the SEA has received a waiver of the period of availability for its FY 2010 funds). Continuation awards for years 2 and 3 would come from SIG appropriations in subsequent fiscal years.

Appendix H
KANSAS STATE DEPARTMENT OF EDUCATION
Title I School Improvement Grant
ESEA 1003(g)
Explanation of Budget Line Items

1000 Instruction	
100	Personnel Services—Salaries Instructional salaries for full & part-time certified and non-certified employees, substitute pay, & stipends.
200	Employee Benefits FICA, Group Insurance, Workman’s Compensation, etc., for personnel in line 100 above.
300	Purchased Professional & Technical Services Into District: Consultants, subcontracts, mini-grants, counseling, guidance, medical and accounting services.
400	Purchased Property Services Lease, repair, maintain, & rent property & equipment, owned or used by the district.
500	Other Purchased Services Out of District: Staff travel, workshops/conference registrations, per diem, mileage, lodging, staff development.
600	Supplies & Materials Items that can be consumed, worn out, or deteriorated through use. This includes software that was purchased independently of a hardware package. For Title I, this may be no more than 10% of the total allocation.
700	Property Initial, additional or replacement equipment. This includes software that was purchased as part of a hardware package. For Title I, this amount may be no more than 10% of the total allocation, or \$2,000, whichever is greater.
2000 Support Services	
2100	Support Services --Students Activities designed to assess and improve the well-being of students and to supplement the teaching process. Include only staff in attendance, social work services, substance abuse, guidance and health services, and parent involvement.
2200	Support Services – Instructional Staff Activities associated with assisting the instructional staff in planning, developing and evaluating the process of providing learning experiences for students. These activities include curriculum development, techniques of instruction, child development and understanding, staff

	training, etc.
2300	Support Services (General Administration) Activities concerned with the overall general administration of the program. These include all personnel and materials required to support the program. If a federal program is audited by a state auditor, the CPA audit costs may not be charged to the federal program.
2329	Other Executive Administration Services Amount of funds generated by the indirect cost rate. (i.e., general operating costs such as duplicating, postage, room rental, telephone, etc.)
2400	Support Services Activities that have been assigned in addition to the normal contract concerned with directing and managing the operation of a particular school. Examples would include extended days, Title I summer school or alternative high school.
2700	Student Transportation Services Providing transportation for students. Activities concerned with conveying students to and from school, as provided by State and Federal law. This includes trips between home and school, and trips to and from school activities. Federal funds may not be used to supplant regular transportation costs.
3000 Non-Instructional Services	
3300	Community Services Operations <i>Providing community services to staff or students.</i>
3400	Student Activities Providing activities associated with the students in these programs.

**Appendix I
LEA Application Scoring Form
SUMMARY PAGE**

Reviewer Name: USD Name and USD #: Grant Application Name:

Section	Points Awarded
Section A: Schools to be Served	/5
Section B: Descriptive Information	/210
Section C: Budget	/35
Section D: Assurances	<input type="checkbox"/> Yes <input type="checkbox"/> No
Section E: Waivers	<input type="checkbox"/> Yes <input type="checkbox"/> No
TOTAL APPLICATION SCORE	/250

LEA Grant Scoring Form

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

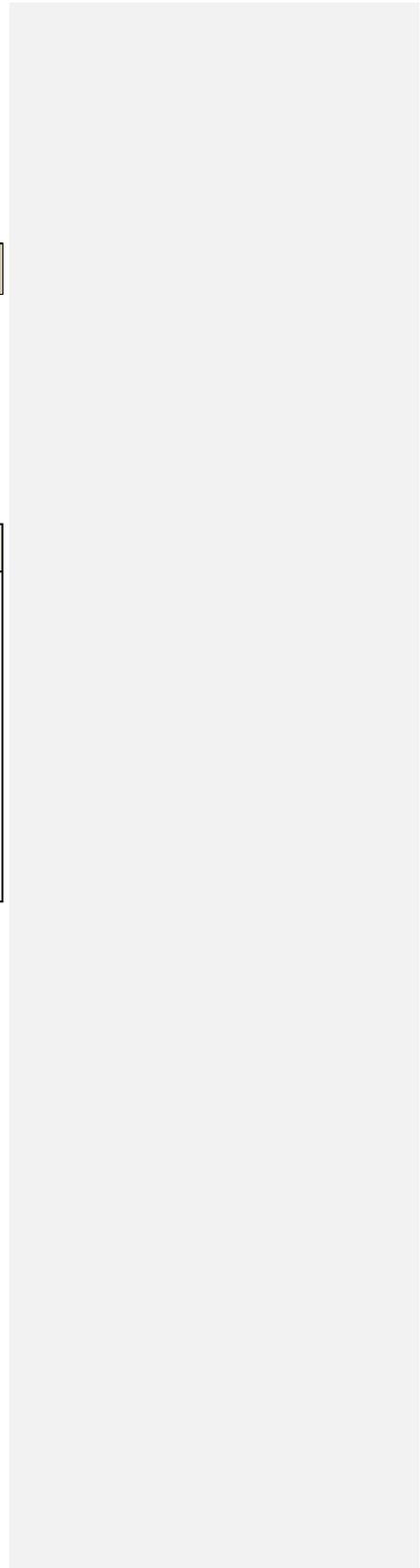
- 5 pts.** The LEA must identify each Tier I, Tier II and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.
- (a) the name and NCES ID # of each school along with the identification of the tier level for each school
 - (b) the intervention model that will be implemented in each school

Scoring Rubric

Marginal (0-1 pts.)	Somewhat Rigorous (2-3 pts.)	Most Rigorous (4-5 pts.)
<p>Identification:</p> <ul style="list-style-type: none"> List of schools is missing. Models have not been identified for each school. 	<p>Identification:</p> <ul style="list-style-type: none"> List of schools is provided but tiers are not designated. Some models have been identified for individual schools but the list is incomplete. 	<p>Identification:</p> <ul style="list-style-type: none"> List of schools are provided and correctly identified into tiers. Models of intervention have clearly been identified that will be implemented for each school.

Points Awarded _____

Comments



B 1a: For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that – The LEA has analyzed the needs of each school and selected an intervention for each school.

B: DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

10 pts. Describe the needs assessment process that the school went through before selecting the Intervention Model.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
Process: <ul style="list-style-type: none"> No evidence of a needs assessment process was provided. Process does not include all required stakeholders. 	Process: <ul style="list-style-type: none"> Limited evidence of a needs assessment process was provided. Limited evidence of consultation with stakeholders regarding the needs assessment process. 	Process: <ul style="list-style-type: none"> Substantial evidence of a needs assessment process was provided. Relevant stakeholders were involved in the needs assessment process.

Points Awarded _____

Comments

15 pts. Write a brief summary of the school's data analysis results/findings. Include:

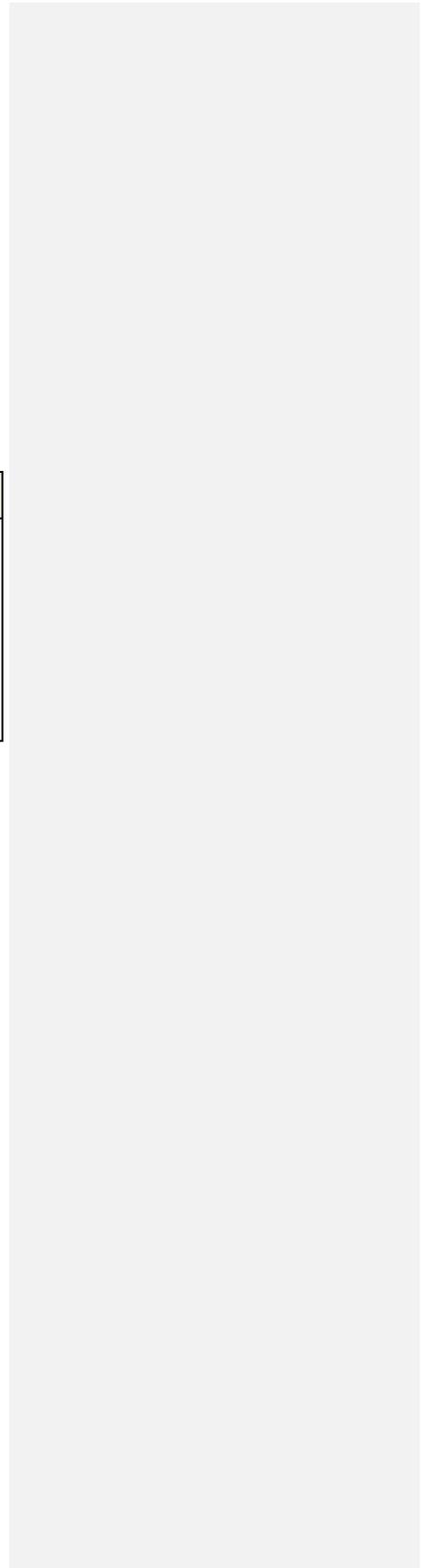
- Achievement Data
 - School Leading Indicator Report
 - School AYP Data
 - School Report Card Data
- Perception Data
- School AYP Data
- School Report Card Data

Scoring Rubric

Marginal (0-5 pts.)	Somewhat Rigorous (6-10 pts.)	Most Rigorous (11-15 pts.)
Summary: <ul style="list-style-type: none"> • few sources of data are included. • no summarization of the data is evident. 	Summary: <ul style="list-style-type: none"> • three of the listed sources of data are included. • summarization of data is not clear. 	Summary: <ul style="list-style-type: none"> • four of the listed sources of data are included. • a concise summarization of the data is evident.

Points Awarded _____

Comments



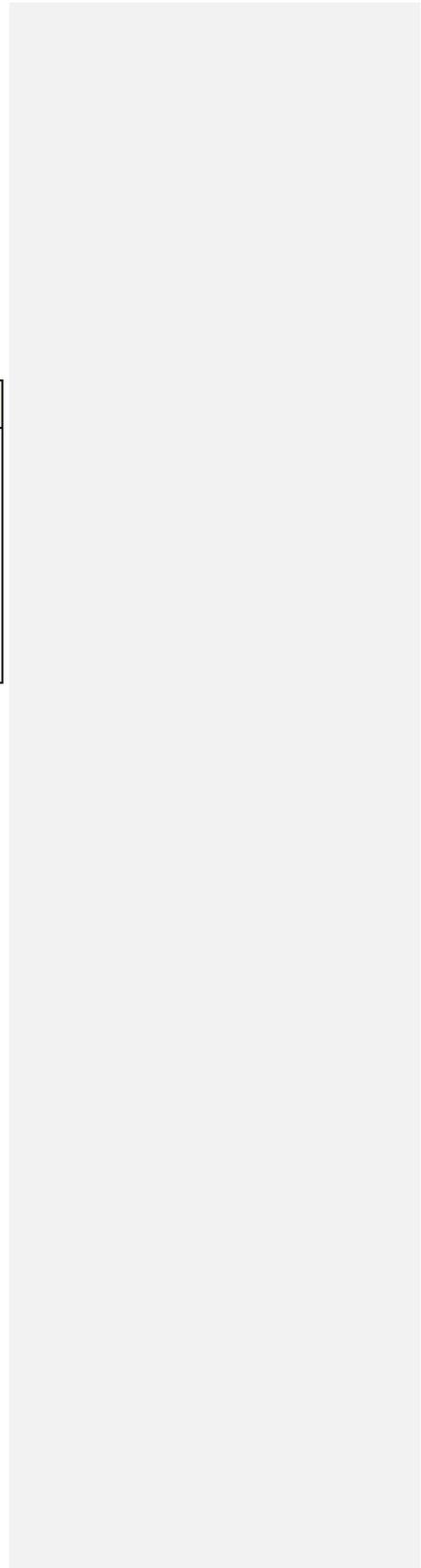
15 pts. Based on the school's data analysis results, describe the root cause(s) that support the selection of an appropriate intervention model (Root Cause Analysis).

Scoring Rubric

Marginal (0-5 pts.)	Somewhat Rigorous (6-10 pts.)	Most Rigorous (11-15 pts.)
<ul style="list-style-type: none"> No evidence of causes and contributing factors with few connections to low student achievement and/or need for schoolwide intervention. 	<ul style="list-style-type: none"> Limited evidence of causes and contributing factors with few connections to low student achievement and/or need for schoolwide intervention. 	<ul style="list-style-type: none"> Clearly analysis of causes and contributing factors to low student achievement and/or need for schoolwide intervention is provided.

Points Awarded _____

Comments



B 1b: For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that – The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively the required activities of the school intervention model it has selected.

15 pts. Using the Needs Assessment results and the selected School Intervention Model, assess the district and school capacity: Elaborate on how the school used the Innovation Configuration Matrix (ICM) for Schools.

Scoring Rubric

Marginal (0-5 pts.)	Somewhat Rigorous (6-10 pts.)	Most Rigorous (11-15 pts.)
<ul style="list-style-type: none"> Needs assessment does not address all academic areas or subpopulations in which the school is underperforming or showing regression Non-academic needs and associated data are not linked to conditions that impact student achievement 	<ul style="list-style-type: none"> Needs assessment addresses all academic areas or subpopulations in which the school is underperforming or showing regression Non-academic needs and associated data are generally linked to conditions that impact student achievement 	<ul style="list-style-type: none"> Needs assessment is comprehensive, addresses all academic areas or subpopulations in which the school is underperforming or showing regression, and addresses underlying conditions and causes for academic performance issues Non-academic needs and associated data are clearly and logically linked to conditions that impact student achievement

Points Awarded _____

Comments

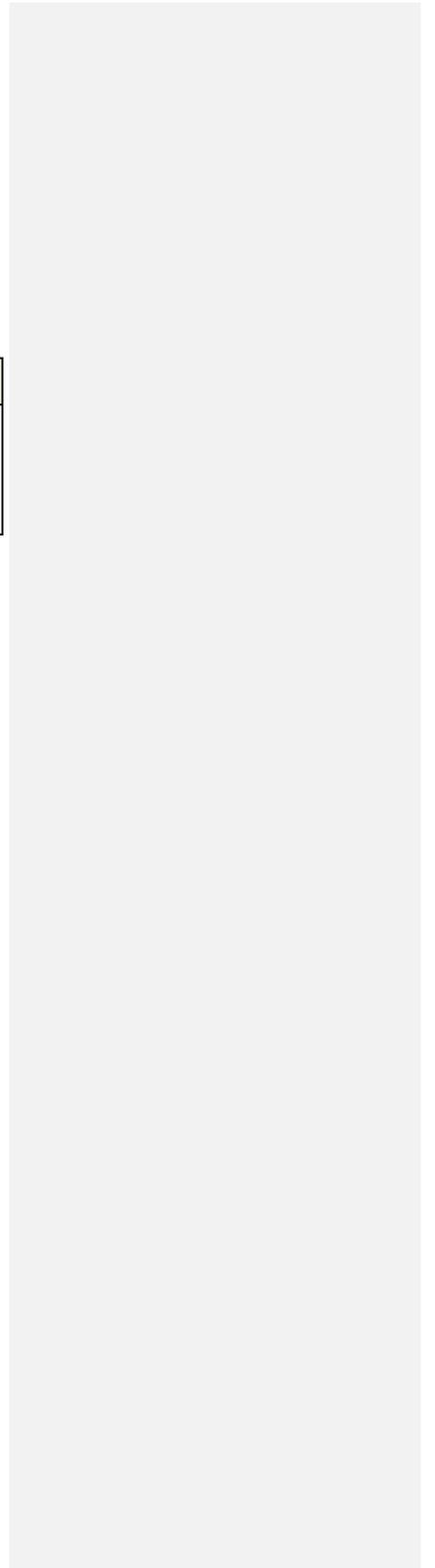
5 pts. Discuss the strengths and weaknesses identified in the capacity appraisal that was done for the school using the Innovation Configuration Matrix (ICM for Schools).

Scoring Rubric

Marginal (0-1 pts.)	Somewhat Rigorous (2-3 pts.)	Most Rigorous (4-5 pts.)
<ul style="list-style-type: none">Unclear evidence of strengths and weaknesses was provided.	<ul style="list-style-type: none">Limited evidence of strengths and weaknesses was provided.	<ul style="list-style-type: none">Substantial evidence of strengths and weaknesses was provided.

Points Awarded _____

Comments



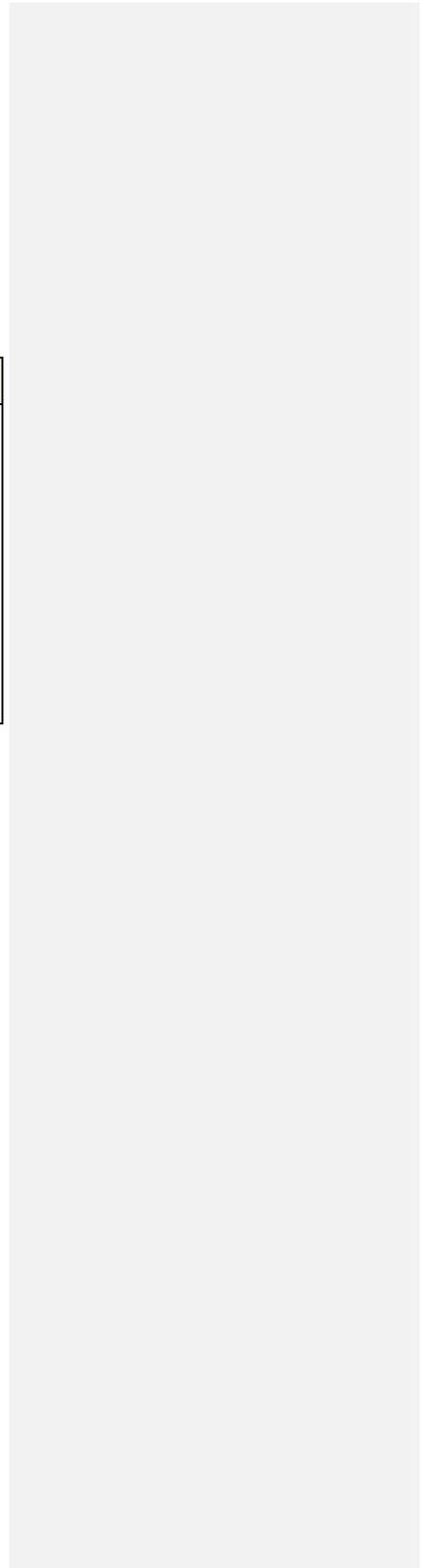
10 pts. Provide an explanation of the school's capacity to use school improvement funds to provide adequate resources and related support for full and effective implementation of all required activities of the selected model.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none">School's capacity to use school improvement funds has not been addresses or has been minimally addressed.	<ul style="list-style-type: none">School's capacity to use school improvement funds has been addressed.	<ul style="list-style-type: none">School's capacity to use school improvement funds has been clearly demonstrated.

Points Awarded _____

Comments



B 2: If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.

5 pts.

Scoring Rubric

Marginal (0-1 pts.)	Somewhat Rigorous (2-3 pts.)	Most Rigorous (4-5 pts.)
<ul style="list-style-type: none">LEA's attempt to explain why it lacks capacity to serve each Tier I school is unclear or does not provide sufficient reason to omit from serving school.	<ul style="list-style-type: none">Explains why it lacks capacity to serve each Tier I school.	<ul style="list-style-type: none">Clearly explains with supporting detail why the LEA lacks capacity to serve each Tier I school.

Points Awarded _____

Comments

B 3: The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements.

15 pts. Using the needs assessment results, select the Appropriate Intervention Model. Elaborate on how the school utilized the School Intervention Model Selection Rubrics to choose a model.

Scoring Rubric

Marginal (0-5 pts.)	Somewhat Rigorous (6-10 pts.)	Most Rigorous (11-15 pts.)
<ul style="list-style-type: none"> Selected intervention model(s) does not address the needs identified in the school(s)'s needs assessment 	<ul style="list-style-type: none"> Selected intervention model(s) adequately addresses the needs identified in the school(s)'s needs assessment 	<ul style="list-style-type: none"> Selected model(s) fully addresses the needs identified in the school(s)'s needs assessment

Points Awarded _____

Comments

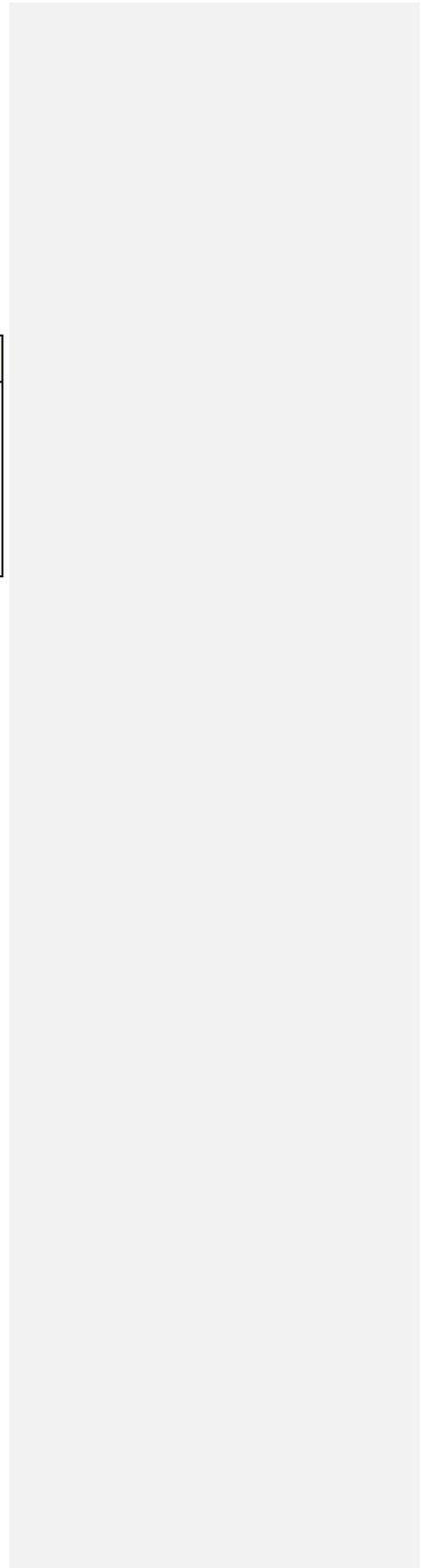
5 pts. Describe why the model will be an appropriate fit for the school.

Scoring Rubric

Marginal (0-1 pts.)	Somewhat Rigorous (2-3 pts.)	Most Rigorous (4-5 pts.)
<ul style="list-style-type: none">Rationale for model selection is unclear or is not logical	<ul style="list-style-type: none">Rationale for model selection is logical and clear.	<ul style="list-style-type: none">Rationale for model selection is detailed, strong, and directly links the model to the needs assessment.

Points Awarded _____

Comments



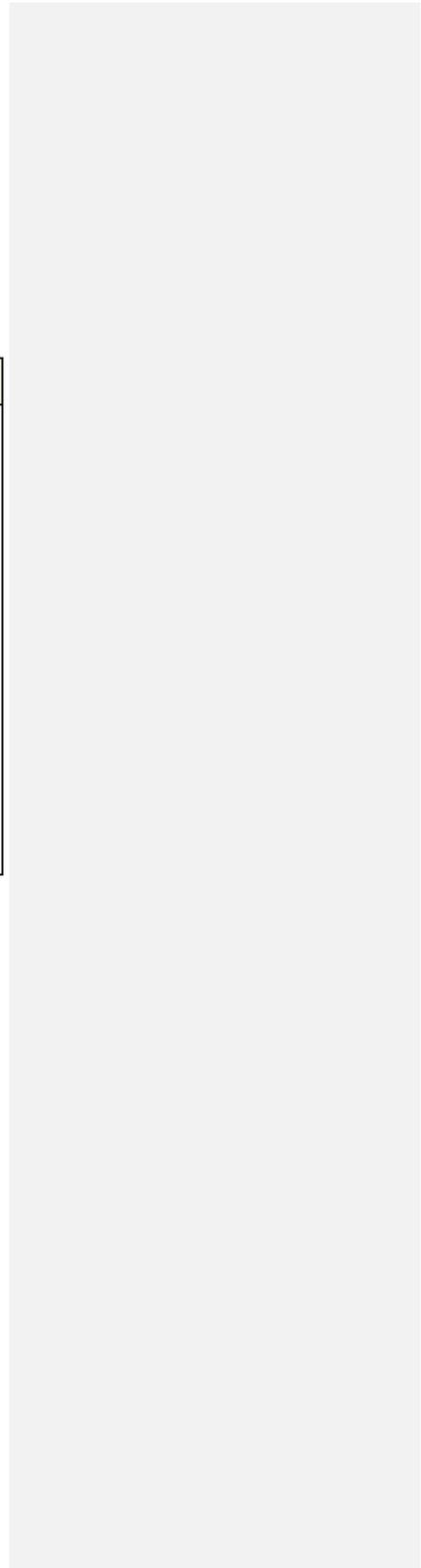
15 pts. Describe the actions the school will take to design and implement interventions consistent with the final requirements of the grant..

Scoring Rubric

Marginal (0-5 pts.)	Somewhat Rigorous (6-10 pts.)	Most Rigorous (11-15 pts.)
<ul style="list-style-type: none"> • Interventions are not consistently designed and implemented to meet final requirements. • Selected intervention model(s) does not address the needs identified in the school(s)'s needs assessment 	<ul style="list-style-type: none"> • Interventions are designed and implemented to be consistent with final requirements. • Selected intervention model(s) adequately addresses the needs identified in the school(s)'s needs assessment 	<ul style="list-style-type: none"> • Interventions are carefully designed and implemented with integrity to be consistent with final requirements. • Selected model(s) fully addresses the needs identified in the school(s)'s needs assessment

Points Awarded _____

Comments



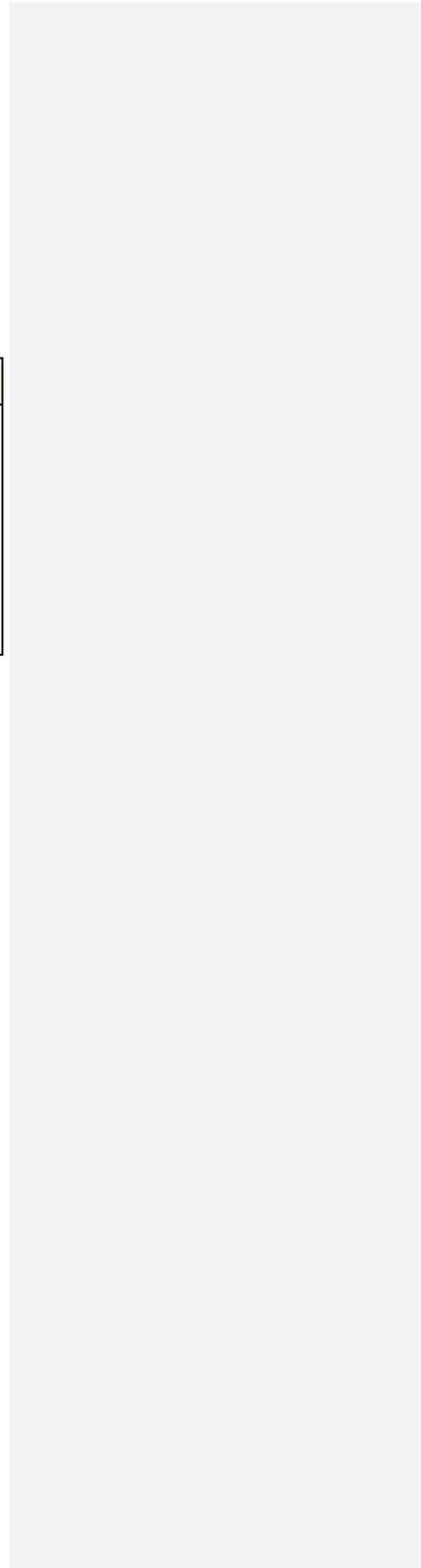
10 pts. Describe the actions the school will take to recruit, screen and select external providers, if applicable to ensure their quality.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none">The application lacks documentation that thorough recruiting, screening and selecting of external providers was done to ensure their quality.	<ul style="list-style-type: none">Where applicable, the application describes the recruiting, screening and selecting of external providers to ensure their quality.	<ul style="list-style-type: none">Where applicable, the application clearly describes the recruiting, screening and selecting of external providers to ensure their quality.

Points Awarded _____

Comments



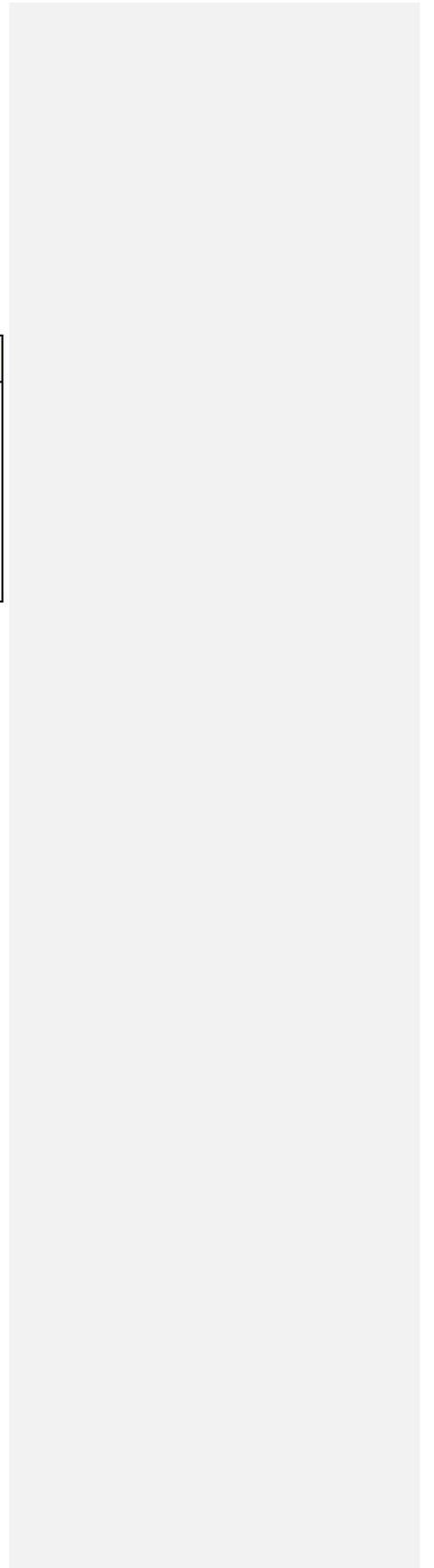
5 pts. Describe how the school will align other resources with the interventions.

Scoring Rubric

Marginal (0-1 pts.)	Somewhat Rigorous (2-3 pts.)	Most Rigorous (4-5 pts.)
<ul style="list-style-type: none">Other resources are not aligned with the interventions.	<ul style="list-style-type: none">Other resources are aligned with the interventions to aid implementation.	<ul style="list-style-type: none">Other resources are carefully aligned with the interventions to aid implementation.

Comments

Points Awarded _____



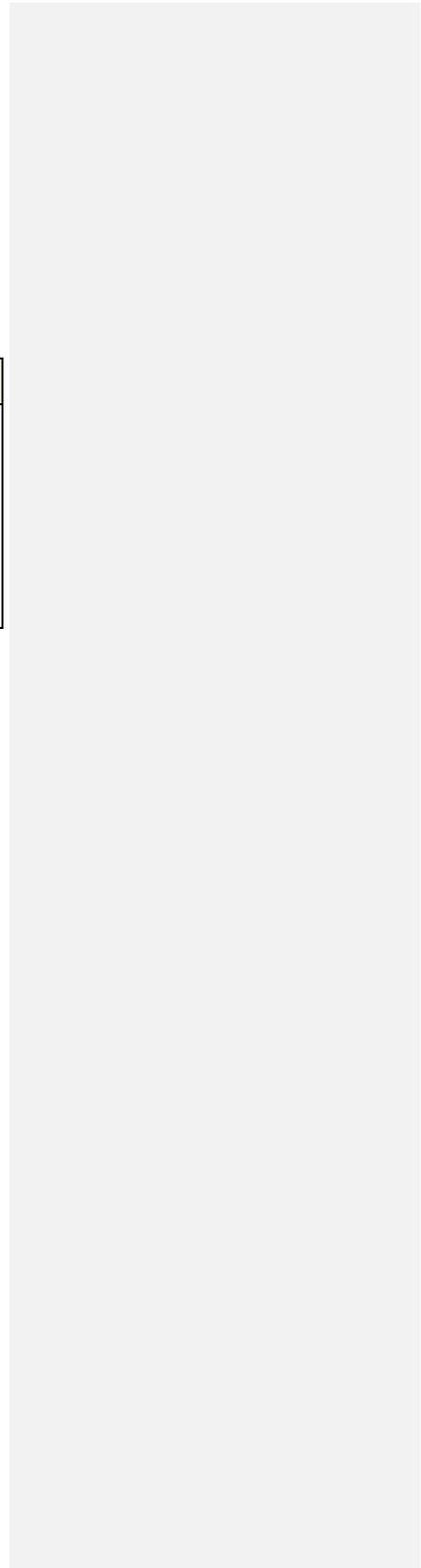
5 pts. Explain what practices or policies, if necessary, will need to be modified to enable the school to implement the interventions fully and effectively.

Scoring Rubric

Marginal (0-1 pts.)	Somewhat Rigorous (2-3 pts.)	Most Rigorous (4-5 pts.)
<ul style="list-style-type: none">Where necessary, changes in practices and policies have not fully taken place where these changes would enable the school(s) to implement interventions.	<ul style="list-style-type: none">Where necessary, practices and policies have been modified to enable the school(s) to implement interventions.	<ul style="list-style-type: none">Where necessary, practices and policies have been modified to enable the school(s) to implement interventions fully and effectively.

Points Awarded _____

Comments



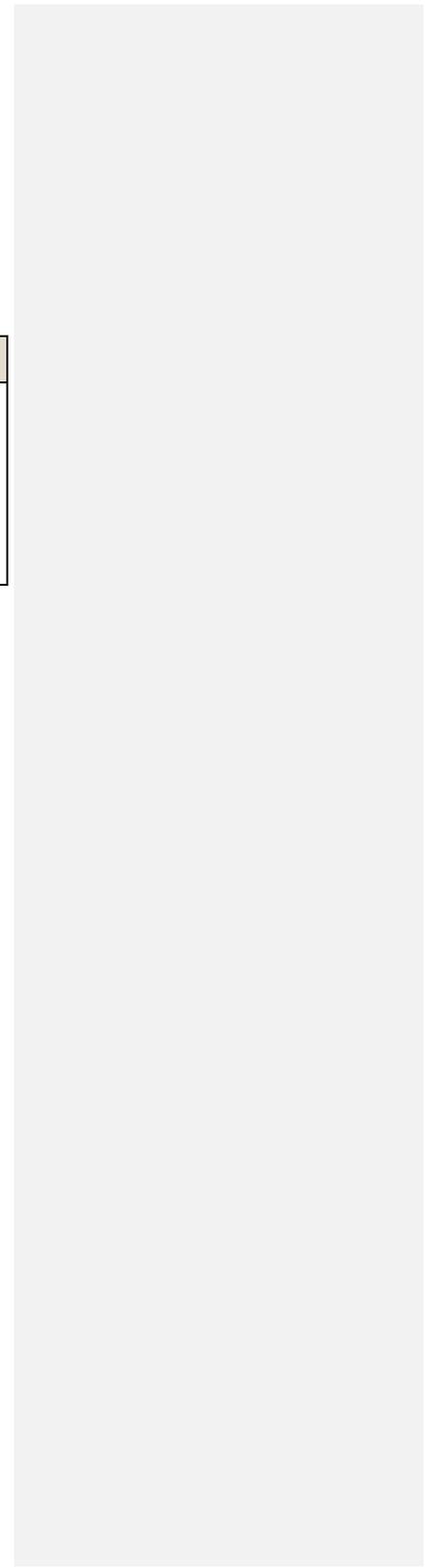
5 pts. Explain how the school will sustain the reforms after the funding period ends.

Scoring Rubric

Marginal (0-1 pts.)	Somewhat Rigorous (2-3 pts.)	Most Rigorous (4-5 pts.)
<ul style="list-style-type: none">The application does not clearly describe how the reforms will be sustained after the funding period ends.	<ul style="list-style-type: none">The application does not clearly describe how the reforms will be sustained after the funding period ends.	<ul style="list-style-type: none">The application clearly describes how the reforms will be sustained after the funding period ends.

Points Awarded _____

Comments



B 4: The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application.

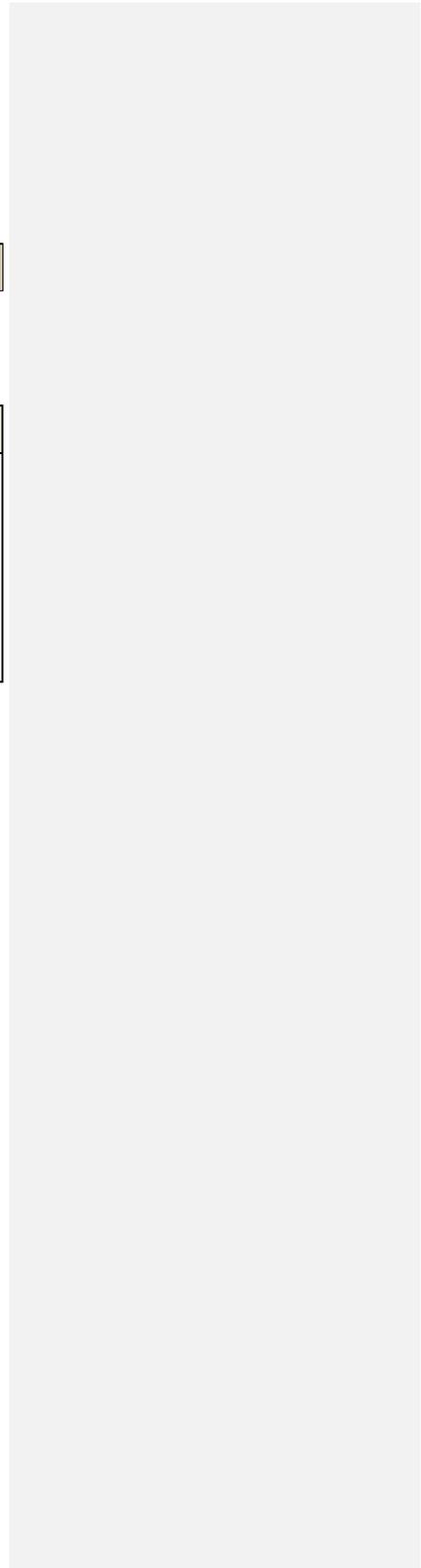
10 pts.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none">Provides a vague timeline without delineation of the steps that will be taken to implement the selected intervention.	<ul style="list-style-type: none">Provides a timeline for each step the LEA will take to implement the selected intervention.	<ul style="list-style-type: none">Provides a detailed timeline delineating each step the LEA will take to implement the selected intervention.

Points Awarded _____

Comments



B 5: The LEA must describe the annual goals for student achievement on the State's assessment in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds..

15 pts.

Scoring Rubric

Marginal (0-5 pts.)	Somewhat Rigorous (6-10 pts.)	Most Rigorous (11-15 pts.)
<ul style="list-style-type: none"> Goals for student achievement on the state reading/language arts and mathematics assessments are vague, insignificant, or unrealistic. Goals are generic and do not address intervention models chosen Objectives are not directly related to the goal, the selected intervention, or the school(s)'s needs 	<ul style="list-style-type: none"> Describes annual goals for student achievement on the reading/language arts and mathematics state assessments There is a goal for each intervention model chosen Objectives are related to the goal, selected intervention and the school(s)'s needs 	<ul style="list-style-type: none"> Clearly describes significant annual goals for student achievement on the reading/language arts and mathematics state assessments Goals specifically address which intervention model will be implemented at which school(s) and there is a separate goal for each intervention model chosen Objectives are directly related to the goal and selected intervention and clearly address each school(s)'s needs

Points Awarded _____

Comments

B 6: For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement, if applicable.

- 10 pts.**
- (a) Each Tier III school that the LEA plans on serving has been identified.
 - (b) A description of the services that the LEA will provide to the school is provided.
 - (c) A description of the activities that the school will implement was provided.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<p>The grant is not clear in:</p> <ul style="list-style-type: none"> • identifying the Tier III schools to be served. • describing the services that the LEA will provide to the Tier III schools. 	<p>The grant provides:</p> <ul style="list-style-type: none"> • some but not all Tier III schools to be served. • a general description of the services that the LEA will provide to the Tier III schools. 	<p>The grant:</p> <ul style="list-style-type: none"> • clearly identifies all Tier III schools to be served. • clearly and concisely describes the services that the LEA will provide to the Tier III schools.

Points Awarded _____

Comments

B 7: The LEA must describe the goals it has established (subject to approval by SEA) in order to hold accountable its Tier III schools that receive school improvement funds.

- 30 pts.**
- (a) Identify goals/objectives consistent with the desired outcomes and required activities. These must be specific, measurable, attainable and time-bound.
 - (b) Describe how the evaluation plan will document the effectiveness of the activities within identified schools.
 - (c) Describe how the district will use school evaluation data to determine the effectiveness of the school improvement funded activities.

Scoring Rubric

Marginal (0-9 pts.)	Somewhat Rigorous (10-20 pts.)	Most Rigorous (21-30 pts.)
<ul style="list-style-type: none"> • The proposal fails to identify the goals/objectives to document the effectiveness of activities for individual schools. • The proposal fails to provide an evaluation plan, which would document the effectiveness of the activities in the schools. • The proposal lacks a clear description of how the LEA will determine the effectiveness of the school improvement funded activities. 	<ul style="list-style-type: none"> • The proposal establishes overall minimum achievement expectations. • The proposal provides a vague evaluation plan, which would document the effectiveness of the activities in the schools. • The proposal provides a vague plan on how evaluation data will be used to determine the effectiveness of the school improvement funded activities. 	<ul style="list-style-type: none"> • The proposal identifies goals/objectives, which are consistent with the desired outcomes and required activities of the grant (specific, measurable, attainable, and time-phased). • The proposal describes how evaluation plan will document effectiveness of the activities within the identified schools. • The proposal describes how the district will use school evaluation data to determine the effectiveness of the school improvement funded activities.

Points Awarded _____

Comments

B 8: As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools. It should include:

- 10 pts.**
- (a) A list of stakeholders who provided input.
 - (b) The process of how the stakeholders were consulted with regarding the application.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"> • The grant fails to identify any stakeholders whom the LEA consulted with concerning the application and the implementation of the school improvement models in its Tier I and Tier II schools. • The grant fails to describe how the stakeholders were consulted with concerning the application and the implementation of the school improvement models in its Tier I and Tier II schools. 	<ul style="list-style-type: none"> • The grant identified stakeholders whom the LEA consulted with concerning the application and the implementation of the school improvement models in its Tier I and Tier II schools, however it was not clear if these were relevant stakeholders. • The grant provided a vague description of the how the stakeholders were consulted with concerning the application and the implementation of the school improvement models in its Tier I and Tier II schools. 	<ul style="list-style-type: none"> • The grant identified key stakeholders whom the LEA consulted with concerning the application and the implementation of the school improvement models in its Tier I and Tier II schools. Resumes were included to determine their relevance. • The grant provided a detailed description of the how the stakeholders were consulted with concerning the application and the implementation of the school improvement models in its Tier I and Tier II schools and what role they would play in the implementation of the funded activities.

Points Awarded _____

Comments

C: BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

- 35 pts.** The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to –
- (a) Implement the selected model in each Tier I and Tier II school it commits to serve;
 - (b) Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools; and
 - (c) Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

Scoring Rubric

Marginal (0-11 pts.)	Somewhat Rigorous (12-23 pts.)	Most Rigorous (24-35 pts.)
<ul style="list-style-type: none"> • Grant funds are not aligned or clearly tied to the goals, objectives, and strategies. • The budget does not fully support all required components of the intervention model selected. • Other state, local and federal funds supporting grant activities are not specified. • Budgeted items do not comply with supplement, not supplant, provisions of ESEA. 	<ul style="list-style-type: none"> • Grant funds are tied to the goals, objectives, and strategies. • Budgeted items support all required components of the intervention model selected. • Other state, local and federal funds supporting grant activities are specified. 	<ul style="list-style-type: none"> • Grant funds are clear and well defined and directly support the goals, objectives, and strategies. • Budgeted items are of sufficient scope and amount to ensure strategy success and full intervention model implementation. • Other state, local and federal funds clearly and logically support the plan. • All budgeted items comply with supplement, not supplant, provisions of ESEA, including Title I, Part A, §1114(a)(2)(B) and §1120A(b)

Points Awarded _____

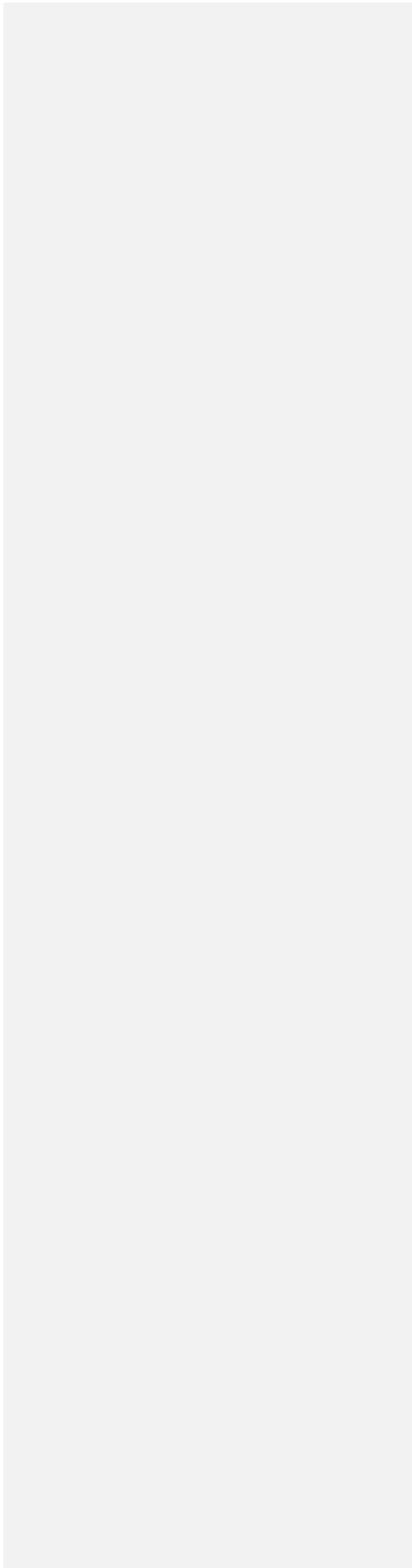
Comments

D: ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

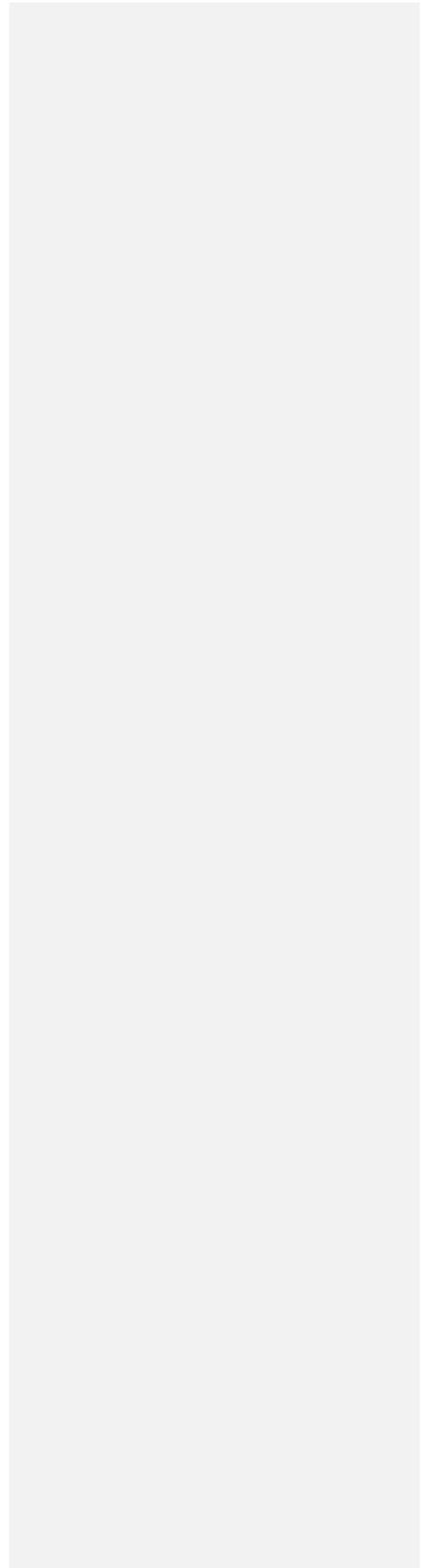
Assurances have been checked. Yes No (Circle one.)

E: WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

Waivers the LEA will implement have
been checked. Yes No (Circle one.)



APPENDIX K:
LEA Application Scoring Form



LEA Grant Scoring Form

B. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

10 pts. The 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.

- (c) the name and NCES ID # of each school along with the identification of the tier level for each school
- (d) the intervention model that will be implemented in each school

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<p>Identification:</p> <ul style="list-style-type: none"> • List of schools is missing. • Models have not been identified for each school. 	<p>Identification:</p> <ul style="list-style-type: none"> • List of schools is provided but tiers are not designated. • Some models have been identified for individual schools but the list is incomplete. 	<p>Identification:</p> <ul style="list-style-type: none"> • List of schools are provided and correctly identified into tiers. • Models of intervention have clearly been identified that will be implemented for each school.

Points Awarded _____

Comments

B: DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

B 1a: For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that – The LEA has analyzed the needs of each school and selected an intervention for each school.

10 pts. Describe the needs assessment process that the school went through before selecting the Intervention Model.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
Process: <ul style="list-style-type: none"> No evidence of a needs assessment process was provided. Process does not include all required stakeholders. 	Process: <ul style="list-style-type: none"> Limited evidence of a needs assessment process was provided. Limited evidence of consultation with stakeholders regarding the needs assessment process. 	Process: <ul style="list-style-type: none"> Substantial evidence of a needs assessment process was provided. Relevant stakeholders were involved in the needs assessment process.

Points Awarded _____

Comments

10 pts. Write a brief summary of the school's data analysis results/findings. Include:

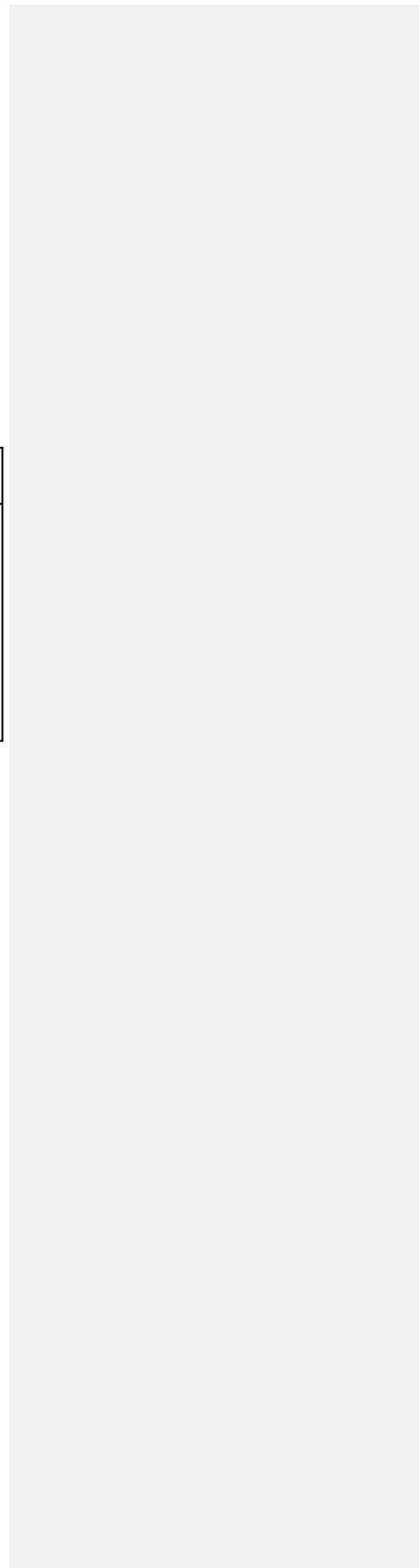
- Achievement Data
 - School Leading Indicator Report
 - School AYP Data
 - School Report Card Data
- Perception Data
- School AYP Data
- School Report Card Data

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
Summary: <ul style="list-style-type: none"> • few sources of data are included. • no summarization of the data is evident. 	Summary: <ul style="list-style-type: none"> • three of the listed sources of data are included. • summarization of data is not clear. 	Summary: <ul style="list-style-type: none"> • four of the listed sources of data are included. • a concise summarization of the data is evident.

Points Awarded _____

Comments



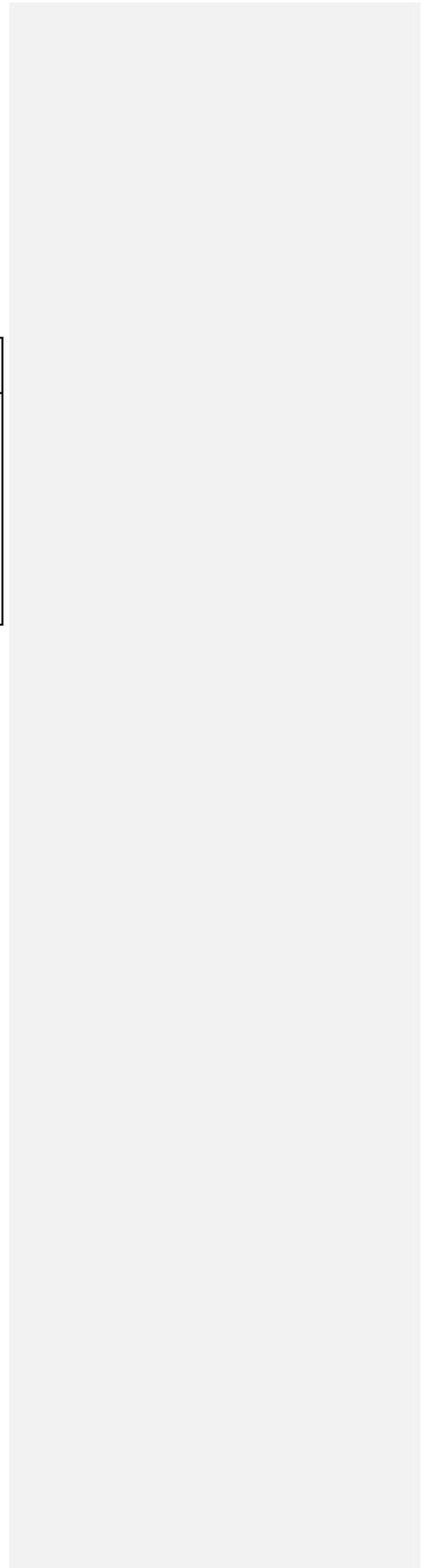
10 pts. Based on the school's data analysis results, describe the root cause(s) that support the selection of an appropriate intervention model (Root Cause Analysis).

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"> No evidence of causes and contributing factors with few connections to low student achievement and/or need for schoolwide intervention. 	<ul style="list-style-type: none"> Limited evidence of causes and contributing factors with few connections to low student achievement and/or need for schoolwide intervention. 	<ul style="list-style-type: none"> Clearly analysis of causes and contributing factors to low student achievement and/or need for schoolwide intervention is provided.

Points Awarded _____

Comments



B 1b: For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that – The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively the required activities of the school intervention model it has selected.

10 pts. Using the Needs Assessment results and the selected School Intervention Model, assess the district and school capacity: Elaborate on how the school used the Innovation Configuration Matrix (ICM) for Schools.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"> Needs assessment does not address all academic areas or subpopulations in which the school is underperforming or showing regression Non-academic needs and associated data are not linked to conditions that impact student achievement 	<ul style="list-style-type: none"> Needs assessment addresses all academic areas or subpopulations in which the school is underperforming or showing regression Non-academic needs and associated data are generally linked to conditions that impact student achievement 	<ul style="list-style-type: none"> Needs assessment is comprehensive, addresses all academic areas or subpopulations in which the school is underperforming or showing regression, and addresses underlying conditions and causes for academic performance issues Non-academic needs and associated data are clearly and logically linked to conditions that impact student achievement

Points Awarded _____

Comments

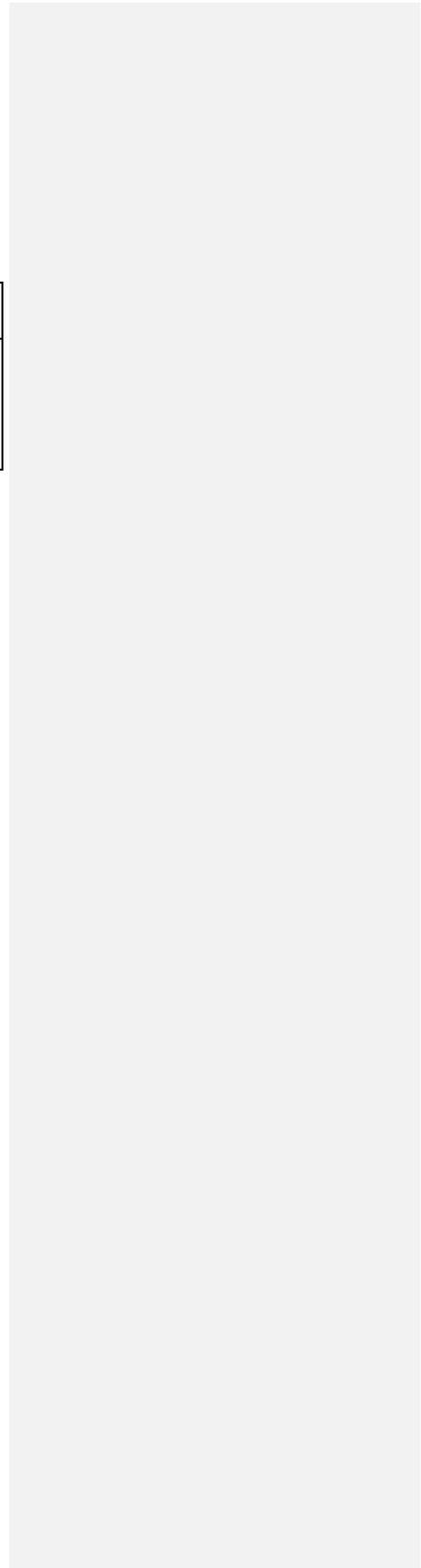
10 pts. Discuss the strengths and weaknesses identified in the capacity appraisal that was done for the school using the Innovation Configuration Matrix (ICM for Schools.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none">Unclear evidence of strengths and weaknesses was provided.	<ul style="list-style-type: none">Limited evidence of strengths and weaknesses was provided.	<ul style="list-style-type: none">Substantial evidence of strengths and weaknesses was provided.

Points Awarded _____

Comments



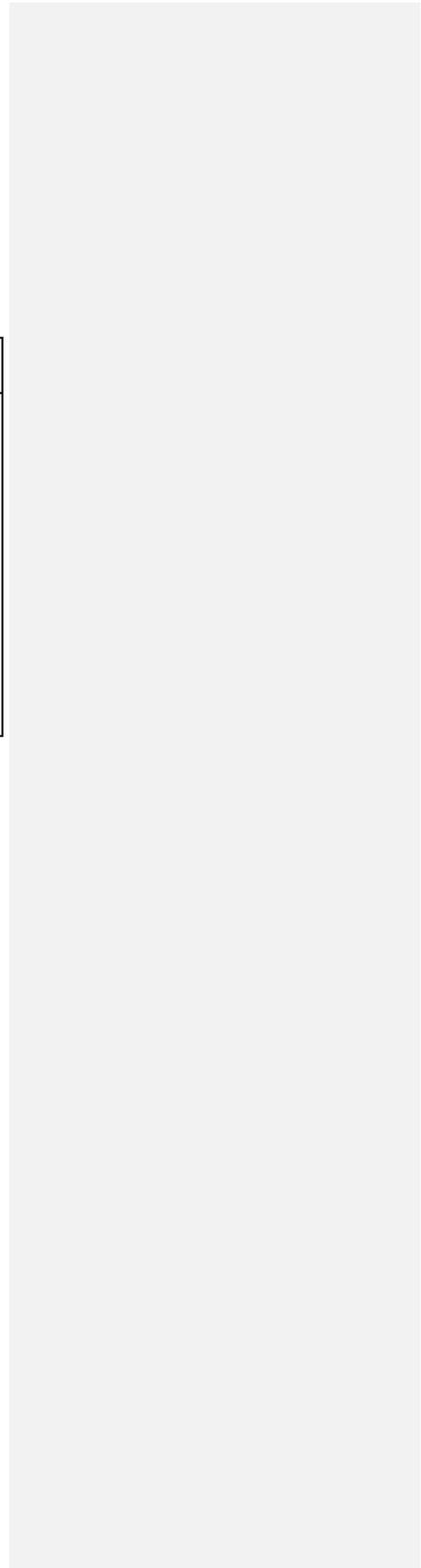
10 pts. Provide an explanation of the school's capacity to use school improvement funds to provide adequate resources and related support for full and effective implementation of all required activities of the selected model.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"> School's capacity to use school improvement funds has not been addresses or has been minimally addressed. 	<ul style="list-style-type: none"> School's capacity to use school improvement funds has been addressed. 	<ul style="list-style-type: none"> School's capacity to use school improvement funds has been clearly demonstrated.

Points Awarded _____

Comments



B 2: If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.

10 pts.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none">LEA's attempt to explain why it lacks capacity to serve each Tier I school is unclear or does not provide sufficient reason to omit from serving school.	<ul style="list-style-type: none">Explains why it lacks capacity to serve each Tier I school.	<ul style="list-style-type: none">Clearly explains with supporting detail why the LEA lacks capacity to serve each Tier I school.

Points Awarded _____

Comments

B 3: The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements.

10 pts. Using the needs assessment results, select the Appropriate Intervention Model. Elaborate on how the school utilized the School Intervention Model Selection Rubrics to choose a model.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"> Selected intervention model(s) does not address the needs identified in the school(s)'s needs assessment 	<ul style="list-style-type: none"> Selected intervention model(s) adequately addresses the needs identified in the school(s)'s needs assessment 	<ul style="list-style-type: none"> Selected model(s) fully addresses the needs identified in the school(s)'s needs assessment

Points Awarded _____

Comments

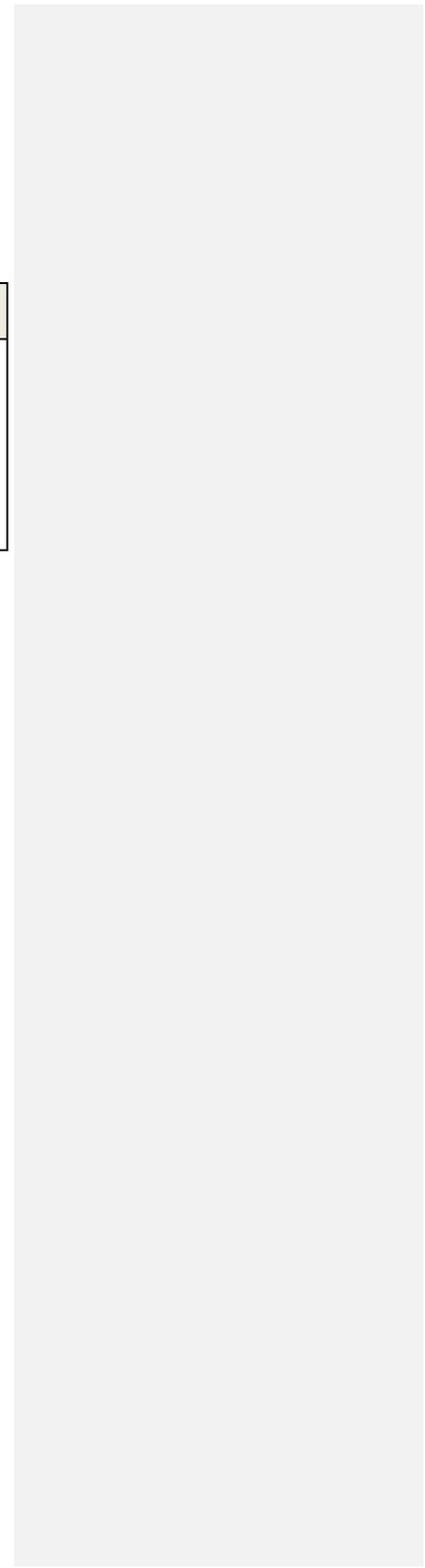
10 pts. Describe why the model will be an appropriate fit for the school.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none">Rationale for model selection is unclear or is not logical	<ul style="list-style-type: none">Rationale for model selection is logical and clear.	<ul style="list-style-type: none">Rationale for model selection is detailed, strong, and directly links the model to the needs assessment.

Points Awarded _____

Comments



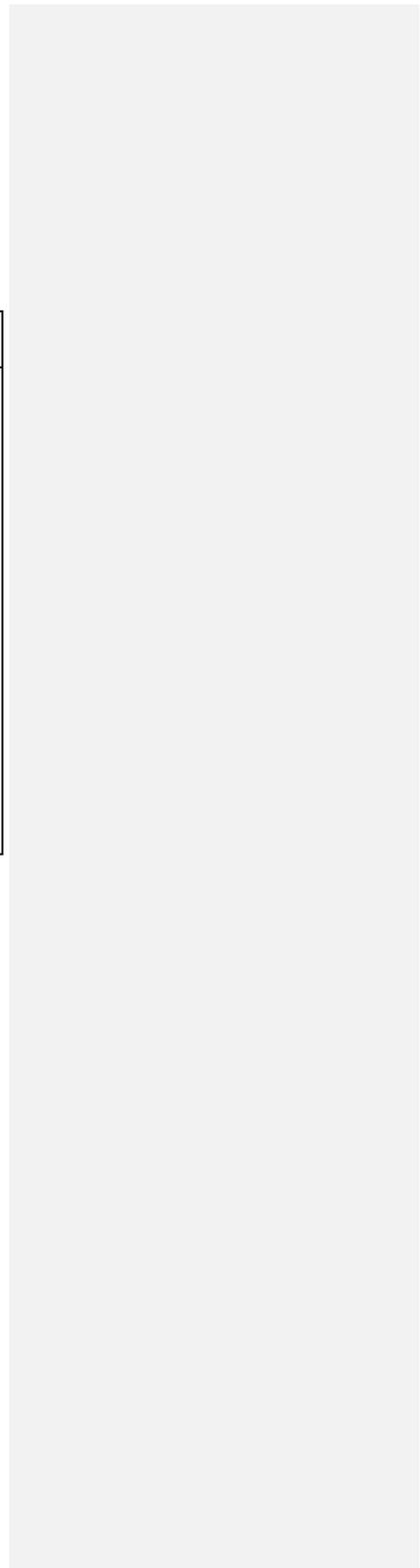
10 pts. Describe the actions the school will take to design and implement interventions consistent with the final requirements of the grant..

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"> • Interventions are not consistently designed and implemented to meet final requirements. • Selected intervention model(s) does not address the needs identified in the school(s)'s needs assessment 	<ul style="list-style-type: none"> • Interventions are designed and implemented to be consistent with final requirements. • Selected intervention model(s) adequately addresses the needs identified in the school(s)'s needs assessment 	<ul style="list-style-type: none"> • Interventions are carefully designed and implemented with integrity to be consistent with final requirements. • Selected model(s) fully addresses the needs identified in the school(s)'s needs assessment

Points Awarded _____

Comments



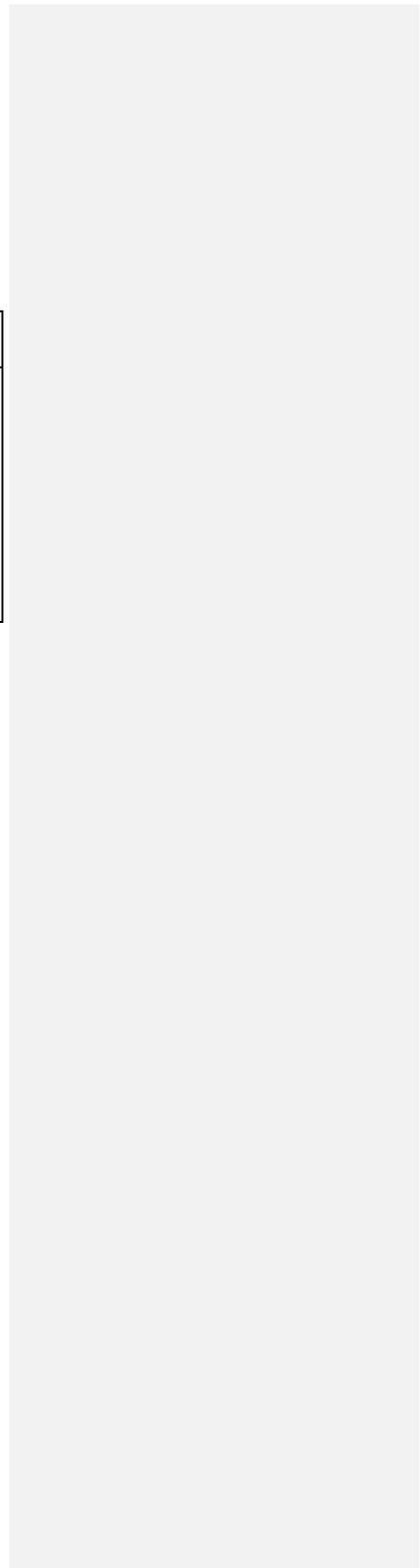
10 pts. Describe the actions the school will take to recruit, screen and select external providers, if applicable to ensure their quality.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none">The application lacks documentation that thorough recruiting, screening and selecting of external providers was done to ensure their quality.	<ul style="list-style-type: none">Where applicable, the application describes the recruiting, screening and selecting of external providers to ensure their quality.	<ul style="list-style-type: none">Where applicable, the application clearly describes the recruiting, screening and selecting of external providers to ensure their quality.

Points Awarded _____

Comments



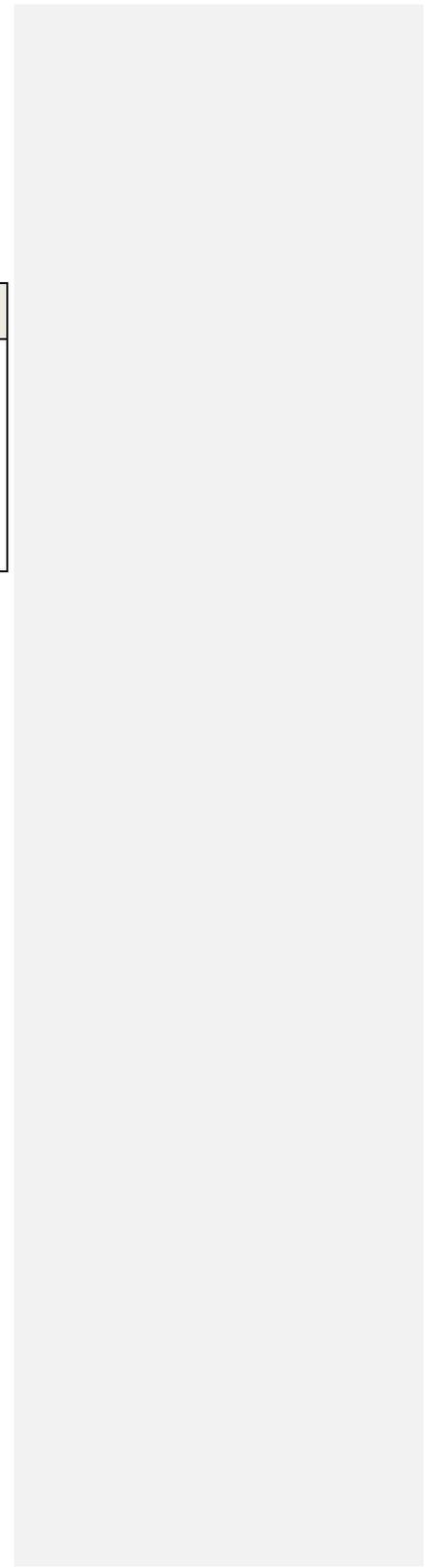
10 pts. Describe how the school will align other resources with the interventions.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none">Other resources are not aligned with the interventions.	<ul style="list-style-type: none">Other resources are aligned with the interventions to aid implementation.	<ul style="list-style-type: none">Other resources are carefully aligned with the interventions to aid implementation.

Points Awarded _____

Comments



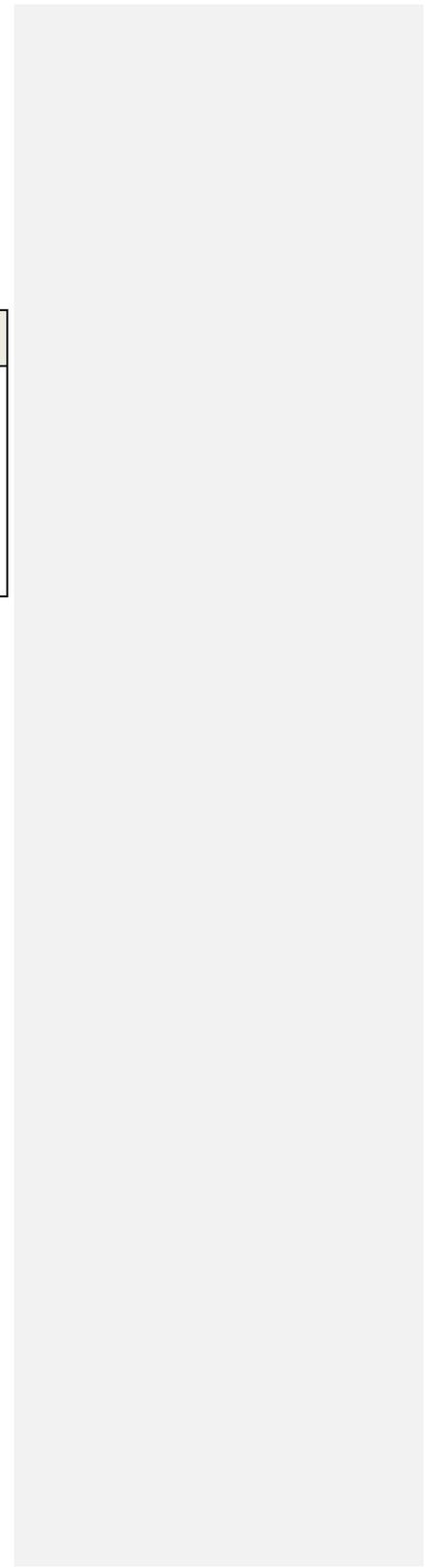
10 pts. Explain what practices or policies, if necessary, will need to be modified to enable the school to implement the interventions fully and effectively.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none">Where necessary, changes in practices and policies have not fully taken place where these changes would enable the school(s) to implement interventions.	<ul style="list-style-type: none">Where necessary, practices and policies have been modified to enable the school(s) to implement interventions.	<ul style="list-style-type: none">Where necessary, practices and policies have been modified to enable the school(s) to implement interventions fully and effectively.

Points Awarded _____

Comments



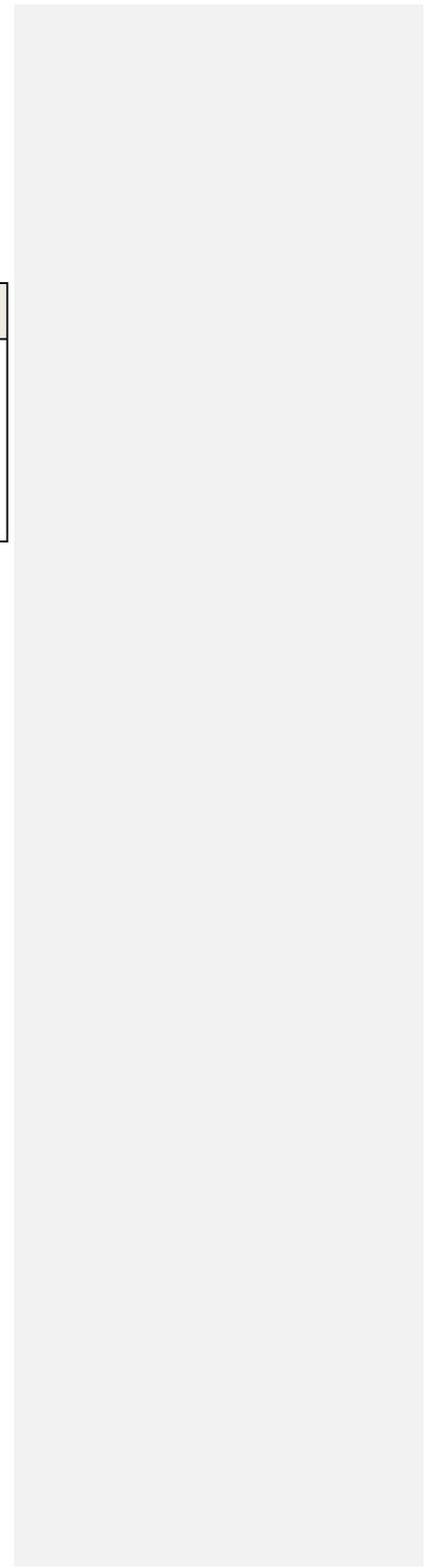
10 pts. Explain how the school will sustain the reforms after the funding period ends.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none">The application does not clearly describe how the reforms will be sustained after the funding period ends.	<ul style="list-style-type: none">The application does not clearly describe how the reforms will be sustained after the funding period ends.	<ul style="list-style-type: none">The application clearly describes how the reforms will be sustained after the funding period ends.

Points Awarded _____

Comments



B 4: The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application.

10 pts.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none">Provides a vague timeline without delineation of the steps that will be taken to implement the selected intervention.	<ul style="list-style-type: none">Provides a timeline for each step the LEA will take to implement the selected intervention.	<ul style="list-style-type: none">Provides a detailed timeline delineating each step the LEA will take to implement the selected intervention.

Points Awarded _____

Comments

B 5: The LEA must describe the annual goals for student achievement on the State’s assessment in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds..

10 pts.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"> • Goals for student achievement on the state reading/language arts and mathematics assessments are vague, insignificant, or unrealistic. • Goals are generic and do not address intervention models chosen • Objectives are not directly related to the goal, the selected intervention, or the school(s)’s needs 	<ul style="list-style-type: none"> • Describes annual goals for student achievement on the reading/language arts and mathematics state assessments • There is a goal for each intervention model chosen • Objectives are related to the goal, selected intervention and the school(s)’s needs 	<ul style="list-style-type: none"> • Clearly describes significant annual goals for student achievement on the reading/language arts and mathematics state assessments • Goals specifically address which intervention model will be implemented at which school(s) and there is a separate goal for each intervention model chosen • Objectives are directly related to the goal and selected intervention and clearly address each school(s)’s needs

Points Awarded _____

Comments

B 6: For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.

- 10 pts.** (a) Each Tier III school that the LEA plans on serving has been identified.
 (b) A description of the services that the LEA will provide to the school is provided.
 (c) A description of the activities that the school will implement was provided.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
The grant is not clear in: <ul style="list-style-type: none"> identifying the Tier III schools to be served. describing the services that the LEA will provide to the Tier III schools. 	The grant provides: <ul style="list-style-type: none"> some but not all Tier III schools to be served. a general description of the services that the LEA will provide to the Tier III schools. 	The grant: <ul style="list-style-type: none"> clearly identifies all Tier III schools to be served. clearly and concisely describes the services that the LEA will provide to the Tier III schools.

Points Awarded _____

Comments

B 7: The LEA must describe the goals it has established (subject to approval by SEA) in order to hold accountable its Tier III schools that receive school improvement funds.

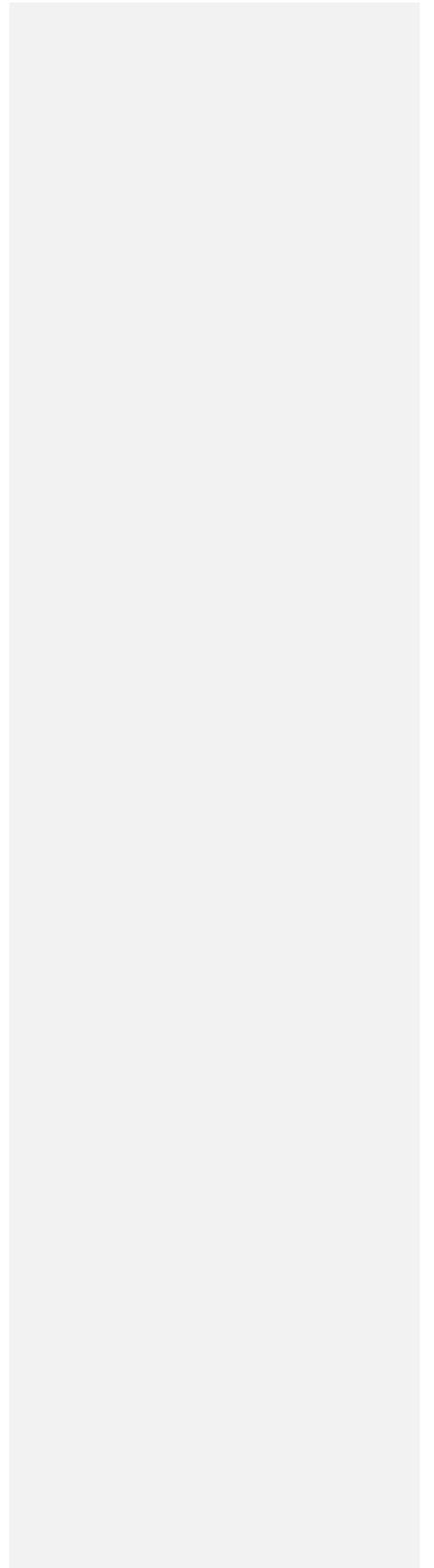
- 10 pts.** (a) Identify goals/objectives consistent with the desired outcomes and required activities. These must be specific, measurable, attainable and time-bound.
 (b) Describe how the evaluation plan will document the effectiveness of the activities within identified schools.
 (c) Describe how the district will use school evaluation data to determine the effectiveness of the school improvement funded activities.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"> The proposal fails to identify the goals/objectives to document the effectiveness of activities for individual schools. The proposal fails to provide an evaluation plan, which would document the effectiveness of the activities in the schools. The proposal lacks a clear description of how the LEA will determine the effectiveness of the school improvement funded activities. 	<ul style="list-style-type: none"> The proposal establishes overall minimum achievement expectations. The proposal provides a vague evaluation plan, which would document the effectiveness of the activities in the schools. The proposal provides a vague plan on how evaluation data will be used to determine the effectiveness of the school improvement funded activities. 	<ul style="list-style-type: none"> The proposal identifies goals/objectives, which are consistent with the desired outcomes and required activities of the grant (specific, measurable, attainable, and time-phased). The proposal describes how evaluation plan will document effectiveness of the activities within the identified schools. The proposal describes how the district will use school evaluation data to determine the effectiveness of the school improvement funded activities.

Points Awarded _____

Comments



B 8: As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools. It should include:

- 10 pts.** (a) A list of stakeholders who provided input.
 (b) The process of how the stakeholders were consulted with regarding the application.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"> The grant fails to identify any stakeholders whom the LEA consulted with concerning the application and the implementation of the school improvement models in its Tier I and Tier II schools. The grant fails to describe how the stakeholders were consulted with concerning the application and the implementation of the school improvement models in its Tier I and Tier II schools. 	<ul style="list-style-type: none"> The grant identified stakeholders whom the LEA consulted with concerning the application and the implementation of the school improvement models in its Tier I and Tier II schools, however it was not clear if these were relevant stakeholders. The grant provided a vague description of the how the stakeholders were consulted with concerning the application and the implementation of the school improvement models in its Tier I and Tier II schools. 	<ul style="list-style-type: none"> The grant identified key stakeholders whom the LEA consulted with concerning the application and the implementation of the school improvement models in its Tier I and Tier II schools. Resumes were included to determine their relevance. The grant provided a detailed description of the how the stakeholders were consulted with concerning the application and the implementation of the school improvement models in its Tier I and Tier II schools and what role they would play in the implementation of the funded activities.

Points Awarded _____

Comments

C: BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

10 pts. The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to –

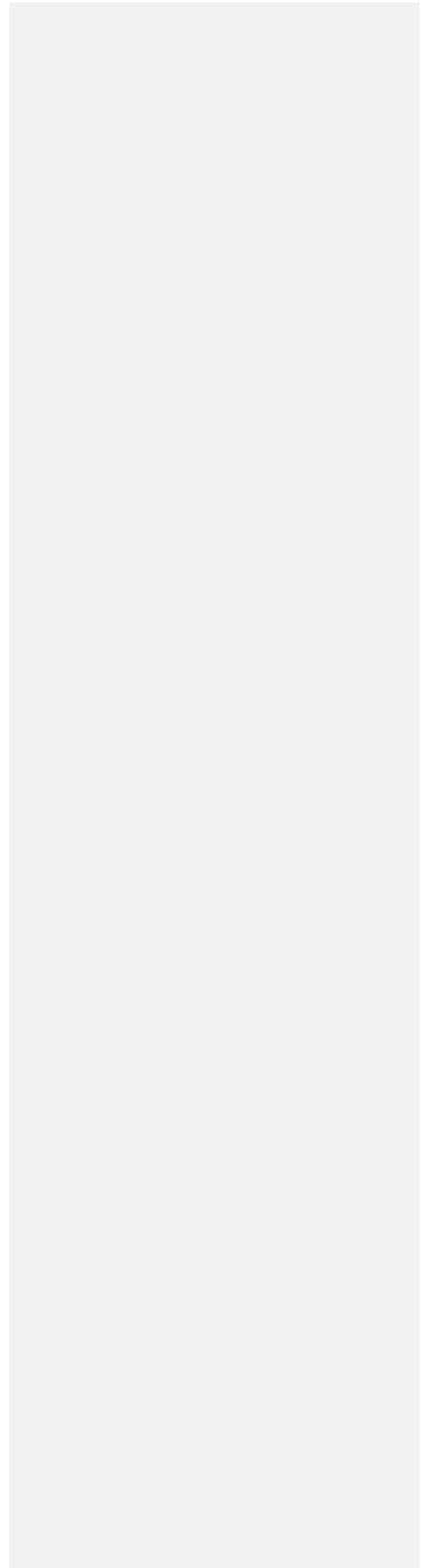
- (d) Implement the selected model in each Tier I and Tier II school it commits to serve;
- (e) Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
- (f) Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"> • Grant funds are not aligned or clearly tied to the goals, objectives, and strategies. • The budget does not fully support all required components of the intervention model selected. • Other state, local and federal funds supporting grant activities are not specified. • Budgeted items do not comply with supplement, not supplant, provisions of ESEA. 	<ul style="list-style-type: none"> • Grant funds are tied to the goals, objectives, and strategies. • Budgeted items support all required components of the intervention model selected. • Other state, local and federal funds supporting grant activities are specified. 	<ul style="list-style-type: none"> • Grant funds are clear and well defined and directly support the goals, objectives, and strategies. • Budgeted items are of sufficient scope and amount to ensure strategy success and full intervention model implementation. • Other state, local and federal funds clearly and logically support the plan. • All budgeted items comply with supplement, not supplant, provisions of ESEA, including Title I, Part A, §1114(a)(2)(B) and §1120A(b)

Points Awarded _____

Comments

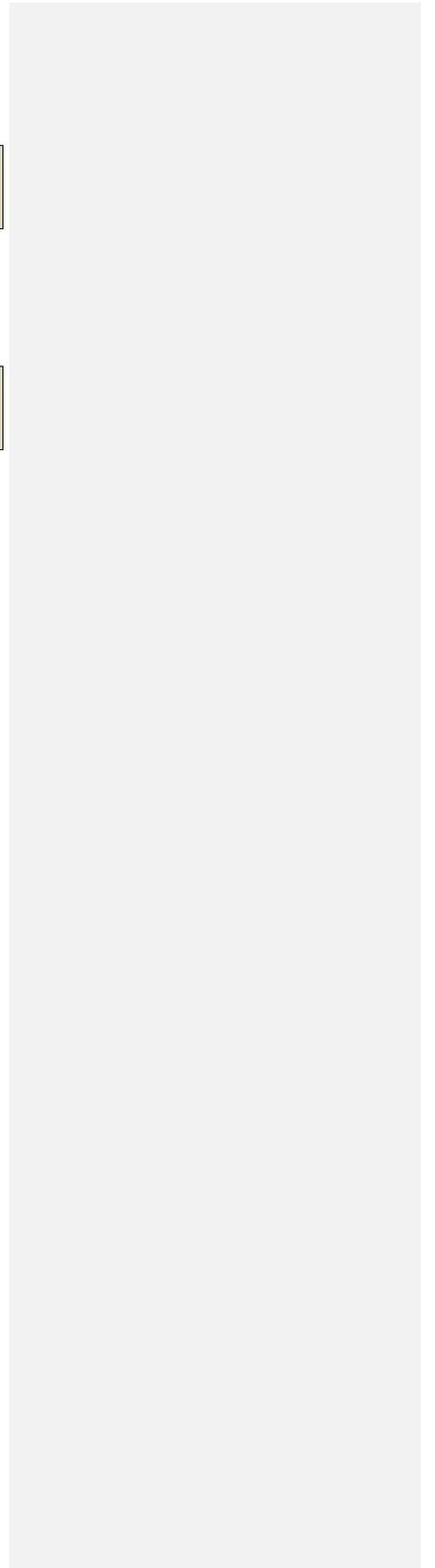


D: ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

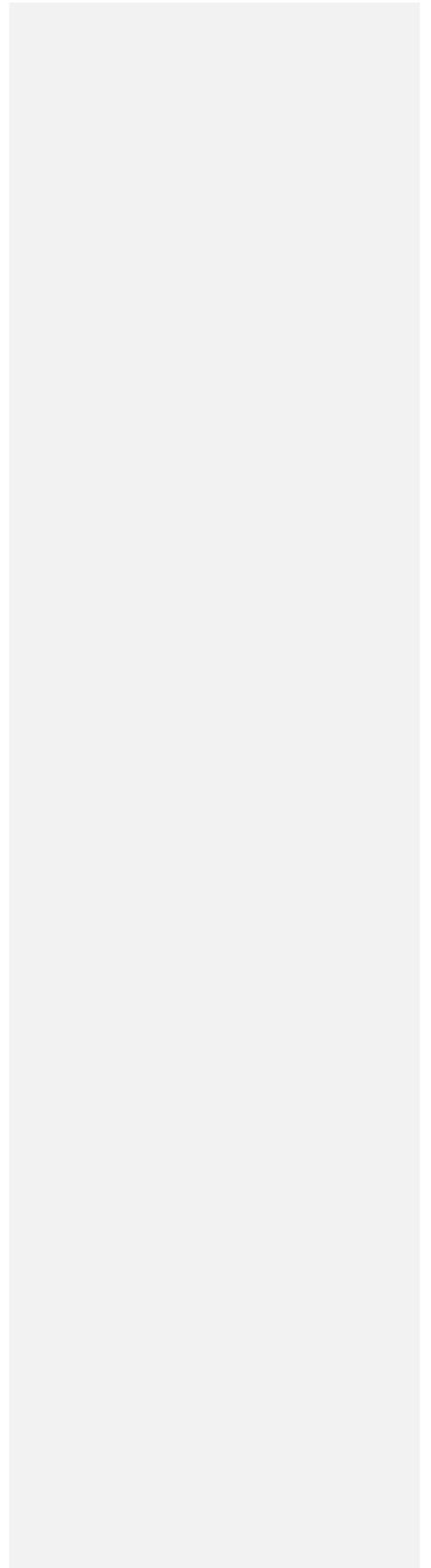
Assurances have been checked. Yes No (Circle one.)

E: WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

Waivers the LEA will implement have been checked. Yes No (Circle one.)



APPENDIX L:
Sample
District Effectiveness Appraisal
Final Report



December | 09

Needs Analysis of Liberal School District – USD 480

Conducted by and for the Kansas State Department of
Education's Learning Network

I. Introduction

In September 2008, the Kansas State Department of Education (KSDE) contracted with Cross & Jofus, LLC to implement a model for working with KSDE and five Kansas districts—Garden City, Kansas City, Topeka, Turner, and Wichita—struggling to demonstrate adequate yearly progress (AYP).

In 2009, this model, the Learning Network, was expanded to reach all 17 Kansas districts not making AYP, including Liberal School District, USD 480.

The rationale for the Learning Network is that districts struggling to demonstrate AYP need a combination of support and pressure to make difficult changes that will result in higher overall levels of student achievement and a narrowing of achievement gaps. Unfortunately, there is no “silver bullet” for making improvements, and the KSDE has finite capacity to help. Districts and the KSDE, however, can make significant progress if they think and act systemically, focus resources and energy on improving the teaching and learning process, and work collaboratively and with support from an external “critical friend.”

The goal, then, of the Learning Network is to improve school and district quality and increase student achievement through a collaborative, organization-development approach focused on applying systems theory and using data effectively.

One of the first activities in pursuit of this goal is to conduct a needs assessment of KSDE and all participating districts, focused on their ability to foster and sustain a school improvement process. The needs analysis encompasses an analysis of student achievement and other data; surveys of teachers, principals, and district administrators; and three-day site visits²⁰ that include interviews and focus groups with students, parents, civic leaders, teachers, academic coaches, principals, district administrators, and board members as well as classroom observations using a process designed by Cross & Jofus called Kansas Process for Advancing Learning Strategies for Success (K-PALSS). All needs assessment activities are designed to both produce findings leading to recommendations for technical assistance and to train school and state officials to do their own needs assessments and classroom observations in the future.

The site visits conclude with a debriefing conducted by Cross & Jofus for the district’s leadership that includes a presentation of some preliminary findings. This report presents all findings and represents the culmination of the needs assessment for Liberal School District, USD 480 (referred to throughout the report as the district or Liberal).

Situated on the southern border of Kansas, Liberal lies right next to the Oklahoma panhandle, just under an hour’s drive from Texas. The largest employers in town include National Beef—a meat-packing plant that employs approximately 3,200 people, out of a

²⁰ The site visit for Liberal occurred November 17-19, 2009.

total population of around 21,000—Seward County Community College, and Liberal School District.

Liberal enrolled just over 4,600 students in 2009. Approximately 68.5% of students are identified as Hispanic, 22% as White, 4% as African-American, and 5.5% as “other.” More than 71% of students are classified as economically disadvantaged, and more than 46% have been designated as English Language Learners—both of these figures have increased by 10 percentage points in the last five years.

The district faces a number of challenges. Student achievement scores for most subgroups of students are far below state averages, and there are significant achievement gaps between White students and other groups of students. In 2009, the “all-student” category failed to demonstrate AYP in reading, and Hispanic students failed to demonstrate AYP in both reading and math, as did students eligible for free and reduced priced meals. Only 61.5% of Hispanic students demonstrated proficiency in reading, below the state benchmark of 76.7%, and 58.2% demonstrated proficiency in math, below the state benchmark of 70.5%. African-American students’ scores and students with disabilities’ scores are far below state benchmarks as well. The district’s graduation rate—75.3% in 2008—is also well below the state average of 89.5%.

Beyond these challenges, the district has an aging building infrastructure, and many schools appear to be in need of substantial upgrades. Earlier in the year, Liberal failed to pass a bond issue, and more recently, a resolution to increase the district’s capital outlay—so upgrades will have to wait. Partly as a result, it appears that community members and teachers, among others, have lost faith in the board’s leadership.

In the face of these challenges, however, Liberal has a number of strengths. The district appears to have a strong administrative team, whose members work well together and appear committed to change. The team appears to have broad support at the principal level, an essential ingredient for success. Liberal recently implemented a new strategic plan, which provides guidance for the district’s work and initial benchmarks to assess progress, and a comprehensive reform strategy, which shows promise despite some teacher concerns. And, despite bond and capital outlay failures, the district’s budget appears to be well-managed.

To increase achievement and eliminate achievement gaps—and address the other challenges mentioned above—Liberal must continue to refine and fully implement the new strategic plan. The district must also build a new board culture and work diligently to regain the faith of the community. And Liberal must bridge substantial cultural gaps.

The report elaborates on these strengths and challenges in the Findings section below. Detailed recommendations about how to address them can be found in the section titled Recommendations for Technical Assistance.

II. Findings

Findings from the needs assessment of Liberal are summarized below in the areas of Leadership; Empowering Culture and Human Capital; and Curriculum, Assessment, Instruction, and Professional Development.

Leadership

“When we wanted to fix something, we would try a new program or a new technology. We were ignoring how teachers were doing in the classroom.” –*Board member*

Over the last two years, Liberal has reoriented its approach to educational change. Driven by the recognition that students were substantially underperforming, the district has moved toward what appears to be a much more coherent approach to improvement.²¹ Liberal has transitioned from a model built largely on school-based management—which encouraged the development of multiple approaches to curricula, instruction, and assessment—to an overarching district-wide reform strategy.

This new strategy is connected to several leadership strengths in Liberal:

- The new approach—tied primarily to Literacy First—grew in part out of Liberal’s completion of a District Improvement Plan, and a Title III addendum,²² which in turn led to the creation of a new strategic plan, Chalk Lines. All of these planning processes appear to have been decidedly positive factors in creating a unified improvement strategy for the district. By focusing on accountability and implementation, the district was able to narrow the focus of its efforts and begin to implement a more coherent approach to reform.
- The district appears to have a strong administrative team and strong leadership at the principal level. District leaders appear to work well together and to function as an effective team. This has helped the district create a unified improvement strategy.
- The district administrative team has participated in “intensive” leadership training with the intent of ensuring that leadership meetings are focused on instructional

²¹ For an excellent discussion of coherence, theory of change, and the need to focus on the instructional core, see Childress, S., Elmore, R., Grossman, A., and King, C. (2007). *Note on the PELP Coherence Framework*. Public Education Leadership Project at Harvard University. Also City, E., Elmore, R., Fiarman, S., and Teitel, L. (2009). *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning*. Harvard Education Press.

²² Title III provides funding to support services for English Language Learners and immigrant students. For more information about Kansas services, see: <http://www.ksde.org/Default.aspx?tabid=350>, accessed December 8, 2009.

issues. In addition to reorienting the focus in meetings—from an administrative focus to an instructional focus, the training has also enabled district leaders to identify what’s working and to reference “at least two positive encounters” they have had since the last meeting. These strategies appear to be enhancing leaders’ abilities to work together effectively as a team.

- In developing and implementing the new and more systemic approach to change, district leaders appear to have done a very effective job of “protecting” principals and instructional coaches, allowing instructional coaches to coach staff, for example, as opposed to perform administrative duties. Principals in focus groups expressed support for the district’s new approach and appreciation for leadership’s willingness to “take the heat” for instituting the new approach. They noted that they are able to spend more time in classrooms and are beginning to see themselves as instructional leaders.

“We spend more time in the classroom everyday.” – *Principal*

- The district appears committed to “staying the course” as it implements the reform strategy over the long-term. Though Literacy First was introduced to teachers and building leaders in the spring of 2009, district leaders recognize that change is difficult, and that they must remain committed to the strategy for the foreseeable future.

Despite commitment to a more comprehensive approach to change, however, there are several leadership challenges that must be addressed as Liberal moves forward with implementation:

- One overriding finding of the needs assessment is that trust and faith in the Liberal Board of Education—and more generally, in the district’s leadership—has been undermined as a result of recent activities related to bond and capital outlay votes (in the spring and fall of 2009, respectively):

“The school board is not trusted now at all.” – *Community member*

- With what appeared to be broad community input through a 43-member Blue Ribbon Committee, the district attempted to pass a bond issue last spring, part of which would have enabled Liberal to receive matching state funds to repair high school athletic facilities and add new improvements at a number of schools in the district. The bond failed—a community survey issued after the failure indicated that the economy and the focus on funding for athletic facilities in tight economic times drove no votes—and the district decided to go ahead with athletic improvements (which it had already largely budgeted for, but had hoped to supplement with matching funds). Though many people we spoke with acknowledged that the district planned to move forward with

athletic improvements anyway—and communicated this in community forums before the vote—there appears to be a perception in the larger community, and amongst many teachers and other stakeholders, that the district, and especially the board, did not listen to the community or act in good faith after the bond failed.

- In the fall, the district attempted to pass a resolution that would have allowed it to increase the capital outlay. Voter turnout was low, and this resolution failed as well. As a result, the district is in a very tight budget situation and many facilities that need upgrades—larger classroom space, restrooms, new gyms, etc—may not receive those upgrades for some time.
- Moreover, the board of education does not appear to be operating at the policy level, and this is further undermining the leadership of the board and superintendent. In focus groups, both board members and district leaders pointed out that board meetings often focused on administrative details, as opposed to larger strategic and policy issues. Though board members were “aware of the strategic plan,” for example, they do not appear to be using it to guide decision-making on a regular basis or to assess the district’s progress toward improvement.
- Once the district began to identify an overarching reform strategy, district leaders made the decision to select the Literacy First approach and to implement it rapidly beginning in the fall of 2009-10. This decision and the way in which it was communicated appear to have created considerable resentment on the part of many Liberal teachers. Teachers in focus groups and in the Cross & Jofus survey reported feeling “taken by surprise,” “overwhelmed,” and “underappreciated.” In part, these concerns typify reactions to large-scale change. This district must deal with them, however, as it moves forward.
- Additionally, many of the district’s more seasoned educators expressed cynicism about the district’s commitment to the Literacy First approach over the long-term. Principals, however, appear supportive. The district must build on that support—and the emerging support of teachers who see the benefits of the Literacy First approach—to address concerns and work with educators throughout the system to repair damage and gain buy-in and support.
- Though Liberal has embarked on a comprehensive approach to change, the district does not appear to have an explicit, clearly articulated theory of action.²³ This will become especially problematic as the

“We try everything that comes down the pike.” – *Teacher*

“Literacy First is just another program. We will get rid of it in a few years.” – *Teacher*

²³ See the Public Education Leadership Project’s explanation of the importance of having an explicit theory of action: “In order to achieve their mission of increased performance of all students regardless of race, class, or prior academic performance, leaders in public school districts should develop theories of action about how to strengthen the instructional core. For example, a

district moves beyond Literacy First and the reading curriculum, to ensure improvement in mathematics and other subjects.

- The development of principals as instructional leaders appears to be uneven. Though the district has worked hard to create time and space for principals to fill this role, principals in focus groups report that they still spend a great deal of time on administrative work. The district must continue to create a culture of professional learning throughout Liberal, and to ensure that principals have the support (administrative and otherwise) they need to focus more of their time and intellectual energy on becoming effective instructional leaders.
- The district does not yet appear to be using data consistently or systematically to guide decision-making. For example, though teachers in focus groups had heard of the DISK data system, only one teacher had actually used the system. By tracking individual student data over time, the system promises to be a very powerful tool for measuring progress and helping to define instructional and professional development needs. The district, however, must ensure that teachers and principals have the tools they need to use the system effectively.

Empowering Culture and Human Capital

Liberal appears to have done considerable work over the past few years to create an empowering culture and to strengthen human capital in the district:

- The district has supported Capturing Kids Hearts training for administrators, faculty, and staff to help them learn how to work with each other and with students to build “positive, productive, and trusting relationships.” As part of this approach, teachers and students at the high school level sign short agreements (outlining, for example, how they want to be treated by the teacher, and how they will treat the teacher) at the beginning of the year, committing them to work together effectively. Several students mentioned that though they appreciated the agreements, many are identical from class to class. As a result, they may not be taken seriously by students—and perhaps some teachers. The district should look at how it can deepen the meaning of this process over students’ school careers.
- As a part of the Capturing Kids Hearts program, Liberal offers and encourages all high school students to take a leadership course designed to help students “build personal responsibility and leadership skills through role plays, group activities,

number of districts believe deeply that high quality professional development for teachers is the most highly-leveraged way to improve student performance. They articulate their theory of action as: *The most direct way to increase student learning is to improve teachers’ instructional practice. Therefore, if we help all teachers improve their instructional practice, then we will accomplish high levels of achievement for all students* (italics in original).” Childress, S., Elmore, R., Grossman, A., and King, C. (2007). *Note on the PELP Coherence Framework*. Public Education Leadership Project at Harvard University.

speeches, and projects.” This program appears to be well liked by students and teachers alike.

- The district is working to create high expectations for every student, through programs such as AVID, as well as a substantial number of AP classes, which are open to all high school students. Liberal recently added a third AVID class at the high school to reach more students who might not otherwise attend college. In addition, AP class enrollment and the number of students taking AP tests have increased. AP test scores remain low, however, suggesting that the district needs to review how courses are being taught and how students are being prepared.²⁴
- A few years ago, the district created a dual-immersion school—McDermott Elementary—and did extend the dual immersion program to Sunflower Intermediary in 2009-10. McDermott has received state recognition for its work, and the dual-immersion approach holds promise for bridging cultural differences and improving language skills. Liberal also encourages teachers throughout the district to obtain ESL endorsement, though this policy may be endangered by the overall budget situation.
- The district has made a concerted effort to ensure that its teachers are well paid. According to administrators, Liberal teacher salaries are in the top 6% of teacher salaries in Kansas, and they are much higher than average incomes in some neighboring states, such as Oklahoma.
- There is also a focus on teacher recruiting and retention. Funds are set aside to support recruiting of highly qualified teachers, and administrators travel to recruiting fairs in several adjacent states. New teachers are also supported through a teacher mentoring program.
- Principals are empowered to select their own teachers and staff members. This is an important management tool, and one that helps to foster distributed leadership.

In addition to these strengths, however, Liberal faces several significant challenges in the areas of empowering culture and human capital.

- There is currently a cultural disconnect between the student population and the community, on the one hand, and the board, district leadership, building leaders, and the majority of teachers, on the other hand. Over the past several years, Liberal’s student population has shifted from a majority White population to a majority Latino population. This population shift—and the emergence of racial,

²⁴ Though the total number of students taking AP exams increased from 32 in 2005 to 151 in 2009, only 12 exams out of a total of 151 given received scores of 4 or higher; 93 exams received a score of 1; 33 a score of 2; and 13 a score of 3.

cultural, and generational differences—has created communications as well as cultural gaps in the district:

- Though the majority of students identify as Hispanic—including more than 40% who are English Language Learners—very few district administrators and teachers are Hispanic, and there are no Hispanic board members. Additionally, outside of the dual-immersion school, there appears to be only a handful of bilingual teachers.
- There are also perceptions in the district that some community members—especially older members of the community—may not be willing to support bond issues because they don't see Liberal's students as "their students" or perhaps as the community's future.
- Though Liberal has a family resource center, an intake center, and a parent coordinator, many families appear to remain largely disconnected from the district. Parents attend parent-teacher conferences and activities when their children are performing or participating in sports; otherwise, however, parent engagement appears to be low. Focus group participants noted, for example, that there was very low attendance at meetings sponsored by the district prior to the bond vote.
- The district does not have a coordinated approach to expanded learning opportunities, one of the most promising strategies for increasing student achievement and family involvement in high-poverty schools.²⁵ While there are a number of afterschool and out-of-school programs in the community, they don't appear to be coordinated or to work in partnership with the district. Additionally, when principals in focus groups were asked where their students went after school, many noted that even eight and nine year old children "went home alone, to supervise younger children." A few years ago, Liberal had a 21st Century Community Learning Centers grant that funded several afterschool programs. When the grant period ended, the district determined that the program was not effective and decided to reallocate the resources to hire and train instructional coaches. There still appears to be a significant need for out-of-school time support, however.
- Transitions are challenging for students, families, teachers, and administrators. A number of years ago, to cope with overcrowding and ensure that the needs of all students were met at the appropriate developmental levels, the district divided the school system into four levels—elementary, intermediary, middle, and high school. As a result, students move between schools every few years, and there are

²⁵ For more information on this approach, see Little, P. (2009). *Supporting Student Outcomes Through Expanded Learning Opportunities*. Cambridge, MA: Harvard Family Research Project. See also, Deich, S. (2009). *Using Expanded Learning to Support School Reforms: Funding Sources and Strategies*. Bethesda, MD: Cross & Jofus, LLC.

“achievement dips” at each transition. Each school (and level) has its own culture, and cultural transitions are difficult. The district’s integrated approach to improvement can help with transitions, but this will require a focused effort and considerable support.

- Liberal does not have a dedicated HR director. Since no one is clearly charged with this task, it may be difficult to pay sufficient attention to recruiting and retention priorities.
- Many district facilities are in need of substantial improvement. The district appointed a task force to look at facilities issues in the wake of the failed bond and resolution votes. The work of this task force will be crucial over the next couple years.
- Heat and cooling in all buildings is centrally controlled by the district. Though teachers are able to have some control over the thermostat in their rooms, control is very limited. Some teachers and principals in focus groups noted that students had to keep coats on during classes. This lack of control appears frustrating for teachers and building administrators alike.

“I have to have portable heaters in the room just to prevent the kids and me from losing feeling in our hands and feet.” –*Teacher*

Curriculum, Assessment, Instruction, and Professional Development

Findings related to the areas of Curriculum, Assessment, Instruction, and Professional Development are based upon a comparative analysis of information from the following three sources: (1) student achievement data; (2) perceptions identified by Liberal educators on surveys of educational practices, and by representatives from all constituent groups during focus groups and interviews; and (3) data collected during 65 classroom visits, which document to what extent effective teaching/learning practices are being implemented.

More detail about the data collected during classroom visits using the K-PALSS (Kansas Process for Advancing Learning Strategies for Success) process can be found in the Appendix of this report.

Curriculum

The Kansas curriculum standard requires the school/district to develop and implement a curriculum that is rigorous, intentional, and aligned with state standards. Liberal has

successfully designed and is in the process of implementing a reading curriculum that is intentional and aligned with state standards. The selection of the Literacy First program²⁶ appears to be putting the district on the right track (if implemented with fidelity) and provides a common focus for the district that, among other things, can help with communication. Additionally, the AVID program provides a common focus on practices for increasing rigor at the senior high school level.

There are several other positive signs as well:

- At the high school, the AVID program is pushing students—who might not otherwise have access or encouragement—to take more high-level classes.²⁷
- Sixty students are enrolled in the alternative high school program, which focuses on drop-out prevention and recovery. Last year, 24 students graduated from the program.
- There is also an after-school credit recovery program and coordination with the local community college that allows students to enroll concurrently. Students, however, can only take 24 concurrent hours in high school.

Liberal's primary challenge lies in implementing a rigorous curriculum with fidelity and consistency across the district. There are several issues embedded in this challenge:

- Successful implementation requires 1) monitoring and specific feedback to teachers by principals, instructional coaches, and consultants, and 2) successful development of learning communities and team teaching practices within schools. At present, though the district is working to develop a process to ensure accountability, consistency of implementation, and effectiveness of communication—especially in relation to implementation of the reading curriculum, Liberal has not yet fully or consistently implemented this process, and it does not appear to have been extended to the rest of curriculum or the high school. Additionally, teachers in focus groups expressed concern about the extent of change in the district over the last several years. There is some cynicism, especially among more seasoned teachers in the district, that the district's commitment to Literacy First will not last.
- Given the demographics of the district, special attention must be paid to meeting the needs of ELL students if achievement goals are to be met.

²⁶ In addition to Literacy First, the district is also implementing AVID, Thinking Maps, Four/Big Building Blocks, Study Island, Easiteach (on smart boards), Star Math, Math Facts in a Flash, Lexia, White from the Beginning/Future, Capturing Kids Hearts, and CKH Administrator training in building high-performance teams.

²⁷ Advanced placement courses currently given include Spanish, U.S. History, Human Geography, Biology, Calculus, and Statistics. In 2010-11, the district plans to add English, European History, and Environmental Science.

- The district appears to be assuming that successful changes brought about by Literacy First will also foster increases in math achievement. Although it is reasonable to assume that Literacy First will have a positive impact on those areas of math achievement that depend on reading skills, it cannot and was not designed to ameliorate other problems related to math achievement. The district needs to monitor progress in math achievement carefully and will need to address math curriculum implementation needs directly.
- There is no writing component in Literacy First, and the Literacy First consultants differ in their beliefs as to whether it is allowable to teach writing during the reading block or not. Writing is tested beginning with the 5th grade state assessments. Teachers in many schools do not know how to fit writing into the schedule, and they get different advice from different Literacy First consultants. According to comments made during focus groups conducted with teachers, “Literacy First consultants are on different pages.”
- According to the Director of Special Education, special education teachers use Lexia reading and manipulative sets for teaching and re-teaching necessary core instruction skills, supporting Literacy First and math. Administrators identify which interventions will be used. It is unclear what role the SIT teams play in determining necessary interventions.
- Communication systems regarding curriculum, especially as they relate to special education, appear to vary considerably by building. According to the Director of Special Education, in elementary schools, special education teachers are involved in PLCs; in high school, department heads foster curriculum-related communication. Teachers communicate with parents via emails, written notes, and visits; they also talk with parents at two parent/teacher conferences per year. The Special Education Director communicates with special education professionals via walk-throughs, emails, and visits. There does not appear to be an overarching communication system.

Assessment

According to state standards, schools should utilize multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Liberal exhibits a number of strengths in this area. The district has put multiple evaluation and assessment strategies²⁸ into place. It has also developed and is beginning

²⁸ Early Reading, Measures of Academic Progress (MAP), Benchmark Assessments, Explore, Kansas State Assessments in Math, Reading and Science, Kansas English Language Proficiency Assessment (KELPA), and My Data First (tracks mastery through formative assessments in phonological awareness, phonics, fluency and comprehension).

to implement a new data information system (DISK) designed to track student data longitudinally. This system is available to teachers and administrators.

Despite the existence of multiple assessments and a longitudinal tracking system, however, the district is not yet using these tools systematically to inform instruction. The district's data-based decision-making process appears to be functioning at the administrative level but has not yet been implemented at the school level.

This implementation challenge is evident on several levels:

- The district has successfully selected a research-based process (MTSS and special education comprehensive assessments²⁹) to produce thoughtful assessment of students experiencing difficulties through the Student Intervention Teams (SIT) in each school. However, the functioning of these teams, particularly as they relate to timely special education evaluations, appears to be a source of frustration for many teachers and interventionists:
 - SIT teams function inconsistently across schools—from one school whose SIT team meets once a week, to another school that has no SIT team.
 - Students whose SIT teams have referred them for initial special education evaluation have had to wait six months to two years to get those evaluations, even though state policy says that “When teams conducting general education interventions **begin to question** whether the child might be a child with an exceptionality, or when the team begins to question whether the child might need special education and related services, then a referral for an initial evaluation needs to be considered,” and that “Kansas has established a **60 school-day timeline** consistent with federal regulations (K.A.R. 91-40-8(f); 34 C.F.R.300.301(c)). The timeline for conducting the initial evaluation starts upon receipt of written parental consent to conduct the evaluation, and ends with the implementation of an IEP if the child is found eligible for special education (emphasis added).”³⁰

²⁹ Wechsler Intelligence Scale for Children 4th Edition, Differential Abilities Scale, 2nd Edition, Woodcock-Johnson Tests of Achievement and Key Math. Other cognitive measures include the Stanford-Binet, version 5; Universal Nonverbal Intelligence Test; Wechsler Nonverbal Scale of Ability; Wechsler Adult Intelligence Scale 3rd edition; Test of Nonverbal Intelligence; Bracken Basic Concepts Scale Revised Edition; Young Children's Achievement Test; and Wechsler Individual Achievement Test. Behavior measures include Behavior Assessment System for Children, 2nd Edition; Conners 3; Brown ADD and Vineland-II. Developmental testing included use of Transdisciplinary Play-Based Assessment. Speech and language assessment tools include the Pre-School Language Scale; Hodson Transdisciplinary Play Based Assessment; Expressive One Word Picture Vocabulary Test; Receptive One Word Picture Vocabulary Test; Test of Language Development; WORD; Goldman-Fristoe Test of Articulation; and, when needed, the Stuttering Severity Instrument; Clinical Evaluation of Language Functioning; and Arizona Articulation Proficiency Scale.

³⁰ KSDE. *Kansas Special Education Process Handbook*. <http://www.ksde.org>, accessed 11/21/09

- The delays in getting students evaluated and placed for special education appear to have led to considerable frustration on the part of SIT team members and teachers. As a result, coordinators and teachers have quit their SIT teams and, at the high school, it has become difficult to recruit teachers for the SIT team.
 - To determine the appropriate state assessment for students with disabilities, special education staff use the state form to assess the preponderance of evidence. It is unclear, however, to what extent special education staff work with SIT teams in various buildings to determine appropriate assessments.
 - Some psychologists appear to function as gatekeepers rather than SIT team members, blocking evaluations and placement decisions so that as one teacher put it (and others concurred), “no amount of information is ever enough” and they exercise veto power over team decisions.
 - Some key staff report being overloaded with responsibilities. For example, at the high school, one person we met with served as the testing, SIT, and 504 coordinator, as well as overseeing freshmen. She said she spends 80% of her time supervising testing, so she cannot adequately oversee the SIT process. Though this person has left the district since the needs assessment took place, Liberal must ensure that others don’t become overloaded with responsibilities as well.
- Instructional coaches observed that it is hard for a classroom teacher to both teach and collect data on student behavior. They suggest that someone else observe students.
 - New benchmark tests were created over the summer, using curriculum guides that were written five or six years ago. Teachers noted that they did not have input into the tests and that the tests did not match the curriculum as it is taught now. The Director of Assessment sees the mismatch as an opportunity to update the curriculum.

Instruction

Table 1 presents the results from a survey of teachers (response rate 44%) and principals (response rate 40%) administered online by Cross & Jofus.³¹ Instructional strategies that principals and teachers *believe* are most strongly evident and are least evident, are highlighted below. Additional instructional strengths and challenges are identified later in this section. **Please note that since the estimated response rate was less than 50%, responses should be interpreted with caution.**

³¹ Response rates are based on total estimated numbers of principals and teachers.

In general, principals participating in the survey identified a number of sound instructional strategies as strongly evident. The sound instructional strategies that *principals* believe are most ***strongly evident*** in their schools include:

- administrators, academic coaches, or teacher leaders monitor instructional practices and provide meaningful feedback to teachers (cited as strongly evident by 88% principals and as minimally evident or not evident by 0%)
- creating safe, orderly, and supportive learning environments (cited by 75% of principals as strongly evident and 0% as not evident or minimally evident)
- meeting regularly on school-based learning teams to plan instruction and assessment (cited by 75% of principals as strongly evident and by 0% as minimally evident or not evident).
- using data from class, school, districts, and state assessments to determine results-based staff development (cited as strongly evident by 75% of principals and not evident or minimally evident by 0%)
- empowering students to participate in research-based instructional practices that assist them in learning the curriculum, meeting rigorous academic standards, and preparing for assessments (cited as strongly evident by 62% of principals and not evident or minimally evident by 0%).

The sound instructional strategy that *principals* indicated was ***least evident*** was:

- empowering students to use data to monitor their own progress (cited by 25% of principals as strongly evident and by 38% as minimally evident or not evident).

Principals were ***evenly divided*** on two strategies:

- providing adequate resources (human, fiscal, and physical), incentives, and interventions to support teacher and administrator learning (cited by 12% of principals as strongly evident and by 12% as minimally evident or not evident)
- fostering collegial relationships with families, school personnel, and the larger community to support students' learning and well being (cited by 12% of principals as strongly evident and by 12% as minimally evident or not evident).

In general, teachers are less optimistic about the use of sound instructional practices. The sound instructional strategies that *teachers* believe are most ***strongly evident*** in their schools include:

- creating safe, orderly, and supportive learning environments (cited as strongly evident by 60% of teachers and not evident or minimally evident by 6%)
- providing equitable opportunities to learn that are based on respect for high expectations, development levels, and adaptations for diverse learners (cited as strongly evident by 54% of teachers and not evident or minimally evident by 13%)
- empowering students to participate in research-based instructional practices that assist them in learning the curriculum, meeting rigorous academic standards, and

preparing for assessments (cited as strongly evident by 47% of teachers and not evident or minimally evident by 14%)

- meeting regularly on school-based learning teams to examine student work and identify effective teaching practices that address learning priorities (cited by 47% of teachers as strongly evident and by 18% as minimally evident or not evident).

Strategies that *teachers* participating in the survey believe to be *least* evident include:

- empowering students to use data to monitor their own progress (cited by 16% of teachers as strongly evident and by 43% as minimally evident or not evident)
- providing adequate resources (human, fiscal, and physical), incentives, and interventions to support teacher and administrator learning (cited by 17% of teachers as strongly evident and by 31% as minimally evident or not evident)
- providing adequate resources (human, fiscal, and physical), incentives, and interventions to support student learning (cited by 23% of teachers as strongly evident and by 31% as minimally evident or not evident).

Table 1. Extent to Which Principals and Teachers Believe that Sound Instructional Strategies Are Present in Their Schools

Please rate the extent to which you believe the following instructional practices are evident in your school.	Principals		Teachers	
	Strongly Evident*	Not Evident or Minimally Evident^	Strongly Evident*	Not Evident or Minimally Evident^
Administrators, academic coaches, or teacher leaders monitor instructional practices and provide meaningful feedback to teachers.	88%	0%	44%	18%
Educators create safe, orderly, and supportive learning environments.	75%	0%	60%	6%
Educators meet regularly on school-based learning teams to plan instruction and assessment.	75%	0%	47%	18%
Teachers and administrators use data from class, school, districts, and state assessments to determine results-based staff development.	75%	0%	41%	20%
Students participate in research-based instructional practices that assist them in learning the curriculum, meeting rigorous academic standards, and preparing for assessments.	62%	0%	47%	14%
Educators provide equitable opportunities to learn that are based on respect for high expectations, development levels, and adaptations for diverse learners.	50%	0%	54%	13%
Educators use a variety of appropriate instructional strategies and resources, including technology,	50%	0%	44%	12%

Please rate the extent to which you believe the following instructional practices are evident in your school.	Principals		Teachers	
	Strongly Evident*	Not Evident or Minimally Evident^	Strongly Evident*	Not Evident or Minimally Evident^
to actively engage students, encourage positive social interaction, and emphasize critical thinking, problem solving, and interdisciplinary connections.				
Students who are struggling to master content are identified by educators and provided with support individually or in small flexible groups using differentiated instruction.	50%	0%	45%	17%
Educators collaboratively function as a community of learners focused on improving student learning using appropriately allocated time and resources.	50%	0%	37%	23%
Subject matter is delivered to students at an appropriately rigorous level.	38%	0%	41%	18%
Educators participate in staff development designs that provide opportunities for practice, feedback, and support for implementation.	38%	12%	31%	22%
The effectiveness of staff development is measured by the level of classroom application and the impact of those practices on student learning.	38%	0%	22%	27%
School or district leaders facilitate, monitor, and guide the continuous improvement of instruction.	25%	0%	38%	24%
Educators meet regularly on school-based learning teams to examine student work and identify effective teaching practices that address learning priorities.	25%	0%	33%	30%
Educators apply research to decision-making to develop instructional practices related to diverse learning needs of students.	25%	0%	27%	21%
Adequate resources (human, fiscal, and physical), incentives, and interventions are provided to support student learning.	25%	12%	23%	31%
Students are empowered to use data to monitor their own progress.	25%	38%	16%	43%
Educators foster collegial relationships with families, school personnel, and the larger community to support students' learning and well being.	12%	12%	25%	28%

Please rate the extent to which you believe the following instructional practices are evident in your school.	Principals		Teachers	
	Strongly Evident*	Not Evident or Minimally Evident^	Strongly Evident*	Not Evident or Minimally Evident^
Adequate resources (human, fiscal, and physical), incentives, and interventions are provided to support teacher and administrator learning.	12%	12%	17%	31%

Teacher Response Rate = 153/350

Principal Response Rate = 8/20

Source: Cross & Jofthus survey of Liberal principals and teachers November 2009.

*The response option “Evident” was deleted from this presentation to help highlight differences.

^The response option “No Opinion” was deleted from this presentation. Five percent or less of teachers and 0% of principals selected this option on any response.

Survey responses only tell part of the story. Classroom observations, reviews of assessment data, and conversations with focus group participants suggest two important instructional strengths in Liberal:

- One indicator of effective instructional practices is the percentage of students scoring proficient or above on the *Kansas State Assessment*. Spring 2009 data indicated that the percentage of students scoring proficient or above district-wide was 67.5% in Reading and 64.6% in Mathematics. While these numbers are below state averages, they represent an increase:
 - in reading scores at seven out of 12 schools from the previous year, resulting in a 1.6% average gain—with three schools showing double-digit growth;
 - in mathematics scores at 10 out of 12 schools, resulting in a 3.1% average gain—with three schools showing double-digit growth.
- During observations of 65 classrooms in Liberal using Cross & Jofthus’ K-PALSS (Kansas Process for Advancing Learning Strategies for Success), 70% or more of classrooms at all levels of schooling demonstrated “orderly, well-managed environments which were conducive to learning.” Additionally, at all levels, the majority of students were actively involved in learning groups, and teachers were regularly checking student understanding throughout the lesson. (See Appendix for specific percentages of these and other practices that contribute to accelerating student learning.)

Significant challenges remain, however:

- Data from focus group conversations and classroom observations indicated that Liberal would benefit from fully implementing Literacy First, through:
 - conducting classroom observations to collect data to determine the extent of implementation and the impact of effective research-based teaching practices
 - providing substantive feedback to teachers in a timely manner

- and using observation data to inform a professional development program that is data-based and results-driven.
- K-PALSS observations identified the need to increase the following teaching practices, which were evident in 50% or less of the classrooms visited (see Appendix for specific percentages related to these and other strategies):
 - Explicitly communicating to students the standards that lessons are designed to address, so that students are aware of how their daily activities relate to the state’s expectations of them.
 - Designing lessons based upon data from formal and informal assessments.
 - Adjusting presentations of information to accommodate kinesthetic learning styles and the language needs of English Language Learners.
 - Providing culturally responsive readings/perspectives.
 - Providing instruction and opportunities for learning at higher-levels of thinking—application, analysis, synthesis, and evaluation.
 - Increasing the percent of classes using a variety of research-based instructional strategies, strategies (e.g., Marzano’s, Bloom’s, and Gardner’s) that are predictably linked to increased student achievement.
 - Engaging students in self-evaluation, to strengthen their understanding of their current level of achievement and build shared responsibility for determining future learning priorities.
- Principals, teachers, and instructional coaches agree that more support is needed for those students who are under-performing and require Tier III approaches, but don’t qualify as needing special education or ESL support services. Principals point out that students in this group are the ones who typically drop out.

The district has determined that ESL, Title I, and special education interventions will take place in an inclusion setting. Implementing the inclusion model has posed both new successes and challenges:

- The ESL interventionists were particularly pleased with the switch from a pull-out model, because they can witness directly how the students they are “consulting on” are actually doing (rather than taking the teacher’s word for it) and they can work with more students, including those low-performing students who can benefit from the small group work but did not qualify for ESL instruction.
- Interventionists agree that regular education teachers need training in inclusion approaches, including team teaching and coaching.
- Paraprofessionals:
 - provide some of the one-to-one and small group interventions for special education and ESL students, yet apparently receive little to no professional development.
 - do not appear to be used as effectively or consistently as they might be.

- do not appear to be assigned proportionally to schools based on the number of students who need support.
- Some pull-out programs are still needed for non-English speakers.
- Special education services in Liberal are provided by the district:
 - The building principals hire and evaluate special education staff with input from the Director of Special Education.
 - Services are delivered in an inclusion model. The responsibility of planning and making accommodations/modifications should be a collective responsibility by the IEP teams, but the special education teacher (IRC) has the biggest responsibility. Because inclusion is new this year, the district is still working out what happens both in the classroom and during additional support time.
 - The small group learning appears to be working well, but students with disabilities appear to be struggling in large group reading.
 - Some regular education teachers and special education teachers appear resistant to implementing the inclusion model.

PROFESSIONAL DEVELOPMENT

Literacy First offers a coherent approach to professional development, an approach that the district can continue to build upon. In the Cross & Jofus survey, for example, many principals and teachers identified Literacy First as the most effective training they had participated in recently, because it included the following:

- initial training that was interactive/hands-on and provided time for teachers to practice with their colleagues
- implementation visits by administrators and “Instructional Coaches” to give feedback on practices and recommend next steps that target improved learning results
- on-going training and time for teachers to plan together
- continuous collegial exchanges on a weekly basis, as teachers examine student work and achievement data and collectively plan lessons.

“Support from Instructional Coaches is a big piece of accountability that Literacy First is bringing to our district—let’s hope that there is follow-through with this.” – *District teacher*

Additionally, the district is planning on videotaping effective teaching practices to provide models for professional development sessions. This will enable teachers to see demonstrations of practices that result in increased gains in student achievement.

Many of the challenges related to professional development are also connected to the need for the district to fully implement a coherent approach to improvement.

- Professional development for staff is now being provided through the Literacy First program and/or SIOP, with the assistance of instructional coaches, and is focused on reading and math. Not all teachers have received the Literacy First training—including many ESL, special education teachers and para-educators—however, though all teachers will be expected to implement Literacy First. There also appears to be an added challenge for those teachers who have received training and are working with additional staff in their classrooms. It is unclear how they should teach students and manage/support other staff in the classroom.
- A majority of the 153 teacher respondents on the Cross & Jofus survey expressed concern that there is not sufficient time to meet regularly with colleagues in professional learning communities to identify effective teaching practices and modify instruction to systematically advance student skills. Research validates the link between the amount of time teachers spend on high-quality professional development and gains in student achievement.³²
- Focus groups with principals and teachers noted that the district needs to develop and fully implement policies and procedures to help guide the effective use of time designated for PLCs. Currently, PLCs operate inconsistently throughout the district. Further, the district lacks consistent follow-up procedures for tracking collective work and measuring the achievement of benchmarks designed to continuously improve student achievement.
- The district does not have consistent criteria, such as the standards from National Staff Development Council, for evaluating the effectiveness of all professional development. Criteria such as these would provide a research-driven framework for assessing and informing future professional development sessions.

III. Recommendations for Technical Assistance

One of the primary goals of this needs assessment is to identify areas in which the district could most benefit from technical assistance and to design that technical assistance in a way that will have the greatest impact on the district's school quality and student achievement. Based on this needs assessment, Cross & Jofus, LLC recommends that the technical assistance provided to Liberal address one or more of the following general recommendations:

³² Yoon, K.S, Duncan, T., Lee, S.W.Y, Scarloss, B., & Shapley, K. (2007). *Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement*. Issues & Answers Report. REL 2007-No.033). http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033.pdf.

- 1) Undertake board and superintendent training, with the assistance of an external board facilitator. Minimally, the training should seek to address roles and responsibilities of the superintendent, board members, and the board chair; help the board to develop, implement, and evaluate annual board goals; and help to ensure that the board functions at the policy level. Within the larger strategic planning framework, articulate a clear theory of change. Communicate the theory of change and essential elements of the strategic plan widely, in a way that ensures staff and community engagement and buy-in from all stakeholders.
- 2) In line with the strategic plan, develop and fully implement a coherent framework to support and ensure alignment in curriculum, assessment, instruction, and professional development. This framework should:
 - Fully implement Literacy First—ensure professional development for all staff—and build on Literacy First strengths (such as an aligned curriculum, instructional coaching, and ongoing professional development) to develop aligned curriculum, assessment, instruction and professional development for all subjects, including mathematics and science. Work with other districts in the Kansas Learning Network, such as Haysville and Coffeyville, that have implemented the Literacy First model.
 - Systematize PLCs and classroom observations as catalysts for implementing research-based effective educational practices by:
 - conducting classroom visits using common criteria and providing feedback to educators
 - analyzing data using a consistent protocol to determine the extent of implementation of effective teaching/learning practices
 - determining future professional development practices using observation data
 - creating structured time and procedures for teachers and administrators at all schools to work together effectively.
 - Enhance vertical communication between grade levels; develop and implement procedures to ease transitions between school buildings.
 - Provide professional development to support usage of the DISK data system to track student performance over time, and develop procedures to ensure effective data-based decision making on all district initiatives.
 - Continue to define the role of principal as instructional leader. Clarify the district’s expectations of principals in that role and provide the necessary support to enable them to meet expectations.
 - Implement an in-depth special education program review to determine how to improve outcomes for students with disabilities and to ensure that students

have access to and make progress in the general curriculum. Once the review is complete, create and implement a special education action plan, including professional development.

- 3) Seek to rebuild the trust of the community—in the board, and more generally, in the district’s leadership. Develop and implement a plan to communicate regularly and widely with all stakeholders in the community. Build on effective and existing public-private partnerships—such as those with the Chamber of Commerce, the bank, and other local businesses—to strengthen relationships throughout the community.
- 4) Work to rebuild an atmosphere of collaboration, mutual trust, and respect among all staff members. Ensure that teachers, paraprofessionals, special education staff, and “interventionists”—including ESL staff, among others—play meaningful roles on various district committees. Communicate all district decisions widely and in a timely manner.
- 5) Using the classroom observation process outlined above, undertake a review of AP classes, to ensure that instructional strategies support rigor and higher-level learning. Provide professional development where needed.
- 6) Seek to intentionally diversify the Liberal teaching and administrative staff, as well as the board of education.
- 7) To increase parent engagement and to bridge cultural and racial differences, consider implementing a home visits program, like the program implemented in the Ulysses School District. Look at the possibility of developing family education and literacy programs.
- 8) Develop a coordinated approach to expanded learning opportunities. Consider pre-K and full-day kindergarten programs as part of an overall expanded learning approach.

Once district leadership has had an opportunity to review this report, a representative from Cross & Jofus will contact the Liberal superintendent to finalize a technical assistance plan that includes 24 days of external support for the time period January through September of 2010. This plan, developed in collaboration between the senior leadership of the district and Cross & Jofus will describe in detail the goals, objectives, activities, service provider, and timeline of the technical assistance.

APPENDIX
Findings from Classroom Observations
LIBERAL SCHOOL DISTRICT

Using the K-PALSS (Kansas Process for Advancing Learning Strategies for Success) process, Cross & Joftus staff in collaboration with representatives from the Kansas State Department of Education and district staff visited classrooms and recorded observations of effective “teaching” demonstrated by the teacher and “learning” demonstrated by the students.

The entries under the “plus” column on the left side of the charts below show the percentage of classrooms visited in which research-based practices that consistently contribute to enhanced learning were observed. The entries under the “delta” column on the right side highlight areas that the district should address to improve the teaching and learning process.

Data were aggregated in school-level alike (i.e., elementary, middle, and high school) groupings to determine the percentage of classrooms in which evidence of the specified practices were observed. For reporting purposes in the narrative, we describe practices as having ***strong evidence*** if they were observed in 70% or more of the classrooms visited, ***evidence*** if they were observed in 50-69% of classrooms visited, and ***minimal evidence*** if they were observed in less than 50% of classrooms visited.

Elementary Schools (21 Classrooms)

OBSERVED PRACTICES +	TEACHING	PD RECOMMENDATIONS Δ
<p>Learning Environment</p> <p>100% Orderly/Clean/Well-Managed 100% Safe/Conducive to Learning 19% Evidence of Learning/Displays student work</p> <p>Instructional Design</p> <p>76% Standards-based lesson</p> <p>0% Data-based instruction is explicit 43% Modeling 86% Checking understanding 14% Guided Practice</p> <p>14% Independent Practice 5% Teacher/Student Evaluation/Summary</p> <p>Strategies Used</p> <p>Adjust for multiple learning styles</p> <p>76% visual 95% auditory 14% kinesthetic 0% Incorporate culturally responsive readings/perspectives</p> <p>5% Address diverse language needs 10% Identify similarities & differences 5% Summarize & take notes 57% Reinforce efforts & provide recognition 57% Use homework & practice opportunities 0% Represent knowledge in multiple ways 57% Organize learning in groups 48% Set objectives & provide immediate/continuous feedback 0% Generate & test hypotheses 43% Use cues, questions & advance organizers</p>		<p>Students benefit from displays of student work with rubrics as models of expected performance.</p> <p>Students benefit from communication of standards-based outcomes; this increases the relevance of learning. Need to communicate to students that learning experiences are based on data from assessments, demonstrations of expected performance, with feedback indicating understanding.</p> <p>Provide feedback prior to students being expected to perform independent practice successfully.</p> <p>Students benefit from strategies that balance different learning styles of students.</p> <p>Students need to have differentiated instruction (DI) for all tiers of learning; strategies should address culturally responsive teaching and diverse learning needs.</p> <p>A larger repertoire of instructional strategies needs to be provided to expedite learning, especially if practices were evident in less than 50% of classes visited.</p>

Elementary Schools (21 Classrooms)

OBSERVED PRACTICES +	LEARNING	PD RECOMMENDATIONS Δ
Cognitive Level		
10% Knowledge 29% Comprehension 57% Application 5% Analysis 0% Synthesis 0% Evaluation		Students need to be provided instructional opportunities that require them to demonstrate higher-level thinking skills.
Environment/Resources		
29% Textbooks 62% Supplemental materials 24% Manipulatives 10% Technology 0% Materials reflect diversity 52% Worksheets: Open-ended/Fill-in/Multiple choice		Students use of textbooks, manipulatives, technology, and materials that reflect diversity should be increased.
Interactive Behaviors		
95% Active involvement in classwork 81% Asks/answers questions 71% Receives feedback on performance 5% Demonstrates reflection (meta-cognition)	Students benefit from opportunities for self-evaluation by sharing responsibility for their own future learning.	
Strategies Demonstrated		
Demonstrates knowledge in multiple ways: 43% interpersonal 5% intrapersonal 86% verbal-linguistic 38% logistical-mathematical 33% visual-spatial 24% bodily-kinesthetic 5% musical-rhythmic	Students need to be provided opportunities to demonstrate their learning using a variety of multiple intelligences, especially by increasing those which were evident in 50% or less of the classes visited.	

Intermediate Schools (Nine Classrooms)

OBSERVED PRACTICES +	TEACHING	PD RECOMMENDATIONS Δ
Learning Environment		
100% Orderly/Clean/Well-Managed 100% Safe/Conducive to Learning 44% Evidence of Learning/Displays student work		Students benefit from displays of student work with rubrics as models of exemplary performance.
Instructional Design		
22% Standards-based lesson 44% Data-based instruction is explicit 11% Modeling 78% Checking understanding 33% Guided Practice 44% Independent Practice 0% Teacher/Student Evaluation/Summary	Students benefit from purposeful communication of learning standards; this increases relevance of learning. Systematic procedures for students to have guided practice and feedback prior to independent performance need to be implemented with greater consistency.	
Strategies Used		
Adjust for multiple learning styles 89% visual 89% auditory 33% kinesthetic 0% Incorporate culturally responsive readings/perspectives 0% Address diverse language needs 11% Identify similarities & differences 0% Summarize & take notes 67% Reinforce efforts & provide recognition 22% Use homework & practice opportunities 0% Represent knowledge in multiple ways 56% Organize learning in groups 33% Set objectives & provide immediate/continuous feedback 0% Generate & test hypotheses 11% Use cues, questions & advance organizers	Adjusting presentations of information should provide opportunities for all learning styles to be expressed; it should also address cultural diversity & language needs. A larger repertoire of instructional strategies is necessary to expedite learning especially if practices were evident in less than 50% of the classes visited.	

Intermediate Schools (Nine Classrooms)

OBSERVED PRACTICES +	LEARNING	PD RECOMMENDATIONS Δ
Cognitive Level		
0% Knowledge 33% Comprehension 56% Application 0% Analysis 0% Synthesis 11% Evaluation		Students need to be able to demonstrate their learning using higher-level thinking skills.
Environment/Resources		
56% Textbooks 89% Supplemental materials 11% Manipulatives 11% Technology 0% Materials reflect diversity 67% Worksheets: Open-ended/Fill-in/Multiple choice		Students benefit from being provided a variety of resources including the use of manipulatives and technology to increase to address diverse learning needs.
Interactive Behaviors		
89% Active involvement in classwork 78% Asks/answers questions 56% Receives feedback on performance 11% Demonstrates reflection (meta-cognition)	Incorporate more time for reflective responses from students.	
Strategies Demonstrated		
Demonstrates knowledge in multiple ways: 56% interpersonal 11% intrapersonal 89% verbal-linguistic 56% logistical-mathematical 33% visual-spatial 11% bodily-kinesthetic 0% musical-rhythmic	Students need to be provided opportunities to demonstrate their learning using a variety of multiple intelligences by increasing practices evident in less than 50% of the classrooms visited.	

Middle Schools (17 Classrooms)

OBSERVED PRACTICES +	TEACHING	PD RECOMMENDATIONS Δ
Learning Environment		
100% Orderly/Clean/Well-Managed 100% Safe/Conducive to Learning 24% Evidence of Learning/Displays student work		Displays of student work with rubrics reinforce expectations of performance to learners.
Instructional Design		
18% Standards-based lesson 0% Data-based instruction is explicit 6% Modeling 71% Checking understanding 18% Guided Practice 29% Independent Practice 6% Teacher/Student Evaluation/Summary	Purposeful communication of learning standards increases the relevance of learning to students. Use of modeling and opportunities to check understanding and give feedback need to occur prior to students being expected to perform independent practice successfully.	
Strategies Used		
Adjust for multiple learning styles: 76% visual 59% auditory 0% kinesthetic 0% Incorporate culturally responsive readings/perspectives 0% Address diverse language needs 6% Identify similarities & differences 6% Summarize & take notes 35% Reinforce efforts & provide recognition 29% Use homework & practice opportunities 6% Represent knowledge in multiple ways 35% Organize learning in groups 6% Set objectives & provide immediate/continuous feedback 12% Generate & test hypotheses 0% Use cues, questions & advance organizers	A larger repertoire of instructional strategies is necessary to scaffold instruction for all tiers of learning, and to address culturally responsive teaching and diverse language needs, especially if practices were evident in less than 50% of the classes visited.	

Middle School (17 Classrooms)

OBSERVED PRACTICES +	LEARNING	PD RECOMMENDATIONS Δ
Cognitive Level		
18% Knowledge 35% Comprehension 47% Application 0% Analysis 0% Synthesis 0% Evaluation		Students need to be provided instruction and opportunities to demonstrate higher-level thinking skills.
Environment/Resources		
41% Textbooks 41% Supplemental materials 0% Manipulatives 18% Technology 0% Materials reflect diversity 53% Worksheets: Open-ended/Fill-in/Multiple choice		Students need increased opportunities for using a variety of resources and materials that reflect diversity and support individual learning styles.
Interactive Behaviors		
29% Active involvement in classwork 65% Asks/answers questions 29% Receives feedback on performance 0% Demonstrates reflection (meta-cognition)	Students need to be provided opportunities for self-evaluation in order to take responsibility for their future learning.	
Strategies Demonstrated		
Demonstrates knowledge in multiple ways: 18% interpersonal 6% intrapersonal 47% verbal-linguistic 41% logistical-mathematical 41% visual-spatial 0% bodily-kinesthetic 0% musical-rhythmic	Students need to demonstrate their knowledge using a variety of multiple intelligences by increasing the strategies that were evident in 50% or less of the classes visited.	

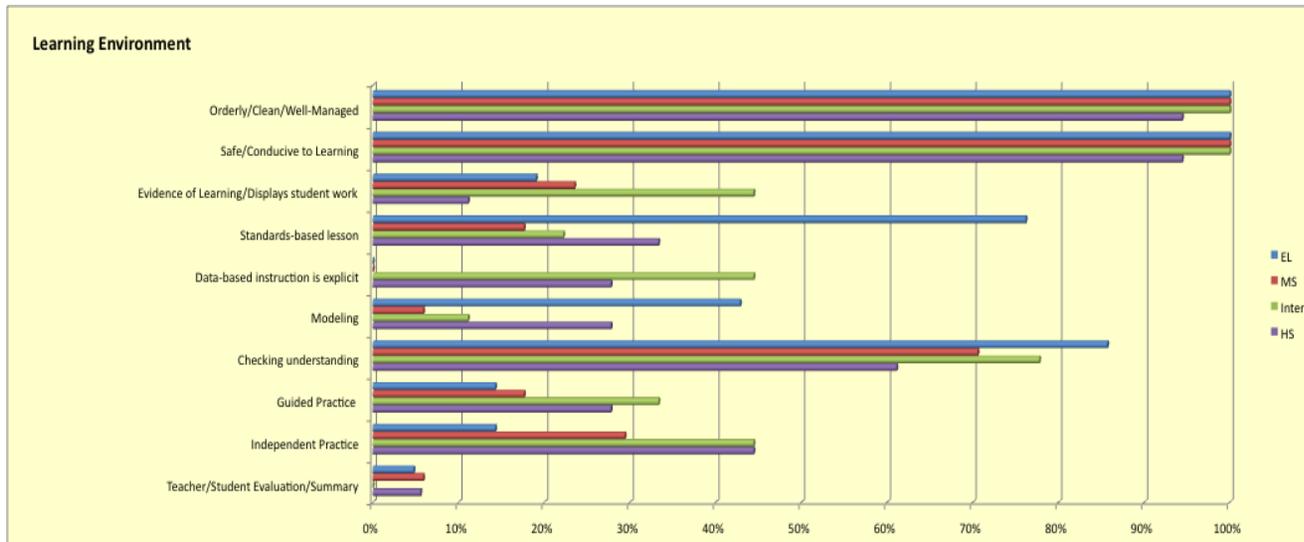
High Schools (18 Classrooms)

OBSERVED PRACTICES +	TEACHING	PD RECOMMENDATIONS Δ
Learning Environment		
94% Orderly/Clean/Well-Managed 94% Safe/Conducive to Learning 11% Evidence of Learning/Displays student work		Displays of student work with rubrics reinforce performance expectations to learners.
Instructional Design		
33% Standards-based lesson 28% Data-based instruction is explicit 28% Modeling 61% Checking understanding 28% Guided Practice 44% Independent Practice 6% Teacher/Student Evaluation/Summary	Purposeful communication of learning standards increases the relevance of learning to students. Use of modeling and opportunities to practice and obtain timely feedback on performance increases success at the independent performance level.	
Strategies Used		
Adjust for multiple learning styles 56% visual 72% auditory 0% kinesthetic 0% Incorporate culturally responsive readings/perspectives 11% Address diverse language needs 17% Identify similarities & differences 28% Summarize & take notes 44% Reinforce efforts & provide recognition 33% Use homework & practice opportunities 6% Represent knowledge in multiple ways 22% Organize learning in groups 22% Set objectives & provide immediate/continuous feedback 0% Generate & test hypotheses 33% Use cues, questions & advance organizers	A larger repertoire of instructional strategies is necessary to provide educators with skills to scaffold instruction for all tiers of learning, address culturally responsive teaching, and address diverse learning needs. Need to especially target those strategies that were evident in 50% or less of the classes visited.	

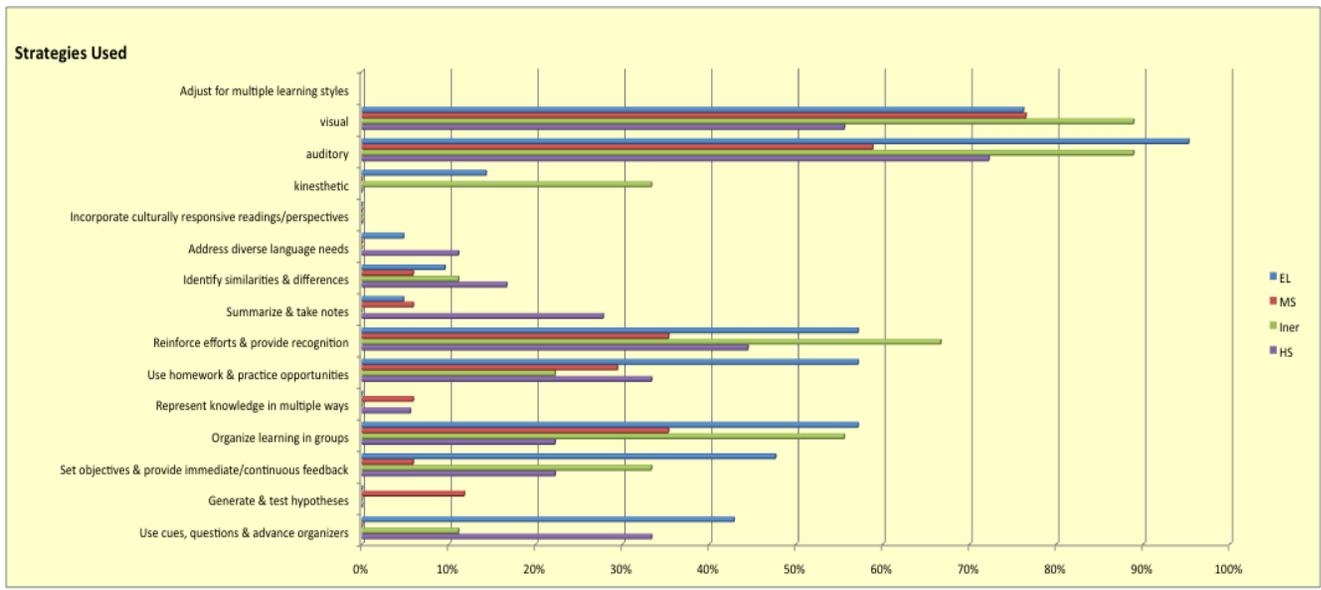
High Schools (18 Classrooms)

OBSERVED PRACTICES +	LEARNING	PD RECOMMENDATIONS Δ
Cognitive Level		
11% Knowledge 39% Comprehension 39% Application 11% Analysis 0% Synthesis 0% Evaluation		Students need to be provided opportunities for practicing higher-level thinking skills.
Environment/Resources		
50% Textbooks 56% Supplemental materials 11% Manipulatives 39% Technology 0% Materials reflect diversity 61% Worksheets: Open-ended/Fill-in/Multiple choice		Manipulatives and use of technology should be increased to address diverse learning needs; the use of resources needs to be extended beyond supplemental materials and worksheets.
Interactive Behaviors		
56% Active involvement in classwork 56% Asks/answers questions 39% Receives feedback on performance 6% Demonstrates reflection (meta-cognition)	Students need to be provided opportunities for self evaluation and for taking responsibility for their learning.	
Strategies Demonstrated		
Demonstrates knowledge in multiple ways: 22% interpersonal 0% intrapersonal 50% verbal-linguistic 50% logistical-mathematical 17% visual-spatial 11% bodily-kinesthetic 0% musical-rhythmic	Students need opportunities to demonstrate their learning using a variety of multiple intelligences, by increasing those which were evident in less than 50% of the classes visited.	

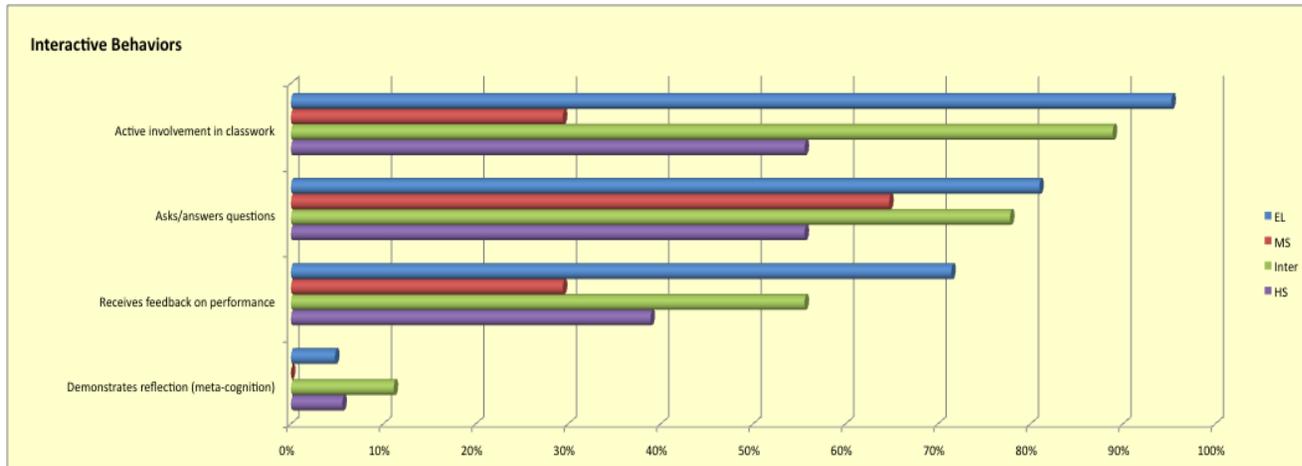
TEACHING PRACTICES OBSERVED IN LIBERAL SCHOOL DISTRICT



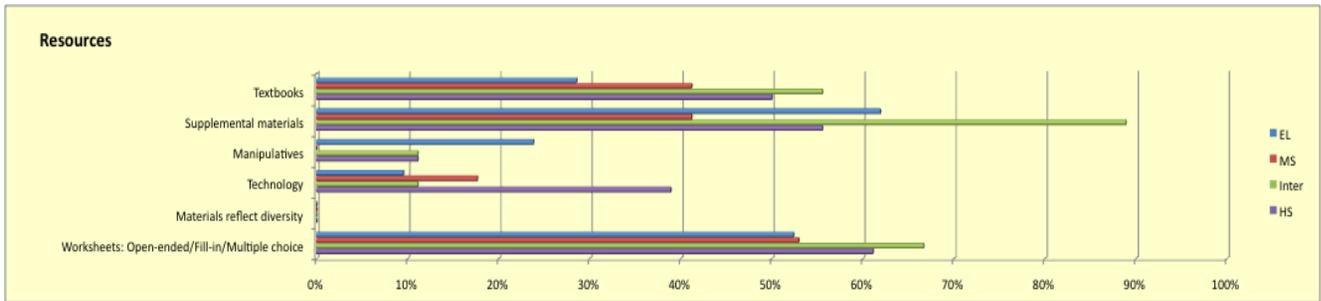
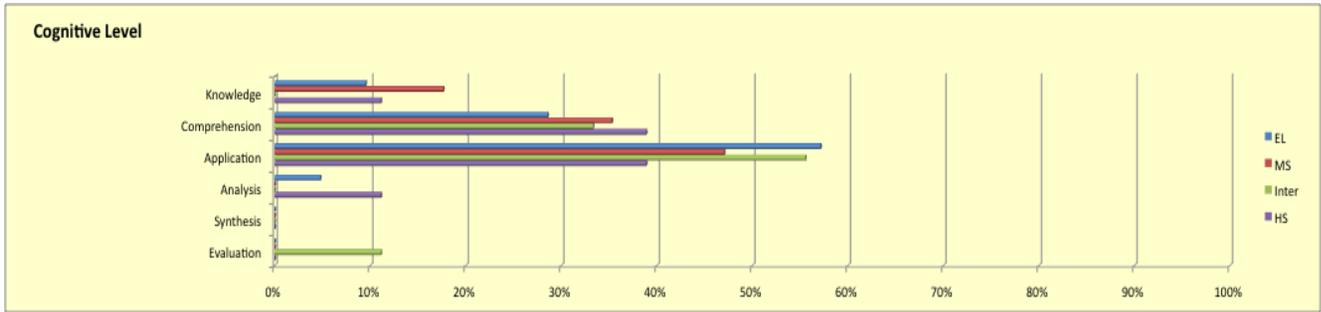
TEACHING PRACTICES OBSERVED IN LIBERAL SCHOOL DISTRICT (continued)



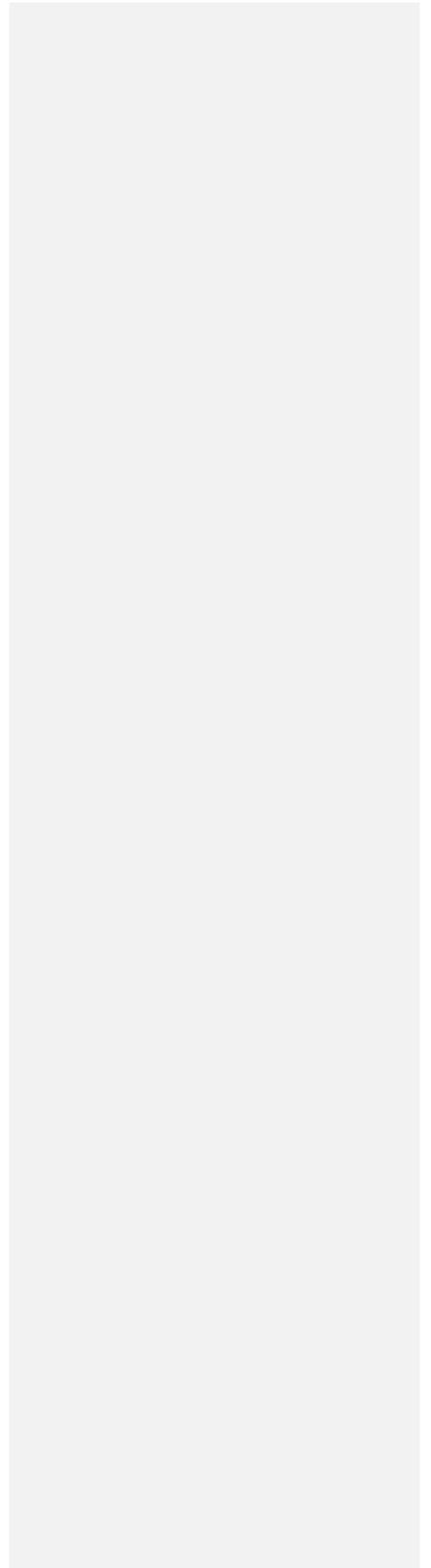
LEARNING PRACTICES OBSERVED IN LIBERAL SCHOOL DISTRICT =



LEARNING PRACTICES OBSERVED IN LIBERAL SCHOOL DISTRICT (continued)



APPENDIX M:
Systemic and Coherence
Capacity Addendum
to
District Effectiveness Appraisal



March | 10

Systemic and Coherence Capacity Addendum to
District Appraisal (Needs Analysis) of Liberal
School District – USD 480

Conducted by and for the Kansas State Department of
Education's Learning Network

The Systemic and Coherence Capacity Addendum will focus the district to help them determine if they have the capacity to serve Tier I and Tier II schools. The Liberal's District Effectiveness Appraisal will be based around these areas:

Leadership

- Coherence from district to school
- Establishment of a leadership team
- Management of the district plan and the school improvement plan
- External coaching for superintendent and principal
- Use of resources in a way that is aligned with district's theory of change and strategy
- Board policy to support school improvement and implementation of the model
- Analysis of district and school resources for successful implementation of the model
- Past history of successful reform initiatives
- Ability to collaborate
- Vision for change
- Vision for abandoning what is not working
- Alignment of programs and services to support change

Culture and Human Capital

- Grant operating funds
- District operating funds
- Grant management
- Organizational learning
- Assignment of resources
- Teacher evaluation system to match grant requirements
- Credentials of staff
- Staff capacity
- Successful recruitment of principal
- Successful recruitment of capable staff
- Support of parents
- Support of community
- Support of union
- Recruitment, screening, and selection of external providers
- Alignment of all programs

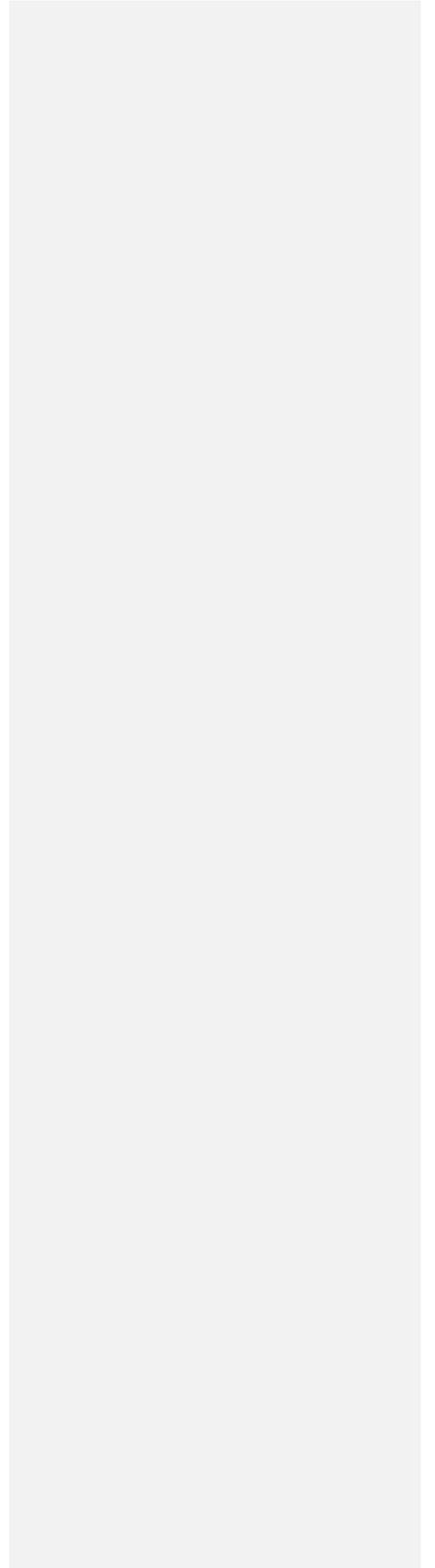
Instruction and Professional Development Culture

- Providing training and development sessions for all staff
- Defined instructional expectations for all teachers
- Supporting collaboration with families, community, and business
- Helping staff understand principles of the organizational change process
- Use data from classroom observations to inform instructional improvement and professional development
- Use of professional learning communities to analyze data and plan for improvement.

Curriculum and Assessment

- Aligned district curriculum
- Defined curriculum expectations for all teachers
- Defined assessment expectations for all teachers
- Aligned assessments, including diagnostic, formative, summative, etc.
- Fidelity of model implementation

APPENDIX N:
Tier III Application with No Model





2010-2011

Kansas School Improvement Tier III Grant

Title I

**GUIDELINES FOR
SCHOOL IMPROVEMENT FUND
Tier III Schools Not Adopting a Model**

Section 1003(g)
2010-2011

FUNDING CRITERIA FOR 2010

KSDE's Committee of Practitioner's have determined the criteria for funding to be:

- Priority 1: Tier I Schools and Tier II Schools
- Priority 2: Tier III Schools Implementing a Model
- Priority 3: Tier III Schools Not Implementing a Model based on the greatest need to be determined by the size of the school, the number of years on improvement, and capacity of the district and schools to implement effective change.

APPLICATION

Any district that has a Tier III School may submit an application to the Kansas State Department of Education to be considered for School Improvement Funds. The application contains the following:

- Part I: District Information
- Part II: Greatest Needs Criteria for Tier III Schools Not Implementing a Model
- Part III "Level of Commitment"
- Part IV: Budget
- Part IV: Evaluation

**KANSAS STATE DEPARTMENT OF EDUCATION
SCHOOL IMPROVEMENT FUND 1003(g)**

APPLICATION FOR TIER III NOT IMPLEMENTING A MODEL
2010-2011

PART I: DISTRICT INFORMATION

USD Name and Number		
Name and Title of District Contact for Grant Application		
Address	Telephone Number	
City	Zip	
E-mail Address	Fax	
List the Title Schools in the district that may qualify for funding. (Must be on "on improvement", "corrective action" or "restructuring" and demonstrate greatest need and commitment in application.)		
School Name	Tier	Enrollment
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____

7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____
11.	_____	_____	_____
12.	_____	_____	_____
13.	_____	_____	_____

Authorized District Signature	Date
-------------------------------	------

SEA Approval/Date	Amount Awarded
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Part II: GREATEST NEED CRITERIA FOR TIER III SCHOOLS NOT IMPLEMENTING A MODEL

A: Criteria Chart

Priority for Tier III Schools will be given based on the greatest need be determined by the size of the school, the number of years on improvement, and capacity of the district and schools to implement effective change.

Name of School	Enrollment	Years on Improvement	Evidence that the district has helped the school implement effective change. (Explain what the district has done in the past two years and what it will do in the future as it relates to resources, support and technical assistance, staff changes, and/ or professional development for its schools on improvement, corrective action, and restructuring.)

B: District Accountability for Tier III School:

Explain how the district will require the Tier III schools to be held accountable for School Improvement Funds, which includes implementing goals, appropriate grant activities, evaluation, and budget. Each school is required to have an approved school improvement plan that was used to write grant application. The district will need to explain what technical assistance will be provided to the school from the district office and how the grant will be monitored by the district.

PART III: School Application (To be completed by each school)

1. **SCHOOL IMPROVEMENT PROCESS:** Please share when your most recent school improvement plan was written and approved by KSDE and who was involved in the process.

2. **DATA ANALYSIS:** How has the school performed since the plan was written and approved? How does the school continually review and update its data? Explain what significant changes in data have happened since the plan was written?

3. **GOALS FOR GRANT:** What activities connected to the SMART goals described in your school improvement plan are you requesting through school improvement funds. Utilize the following chart:

Proposed Activities	Expected Outcome	Timeline	Person Responsible	Budget

4. **BUDGET:** Complete a budget page and narrative for each line item for the grant.

5. **EVALUATION:** The Kansas State Department of Education will evaluate successful use of the school improvement funds by looking at the success of the technical partnerships that were established to assist districts and schools in the improvement process. Schools and districts will be asked to participate in ongoing reflection and evaluation of the Kansas System of Support and other technical partnerships. In addition, success will be evaluated based upon the current State assessment system and the Adequate Yearly Progress (AYP) process and grant goals, activities, evaluation, and budget.
 1. What customized technical assistance and/or professional development was utilized by each school to improve student achievement and other outcome-related measures?

2. What research-based strategies or practices were utilized to change instructional practice to address the academic achievement problems that caused the school to be indentified for improvement, corrective action, or restructuring?

3. What partners were involved in delivering technical assistance, professional development and management advice?

4. List strategies to improve teaching and learning that were utilized by the school? Were the expected outcomes that were proposed for each activity achieved? Were timelines in the grant met?

5. Attach a budget report reflecting the total grant allocation to the district, the grant allocation to each school receiving funds, and the itemized expenditures for each building.

PART VI: MONITORING AND REPORTING (KSDE Staff)

The KSDE will monitor the effectiveness of the strategies selected and implemented with School Improvement Funds by analyzing the Kansas State Assessment data and AYP results for each participating school and expenditures of funds.

This will include:

1. Provide customized technical assistance and/or professional development that are designed to build the capacity of the district and school staff to improve schools and are informed by student achievement and other outcome-related measures.

2. Create partnerships among the state, other districts, and other entities for the purpose of delivering technical assistance, professional development, and management advice.

3. Implement strategies determined by the state or district, as appropriate, for which data indicate the strategy is likely to result in improved teaching and learning in schools identified for improvement, corrective action, or restructuring.

4. Utilize research-based strategies or practices to change instructional practice addressing the academic and/or organizational opportunities for improvement that caused the school to be identified for improvement, corrective action, or restructuring. The goals of the grant should support the school improvement plan.

5. Provide professional development that is informed by student achievement and other outcome-related measures to enhance the capacity of school support team members and other technical assistance providers who are part of the statewide system of support.

SELECTION PROCESS

Priority of funding will be given based on the tier the school is in, size of the school and commitment of the district to make lasting improvement in low performing schools.

SCHOOL IMPROVEMENT PROGRAM FUNDS (SUPPLEMENT-NOT SUPPLANT)

Like other Title I funds, School Improvement Program funds must be used to supplement the level of funds that, in the absence of the Title I funds, would be made available from non-federal sources for the education of children participating Title Program and Services Team

in Title I programs. Therefore, funds cannot supplant non-federal funds or be used to replace existing services. A local education agency must keep separate accounting of the Title I school improvement funds. If districts receive more than one school improvement grant, the grants may be accounted for in one fund.

Kansas School Improvement Fund
Section 1003(g) District Budget
(Compilation of all building budgets)

Please submit in triplicate to:

Donna Matthis,
Title Programs and Services
Kansas State Department of Education
120 SE 10th Avenue,

USD Name and Number _____

Identify that which is known at the time the grant application is submitted.

Accounting Codes (Use Whole Dollars)	District
1000 INSTRUCTION	
100 Personnel Services - Salaries	
200 Employee Benefits	
300 Purchased Professional and Technical Services	
400 Purchased Property Services	
500 Other Purchased Services	
600 Supplies and Materials	
2000 SUPPORT SERVICES	
2100 Support Services - Students	
2300 SUPPORT SERVICES GENERAL ADMINISTRATION	
2323 STATE & FEDERAL	

RELATIONS SERVICES	
100 Personnel Services - Salary	
200 Employee Benefit	
2700 STUDENT TRANSPORTATION SERVICES	
2720 Vehicle Operations Services Choice Transportation	
TOTAL BUDGET	

Employment/Educational Opportunity Agency

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities.

The following person has been designated to handle inquiries regarding the non-discrimination policies: **KSDE General Counsel, 120 SE 10th Ave., Topeka, KS 66612, 785-296-3204**

Kansas School Improvement Fund

Section 1003(g) District Budget

(Please replicate for each building.)

Building Name and Number _____

Identify that which is known at the time the grant application is submitted.

Accounting Codes (Use Whole Dollars)	Building
1000 INSTRUCTION	
100 Personnel Services - Salaries	
200 Employee Benefits	
300 Purchased Professional and Technical Services	
400 Purchased Property Services	
500 Other Purchased Services	
600 Supplies and Materials	
2000 SUPPORT SERVICES	
2100 Support Services - Students	
2300 SUPPORT SERVICES GENERAL ADMINISTRATION	
2323 STATE & FEDERAL	

RELATIONS SERVICES	
100 Personnel Services - Salary	
200 Employee Benefit	
2700 STUDENT TRANSPORTATION SERVICES	
2720 Vehicle Operations Services Choice Transportation	
TOTAL BUDGET	

Employment/Educational Opportunity Agency

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities.

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**APPENDIX O:
KSDE Agenda
for
School District Presentation Visit**

KSDE Agenda

School District “Presentation” Visit

School Improvement Grant 1003(g)

1. Introductions

- KSDE Staff
- Cross and Joftus, LLC Staff
- District Leadership Team

Share the School Improvement Template, Stage 1 (Planning: Orientation and Readiness) information.

2. Background Information and Needs Assessment

(There is a separate form that will be used for the Needs Assessment Section of the presentation.)

Key Questions: What does the data say about this school? What is the root cause(s) of the school being identified on improvement?

Data (See suggested data on **rubric (Is this the correct word? Are you talking about the NA document?)** that could be shared.)

- Achievement Data
- Perception Data
- Contextual Data
- Demographic Data

Data Analysis Summary

- Strengths and Challenges
- Root Cause

Share the School Improvement Template, Stage 2 (Gather and Organize Data) and Stage 3 (Analyze Data) information.

Share the School Leading Indicator Report information.

3. Selection of Model

Key Questions: Which model did you select and how does it align with the Needs Assessment? How will it align with other resources and interventions? What practices or policies will need to be modified to enable the school to implement the interventions fully and effectively? How will the model be sustained after the funding period ends?

Share the School Improvement Model Selection Rubric results. (Share only the pages of the model selected.)

4. Capacity of School and District

Key Questions: Has the district explained its capacity to serve Tier I and Tier II schools? Explain why a school or schools that were identified are not being served? How many Tier III schools does the district have? What efforts and progress has the district made since the district appraisal was completed? What changes or strategies will the district make in order to support a successful implementation of the new model? Which staff (that report to the superintendent) will be responsible for the school improvement initiatives with the identified school(s)?

Share the Innovation Configuration Matrix (ICM) for Schools and District findings and the Systemic Coherence and Capacity Addendum to the District Appraisal results.

5. Goal Setting

Key Questions: What annual goals for student achievement have been established based on the state's assessments in both reading/language arts and mathematics? What goals were established to implement the model? What timeline was established to implement the selected interventions? Who are the relevant internal and external stakeholders?

Discuss questions specific to the model that have been discussed in the application.

Share highlights from the school improvement template, Stages 1-4 (Stage 4 – Prioritize and Set SMART Goals).

6. Budget Presentation

Key Questions: How will the funds be utilized? What local funds are being used to support the school? What other federal dollars will be utilized? How is the district planning to sustain the changes?

Share the budget and budget narrative.

Budget Negotiations

7. Questions by the Visiting Team

8. Time for Team to Discuss

9. Parting Thoughts and Timelines

**Kansas State Department of Education
Title I – 1003(g) Grant
Initial Monitoring Visit
Fall/2010**

USD Name/ Number:	Name of School:		
Name of School Principal:		District Contact for the Grant:	
KSDE School Improvement/LCP Contact:			Date of Visit:
Participating KSDE Staff:			
Participating USD Staff:			
Total Grant Award:	Year 1 Grant Award:	Amount of Funds Drawn Down (as of visit date):	

Certification of Information

As the duly authorized representative of the district, I hereby certify that the documentation provided during the Initial Monitoring Visit is correct and accurate.

Name and Number of USD:	Date:
Authorized USD Signature:	Name and Title of Authorized USD Signature:

KSDE Signature:	Name and Title of KSDE Contact:
------------------------	--

USD: Unified School District

KSDE: Kansas State Department of Education

Process for School Improvement Grant Monitoring Visit

District personnel should complete identified sections of this document prior to the monitoring visit and be prepared to discuss the contents of the entire document during the visit.

KSDE representatives will meet with district and school personnel at the grant site. The following steps will take place during the on-site visit.

Step One: Interview Leadership Team

Step Two: Identification and Evidence of Implementation of Main Activities in Year 1 (Walk-through)

Step Three: Follow-Up Conference

Step Four: Written Report from KSDE Staff

Step Five: Follow-up (as needed)

The initial follow-up report will be mailed to the district contact person within two weeks of the visit. This should be documented in your School Improvement Grant (SIG) 1003(g) notebook which should include the original grant, final budget, grant notification letter, any changes and requests and other documentation the school/district would want to share in a monitoring visit.

Next Steps:

- Written report from KSDE staff on initial monitoring visit sent to district within two weeks of visit
- Written report on SIG Grant 1003(g) due to KSDE in late January (in place of an on-site visit)
- Follow-up monitoring visit (on-site) in spring, 2011

(This section should be completed before the visit.)

Identification of Implementation of Main Activities (for Year 1)

Reform Strategy:	<input type="checkbox"/> Evidence of Full Implementation <input type="checkbox"/> Evidence of Partial Implementation <input type="checkbox"/> No Evidence of Implementation
Explanation of how strategy is being addressed:	

Reform Strategy:	<input type="checkbox"/> Evidence of Full Implementation <input type="checkbox"/> Evidence of Partial Implementation <input type="checkbox"/> No Evidence of Implementation
Explanation of how strategy is being addressed:	

(Add pages as necessary to address all reform strategies listed in the grant.)

This chart will be discussed in Step Two of the monitoring process.

STEP ONE: INTERVIEW LEADERSHIP TEAM

LEADERSHIP

1. Check the boxes which indicate where staff changes have occurred and provide the number of staff replaced.

Principal

Teachers

Assistant Principal

Classified Staff

Other (Explain) _____

2. How has the district supported staff changes?

3. How has the district supported the school in the implementation of the grant?

4. Is your district participating in the ETS teacher, principal, and superintendent evaluation initiative with KSDE? What staff are participating?

CULTURE AND HUMAN CAPITAL

1. How has the decision-making process changed to support the school in the implementation of the grant (staffing, scheduling, budgeting, etc.)?
2. What strategies have been implemented to recruit and retain staff (financial incentives, flexible work conditions, opportunities for promotion and growth, etc.)?
3. Describe the communication that has been shared with parents and community members concerning the grant.
4. Describe the strategies that are being used to increase family and community engagement.
5. Identify the community organizations (churches, clubs, etc.) which are supporting the changes in the school.
6. How are external providers being used to facilitate the reform strategies from the grant?

INSTRUCTION AND PROFESSIONAL DEVELOPMENT CULTURE

1. What professional development supported by the grant has taken place?
2. What additional time and learning opportunities have been provided to students as part of the grant?
3. Describe any preliminary data that will be used to measure the success of the reform strategies?

CURRICULUM AND ASSESSMENT

1. What assessments have been selected and utilized to document increased student achievement?
2. What professional development has been provided to support the implementation of the assessments?
3. What steps are being taken to align the curriculum?

BUDGET AND FIDELITY OF GRANT

1. Are any budgetary changes needed to support the implementation of the grant? If yes, explain.

OTHER

1. What are the positive experience(s) of implementing the grant?

2. What are the major challenges of implementing the grant?

STEP TWO: IDENTIFICATION OF IMPLEMENTATION OF MAIN ACTIVITIES

(The documentation for this section completed prior to on-site visit.)

Walk-Through

**Kansas State Department of Education
Title I – 1003(g) Grant
SIG Monitoring Visit
2010-2011**

USD Name/ Number:	Name of School:		
Name of School Principal:		District Contact for the Grant:	
KSDE School Improvement/LCP Contact:			Date of Visit:
Participating KSDE Staff:			
Participating USD Staff:			
Total Grant Award:	Year 1 Grant Award:	Amount of Funds Drawn Down (as of visit date):	

Certification of Information

As the duly authorized representative of the district, I hereby certify that the documentation provided during the Monitoring Visit is correct and accurate.

Name and Number of USD:	Date:
Authorized USD Signature:	Name and Title of Authorized USD Signature:

KSDE Signature:	Name and Title of KSDE Contact:
------------------------	--

USD: Unified School District
KSDE: Kansas State Department of Education

LEA
Monitoring Indicators for School Improvement Grant
APPLICATION PROCESS

I. APPLICATION PROCESS: The SEA ensures that its application process was carried out consistent with the final requirements of the SIG program. [Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR66363 (October 28, 2010))]		Compliance Status <i>KSDE Use Only</i>		Comments
Guiding Questions	Acceptable Evidence			
<i>LEA-Level Questions</i>	<i>LEA-Level Evidence</i>	YES	NO	
1. Describe the LEA process and timeline for writing the SIG application.	<ul style="list-style-type: none"> • LEA provides its process for writing the SIG application and timeline. 			
2. What was the process the LEA used to develop and submit its application? Include: <ul style="list-style-type: none"> ○ Conducting a needs assessment. ○ Selecting a mode. ○ Constructing its budget. ○ Using disaggregated student data to determine its intervention strategies. 	<ul style="list-style-type: none"> • LEA describes how it prepared its application including conducting a needs assessment, selecting a model based on its needs assessment, constructing a budget, and using disaggregated student data. 			
3. How many schools does the LEA have in each Tier?	<ul style="list-style-type: none"> • LEA indicates number of schools in each Tier. 			
4. How did the LEA determine which schools would apply for the SIG funding?	<ul style="list-style-type: none"> • LEA describes its process for determining for which schools it applied for SIG funding. 			
5. How did the LEA determine that it had the capacity to serve the Tier I and Tier II schools for which it applied for funding?	<ul style="list-style-type: none"> • LEA describes how it determined its capacity or lack of capacity to serve the Tier I and Tier II schools for which it applied/or did not apply for funding. 			

LEA
Monitoring Indicators for School Improvement Grant
APPLICATION PROCESS

LEA-Level Questions, Continued

<i>LEA-Level Questions</i>	<i>LEA-Level Evidence</i>	YES	NO	
6. How many schools is the LEA serving with SIG funds in each Tier?	<ul style="list-style-type: none"> • LEA indicates number of schools it is serving with SIG funds. 			
7. Have you made any changes to or submitted any amendments to your LEA application?	<ul style="list-style-type: none"> • LEA provides copies of amendments submitted to the SEA. 			

**LEA
Monitoring Indicators for School Improvement Grant
IMPLEMENTATION**

II. IMPLEMENTATION: The SEA ensures that the SIG intervention models are being implemented consistent with the final requirements of the SIG program. [Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]		Compliance Status <i>KSDE Use Only</i>		Comments
Guiding Questions	Acceptable Evidence			
<i>LEA-Level Questions</i> General Questions for all Intervention Models	<i>LEA-Level Evidence</i> Evidence for all Intervention Models	YES	NO	
1. Describe what this school was like before implementing reform efforts as part of the school intervention model.	<ul style="list-style-type: none"> • LEA describes the school prior to SIG and before any reform efforts were implemented. 			
2. Describe the LEA process for implementing the SIG models at the school level.	<ul style="list-style-type: none"> • LEA describes its process for implementing the SIG models in its schools. 			
3. Describe any structural changes to support the implementation of the SIG intervention models.	<ul style="list-style-type: none"> • LEA describes in detail structural changes made, such as reassignment of duties, creation of turnaround offices, addition of staff and provides organizational charts or job descriptions. 			
4. Describe any contractual changes or agreements with the labor union to ensure full and effective implementation of the intervention models (if applicable).	5. LEA describes contractual changes or agreements, their relationship to SIG, the timing of the changes and provides copies of MOUs.			
5. Describe how the LEA addressed the following requirements: <ul style="list-style-type: none"> ○ Recruited, screened, and selected external partners, if applicable, to ensure their quality. ○ Modified its practices or policies, if necessary, to enable its schools to implement interventions fully and effectively. 	<ul style="list-style-type: none"> • LEA provides current documentation that describes the LEA’s process and criteria for approving external providers. • LEA provides contracts/agreements the LEA has entered into with external providers. • LEA describes how it has modified its policies and practices. 			

LEA
Monitoring Indicators for School Improvement Grant
IMPLEMENTATION

LEA-Level Questions, Continued

<i>LEA-Level Questions</i> General Questions for all Intervention Models	<i>LEA-Level Evidence</i> Evidence for all Intervention Models	YES	NO	
6. Provide LEA's annual goals for student achievement on the State's assessments in both reading/language arts and mathematics for each Tier I and Tier II school that it is serving.	<ul style="list-style-type: none"> • LEA provides copies of LEA's annual goals for student achievement on the State's assessments in both reading/language arts and mathematics for each Tier I and Tier II school that it is serving. • LEA provides any data it may have on progress toward those goals. 			

**LEA
Monitoring Indicators for School Improvement Grant
FISCAL**

III. FISCAL: The SEA ensures LEAs and schools are using funds consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010)) ; §1114 of the ESEA; and Office of Management and Budget (OMB) Circular A-87]		Compliance Status <i>KSDE Use Only</i>		Comments
Guiding Questions	Acceptable Evidence			
<i>LEA-Level Questions</i>	<i>LEA-Level Evidence</i>	YES	NO	
1. Describe the LEA process for accounting of the spending of SIG funds.	<ul style="list-style-type: none"> • LEA describes its internal accounting and budget review process and the steps it takes to make sure expenditures are allowable. 			
2. Provide any budget amendments, if applicable.	<ul style="list-style-type: none"> • LEA provides copies of any budget amendments. 			
3. What portion of the LEA's SIG award is being used for district-level administration?	<ul style="list-style-type: none"> • LEA provides a budget and line item narrative. 			
4. How are remaining funds being used to support implementation of selected school intervention models?	<ul style="list-style-type: none"> • LEA provides a budget and line item narrative. 			
5. How is the LEA ensuring that district-level activities conducted with SIG funds are specifically supporting SIG schools?	<ul style="list-style-type: none"> • LEA describes its process for ensuring district-level activities are directed toward SIG schools. 			
6. How is the LEA ensuring that a school being served with SIG funds is still receiving all the funds that it would have received without the SIG award?	<ul style="list-style-type: none"> • LEA describes its process for ensuring that SIG funds do not supplant other funds. • LEA provides comparability reports. • LEA provides documentation of Title I ranking and allocation. 			

LEA
Monitoring Indicators for School Improvement Grant
TECHNICAL ASSISTANCE

IV. TECHNICAL ASSISTANCE: The SEA ensures that technical assistance is provided to its LEAs consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR66363 (October 28, 2010))]		Compliance Status <i>KSDE Use Only</i>		Comments
Guiding Questions	Acceptable Evidence			
<i>LEA-Level Questions</i>	<i>LEA-Level Evidence</i>	YES	NO	
1. Describe how the LEA has provided technical assistance. What are the plans for future assistance?	<ul style="list-style-type: none"> LEA describes any technical assistance it has provided to the schools, including the types, to whom, and how often. 			
2. In what areas does the LEA feel it needs to develop its capacity to provide better technical assistance to its schools?	<ul style="list-style-type: none"> LEA describes any assistance it is currently providing or plans it has to provide additional technical assistance, including the types, to whom, and how often. 			
3. What other areas could the LEA use for technical assistance?	<ul style="list-style-type: none"> LEA describes any areas where it could use additional technical assistance. 			

LEA
Monitoring Indicators for School Improvement Grant
MONITORING

V. MONITORING: The SEA ensures that monitoring of LEAs and schools is being conducted consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]		Compliance Status <i>KSDE Use Only</i>		Comments
Guiding Questions	Acceptable Evidence			
<i>LEA-Level Questions</i>	<i>LEA-Level Evidence</i>	YES	NO	
1. How is the LEA ensuring that each SIG school: <ul style="list-style-type: none"> ○ is fully implementing the selected intervention model in the 2010 school year? ○ is meeting the requirements of the school’s intervention model? 	<ul style="list-style-type: none"> • LEA describes its process for ensuring that schools are implementing the intervention model in accordance with the final requirements. 			

LEA
Monitoring Indicators for School Improvement Grant
DATA COLLECTION

VI. DATA COLLECTION: The SEA ensures that data is being collected consistent with the final requirements of the SIG program. [Sections II and III of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]		Compliance Status <i>KSDE Use Only</i>		Comments
Guiding Questions	Acceptable Evidence			
<i>LEA-Level Questions</i>	<i>LEA-Level Evidence</i>	YES	NO	
1. What process is the LEA using to collect data on the leading indicators?	<ul style="list-style-type: none"> LEA describes the data it is collecting, its process for collecting the data, and its protocols for managing data on the leading indicators. 			
2. How is the LEA keeping track of or managing this data?	<ul style="list-style-type: none"> LEA describes the data it is collecting, its process for collecting the data, and its protocols for managing data on the leading indicators. 			
3. How is the LEA using this data to inform its decision making and reform efforts?	<ul style="list-style-type: none"> LEA describes how it is using data to form its decision-making and reform efforts. 			
4. Is the LEA collecting any additional data beyond that required by the SEA and the SIG program?	<ul style="list-style-type: none"> LEA identifies any additional data beyond that required by the SEA and SIG program. 			
5. Beyond the reporting requirements, does the LEA have any plans for how it will use the data it gathers? If so, please describe those plans.	<ul style="list-style-type: none"> LEA describes its plans for analyzing data and how it is using the data to inform policy decisions and its role in supporting schools. 			
6. Has the LEA begun collecting any benchmark or interim data on the leading indicators? If so, what does the data show thus far?	<ul style="list-style-type: none"> LEA provides copies of and explains any benchmark or interim data it has collected, if available. 			

**LEA TURNAROUND
Monitoring Indicators for School Improvement Grant
IMPLEMENTATION**

VII. IMPLEMENTATION: The SEA ensures that the SIG intervention models are being implemented consistent with the final requirements of the SIG program. [Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]		Compliance Status <i>KSDE Use Only</i>		Comments
Guiding Questions	Acceptable Evidence			
<i>LEA-Level Questions</i> Turnaround Model Specific Questions	<i>LEA-Level Evidence</i> Turnaround Model Specific Evidence	YES	NO	
1. What process did the LEA use to replace the principal? When did this occur?	<ul style="list-style-type: none"> • LEA describes its process and timeline for replacing the principal. 			
2. Was no more than 50 percent of the school’s staff from the previous year rehired for this year or within the past two school years as part of a school reform effort? <ul style="list-style-type: none"> ○ What process was used to determine which staff would be rehired? 	<ul style="list-style-type: none"> • LEA provides a list of staff (including hiring dates) who were hired or rehired as part of the turnaround model and those who did not return as part of the turnaround model. 			
3. What procedures and processes were used to screen school staff for hiring/rehiring?	<ul style="list-style-type: none"> • LEA describes its process for screening and rehiring staff. • LEA provides current written documentation outlining the evaluation criteria and screening processes for hiring new and returning staff. 			
4. What procedures and processes has the LEA implemented to recruit, place, and retain staff with the necessary skills to implement the intervention model selected?	<ul style="list-style-type: none"> • LEA describes its procedures and processes for recruiting, placing and retaining staff with skills necessary to implement the intervention model. 			

LEA TURNAROUND
Monitoring Indicators for School Improvement Grant
IMPLEMENTATION

LEA-Level Questions, Continued

<i>LEA-Level Questions</i> Turnaround Model Specific Questions	<i>LEA-Level Evidence</i> Turnaround Model Specific Evidence	YES	NO	
<p>5. What new authority has the principal been given with regards to model implementation? For example, specifically relating to:</p> <ul style="list-style-type: none"> ○ Staffing ○ Calendars ○ Scheduling ○ Budgeting 	<ul style="list-style-type: none"> • LEA describes new authority that the principal has with regards to SIG and specifically staffing, calendars, scheduling, and budgeting. 			
<p>6. What types of professional development and professional support systems have been provided to support the implementation of school-reform strategies and improve instruction? For example, specifically regarding implementing new instructional programs or strategies, analyzing data, or teaching LEP students?</p>	<ul style="list-style-type: none"> • LEA provides documentation, research, or data used to determine the types of professional development to be provided. • LEA provides documentation of professional development activities for the 2010-2011 school year. • LEA provides memorandums, announcements, or agendas for professional development meetings. • LEA provides Professional Development resources and materials provided by LEA to SIG school staff relating to the school reform models and effective instruction. 			
<p>7. What instructional programs or new instructional strategies are being used? What process did the LEA use to identify, screen, and select the instructional programs or strategies being used?</p>	<ul style="list-style-type: none"> • LEA provides a list of instructional programs or new instructional strategies being used. • LEA provides written documentation outlining the LEA's criteria and evaluation process for screening and selecting new instructional programs. 			

**LEA TRANSFORMATION
Monitoring Indicators for School Improvement Grant
IMPLEMENTATION**

VIII. IMPLEMENTATION: The SEA ensures that the SIG intervention models are being implemented consistent with the final requirements of the SIG program. [Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]		Compliance Status <i>KSDE Use Only</i>		Comments
Guiding Questions	Acceptable Evidence			
<i>LEA-Level Questions</i> Transformation Model Specific Questions	<i>LEA-Level Evidence</i> Transformation Model Specific Evidence	YES	NO	
1. What process did the LEA use to replace the principal? When did this occur?	<ul style="list-style-type: none"> • LEA describes its process and timeline for replacing the principal. 			
2. What procedures and processes has the LEA implemented to recruit, place, and retain staff with the necessary skills to implement the intervention model selected?	<ul style="list-style-type: none"> • LEA describes its procedures and processes for recruiting, placing and retaining staff with skills necessary to implement the intervention model selected. • LEA provides job announcements for positions with SIG school. 			
3. Where is the LEA in the process of implementing a new teacher evaluation system?	<ul style="list-style-type: none"> • LEA describes where it is in the process of developing its new staff evaluation system and who is involved. • LEA provides memorandums, announcements, or rubrics outlining the evaluation criteria for staff. 			

LEA TRANSFORMATION
Monitoring Indicators for School Improvement Grant
IMPLEMENTATION

LEA-Level Questions, Continued

LEA-Level Questions Transformation Model Specific Questions	LEA-Level Evidence Transformation Model Specific Evidence	YES	NO	
<p>4. What new flexibility has the school been given with regards to model implementation? For example, specifically relating to:</p> <ul style="list-style-type: none"> ○ Staffing ○ Calendars ○ Scheduling ○ Budgeting 	<ul style="list-style-type: none"> • LEA describes new authority it has relating to SIG and specifically staffing, calendars, scheduling, and budgeting. 			
<p>5. What systems of rewards are in place for staff that are having a positive impact on student achievement and graduation rates? What systems of support are in place for staff members who may be struggling?</p>	<ul style="list-style-type: none"> • LEA provides faculty handbook, memorandums, or staff contract that lays out system of reward for staff who are raising student achievement and remediation and consequences for staff who are not raising student achievement. • School describes rewards and consequence system for staff, process for developing system, and rationale for system in place. 			
<p>6. What types of professional development and professional support systems have been provided to support the implementation of school reform strategies? For example, specifically regarding implementing new instructional programs or strategies, analyzing data, or teaching LEP students?</p>	<ul style="list-style-type: none"> • LEA provides documentation, research or data used to determine the types of professional development to be provided. • LEA provides documentation of professional development activities for the 2010-2011 school year. • LEA provides memorandums, announcements, or agendas for professional development meetings. • LEA provides professional development resources and materials provided by LEA to SIG school staff relating to the school reform models and effective instruction. 			

LEA TRANSFORMATION
Monitoring Indicators for School Improvement Grant
IMPLEMENTATION

LEA-Level Questions, Continued

<i>LEA-Level Questions</i> Transformation Model Specific Questions	<i>LEA-Level Evidence</i> Transformation Model Specific Evidence	YES	NO	
7. What instructional programs or instructional strategies are being used in schools? Which of these are new? What process did the LEA use to identify, screen and select the instructional programs or strategies being implemented?	<ul style="list-style-type: none"> • LEA provides list of instructional programs or new instructional strategies being used. • LEA provides written documentation outlining the LEA’s criteria and evaluation process for screening and selecting new instructional programs. 			

SCHOOL LEADERSHIP TEAM
Monitoring Indicators for School Improvement Grant
IMPLEMENTATION

I. IMPLEMENTATION: The SEA ensures that the SIG intervention models are being implemented consistent with the final requirements of the SIG program. [Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]		Compliance Status <i>KSDE Use Only</i>		Comments
Guiding Questions	Acceptable Evidence			
<i>School-Level Questions</i> General Questions for All Intervention Models	<i>School-Level Evidence</i> General Evidence for All Intervention Models	YES	NO	
1. Describe what this school was like before implementing reform efforts as part of the school intervention models.	<ul style="list-style-type: none"> • School describes the school prior to the implementation of the SIG model and shares data from the school’s needs assessment. 			
2. Describe generally what the plan or vision is for implementing the school intervention models to turn around this school and where you are in the process.	<ul style="list-style-type: none"> • School describes its efforts to implement its particular model in response to the school’s needs assessment. • Implementation timeline submitted as part of the LEA’s approved SIG application. • School describes any reform efforts that were previously in place. • School describes any changes made to its implementation timeline. 			

SCHOOL LEADERSHIP TEAM
Monitoring Indicators for School Improvement Grant
IMPLEMENTATION

II. IMPLEMENTATION: The SEA ensures that the SIG intervention models are being implemented consistent with the final requirements of the SIG program. [Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]		Compliance Status <i>KSDE Use Only</i>		Comments
Guiding Questions	Acceptable Evidence	YES	NO	
<i>School-Level Questions</i> Turnaround Model Specific Questions	<i>School-Level Evidence</i> Turnaround Model Specific Evidence			
1. Questions specifically for the principal: <ul style="list-style-type: none"> • How long have you been principal at this school? • Have you been given any new authority with regards to the implementation of your school reform effort? For example with regards to staffing, calendars, scheduling, budgeting? 	<ul style="list-style-type: none"> • Principal provides timeframe of hiring. • Principal describes new authority been granted with regards to staffing, calendars, scheduling, and budgeting. 			
2. Was no more than 50 percent of the school's staff from the previous year rehired for this year or within the past two school years as part of implementing an intervention? <ul style="list-style-type: none"> • What process was used to determine which staff would be rehired? 	<ul style="list-style-type: none"> • LEA provides a list of staff (including hiring dates) who were hired or rehired as part of the turnaround model and those who did not return as part of the turnaround model. 			

SCHOOL LEADERSHIP TEAM
Monitoring Indicators for School Improvement Grant
IMPLEMENTATION

School-Level Questions, Continued

<i>School-Level Questions</i> Turnaround Model Specific Questions	<i>School-Level Evidence</i> Turnaround Model Specific Evidence	YES	NO	
<p>3. What types of professional development and professional support systems have been provided to support the implementation of school reform strategies and improve instruction? For example, specifically regarding implementing new instructional programs or strategies, analyzing data, or teaching LEP students?</p>	<ul style="list-style-type: none"> • School provides documentation, research, or data used to determine the types of professional development to be provided. • School provides documentation of professional development activities for the 2010-2011 school year. • School provides memorandums, announcements, or agendas for professional development meetings. • School provides Professional Development resources and materials provided by LEA to SIG school staff relating to the school reform models and effective instruction. 			
<p>4. What instructional programs or new instructional strategies are being used? Which of these are new? What process did you use to screen and select the instructional programs or strategies being used?</p>	<ul style="list-style-type: none"> • School provides a list of instructional programs or new instructional strategies being used. • School provides written documentation outlining the LEA's criteria and evaluation process for screening and selecting new instructional programs. 			
<p>5. What annual goals have been set for your school? What types of benchmarks have you set to measure progress toward these goals? What types of data are you collecting to measure these benchmarks?</p>	<ul style="list-style-type: none"> • School describes and/or provides copy of annual goals. • School describes examples of data collected by the school, subject areas, or individual teachers, analysis of data, and how data was used to inform school decisions. • School provides copies of most recent data collected. 			

SCHOOL LEADERSHIP TEAM
Monitoring Indicators for School Improvement Grant
IMPLEMENTATION

School-Level Questions, Continued

<i>School-Level Questions</i> Turnaround Model Specific Questions	<i>School-Level Evidence</i> Turnaround Model Specific Evidence	YES	NO	
6. How have you increased the learning time for students?	<ul style="list-style-type: none"> • School provides current year’s and previous year’s school schedule. • School describes how it is using additional learning time, its rationale for using time in that way, and its process for deciding on that use of time. 			
7. What additional social-emotional services and supports are being made available to students (i.e. health services, nutrition services, social services, family literacy programs)?	<ul style="list-style-type: none"> • School provides current written documentation outlining social-emotional services and supports available to students. 			
8. What other efforts is the school implementing to raise student achievement?	<ul style="list-style-type: none"> • School describes other efforts being made to raise student achievement. 			
9. How do you know the changes you are making are having an impact?	<ul style="list-style-type: none"> • School describes its progress and provides evidence of impact, for example interim data. 			

**SCHOOL LEADERSHIP TEAM
Monitoring Indicators for School Improvement Grant
IMPLEMENTATION**

III. IMPLEMENTATION: The SEA ensures that the SIG intervention models are being implemented consistent with the final requirements of the SIG program. [Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]		Compliance Status <i>KSDE Use Only</i>		Comments
Guiding Questions	Acceptable Evidence			
<i>School-Level Questions</i> Transformation Model Specific Questions	<i>School-Level Evidence</i> Transformation Model Specific Evidence	YES	NO	
<p>1. Questions specifically for the principal:</p> <ul style="list-style-type: none"> • How long have you been principal at this school? • How are you and your staff evaluated? How was that system developed? • Have you been given any new authority you have been given with regards to the implementation of your school reform effort? For example with regards to staffing, calendars, scheduling, budgeting? 	<ul style="list-style-type: none"> • Principal describes how s/he came to the school and new authority was granted. • Principal provides Faculty Handbook, memorandums, or other documentation outlining the criteria and process for teacher evaluation. 			
<p>2. What systems of rewards are in place for staff that are having a positive impact on student achievement and graduation rates? How does the school support teachers who may be struggling?</p>	<ul style="list-style-type: none"> • Principal provides Faculty Handbook, memorandums, or staff contract that lays out system of reward for staff who are raising student achievement and remediation and consequences for staff who are not raising student achievement. • Principal describes rewards and consequence system for staff, process for developing system, and rationale for system in place. 			

SCHOOL LEADERSHIP TEAM
Monitoring Indicators for School Improvement Grant
IMPLEMENTATION

School-Level Questions, Continued

<i>School-Level Questions</i> Transformation Model Specific Questions	<i>School-Level Evidence</i> Transformation Model Specific Evidence	YES	NO	
<p>3. What types of professional development and professional support systems have been provided to support the implementation of school reform strategies? For example, specifically regarding implementing new instructional programs or strategies, analyzing data, or teaching LEP students?</p>	<ul style="list-style-type: none"> • School provides documentation, research, or data used to determine the types of professional development to be provided. • School provides documentation of professional development activities for the 2010-2011 school year. • School provides memorandums, announcements, or agendas for professional development meetings. • School provides Professional Development resources and materials provided by LEA to SIG school staff relating to the school reform models and effective instruction. 			
<p>4. What instructional programs strategies are being used? Which of these are new? What process did you use to screen and select the instructional programs or strategies being used?</p>	<ul style="list-style-type: none"> • School provides written documentation outlining the criteria and evaluation process for screening and selecting new instructional programs. • School describes process for selecting instructional programs and criteria used. 			
<p>5. What annual goals have been set for your school? What types of benchmarks have you set to measure progress toward these goals? What types of data are you collecting to measure these benchmarks?</p>	<ul style="list-style-type: none"> • School provides and/or provides copy of annual goals. • School provides examples of data collected by the school, subject areas, or individual teachers, analysis of data, and how data was used to inform school decisions. • School provides copies of most recent data collected. 			

SCHOOL LEADERSHIP TEAM
Monitoring Indicators for School Improvement Grant
IMPLEMENTATION

School-Level Questions, Continued

<i>School-Level Questions</i> Transformation Model Specific Questions	<i>School-Level Evidence</i> Transformation Model Specific Evidence	YES	NO	
6. How have you increased the learning time for students?	<ul style="list-style-type: none"> • School provides current year’s and previous year’s school schedule. • School describes how it is using additional learning time, its rationale for using time in that way, and its process for deciding on that use of time. 			
7. How were parents and the community engaged in planning to implement the school intervention model?	<ul style="list-style-type: none"> • School provides letters to parents, fliers, announcements, and agendas and/or minutes from parent/community meetings about the implementation of the transformation model. 			
8. What efforts have been made this year to engage families and the community in the school? How is that different from last year?	<ul style="list-style-type: none"> • School describes its efforts to engage parents and the community. 			
9. Is the school implementing other efforts to raise student achievement?	<ul style="list-style-type: none"> • School describes additional efforts being made to raise student achievement. 			
10. How do you know the changes you and the school have made this year are working?	<ul style="list-style-type: none"> • School describes its progress and provides evidence of progress, for example interim data. 			

SCHOOL LEADERSHIP TEAM
Monitoring Indicators for School Improvement Grant
FISCAL

IV. FISCAL: The SEA ensures LEAs and schools are using funds consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010)) ; §1114 of the ESEA; and Office of Management and Budget (OMB) Circular A-87]		Compliance Status <i>KSDE Use Only</i>		Comments
Guiding Questions	Acceptable Evidence			
<i>School-Level Questions</i>	<i>School-Level Evidence</i>	YES	NO	
1. How are you using SIG funds to support implementation of the SIG model in your school?	<ul style="list-style-type: none"> • School-level budget and line item narrative. 			
2. In addition to SIG funds, what are the other sources of funds do you receive?	<ul style="list-style-type: none"> • School describes how they are using SIG and other funds to support implementation. 			

SCHOOL LEADERSHIP TEAM
Monitoring Indicators for School Improvement Grant
TECHNICAL ASSISTANCE

V. TECHNICAL ASSISTANCE: The SEA ensures that technical assistance is provided to its LEAs consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR66363 (October 28, 2010))]		Compliance Status <i>KSDE Use Only</i>		Comments
Guiding Questions	Acceptable Evidence			
<i>School-Level Questions</i>	<i>School-Level Evidence</i>	YES	NO	
1. How is the LEA supporting your implementation of the model?	<ul style="list-style-type: none"> • School describes any support it is receiving from the LEA. 			
2. Are there areas where you could use additional technical assistance?	<ul style="list-style-type: none"> • School describes areas where it needs more technical assistance. 			

SCHOOL LEADERSHIP TEAM
Monitoring Indicators for School Improvement Grant
MONITORING

VI. MONITORING: The SEA ensures that monitoring of LEAs and schools is being conducted consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]		Compliance Status <i>KSDE Use Only</i>		Comments
Guiding Questions	Acceptable Evidence			
<i>School-Level Questions</i>	<i>School-Level Evidence</i>	YES	NO	
1. Has anyone from the LEA visited to see how you are implementing your intervention model?	<ul style="list-style-type: none"> • School describes any monitoring of their intervention that has been or they expect to be conducted by the LEA. 			

SCHOOL LEADERSHIP TEAM
Monitoring Indicators for School Improvement Grant
DATA COLLECTION

VII. DATA COLLECTION: The SEA ensures that data is being collected consistent with the final requirements of the SIG program. [Sections II and III of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]		Compliance Status <i>KSDE Use Only</i>		Comments
Guiding Questions	Acceptable Evidence			
<i>School-Level Questions</i>	<i>School-Level Evidence</i>	YES	NO	
1. What does the interim data on leading indicators show?	<ul style="list-style-type: none"> • School provides copies of and explains any benchmark or interim data it has collected, if available. 			

TEACHER GROUP
Monitoring Indicators for School Improvement Grant
IMPLEMENTATION

I. IMPLEMENTATION: The SEA ensures that the SIG intervention models are being implemented consistent with the final requirements of the SIG program. [Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]		Compliance Status <i>KSDE Use Only</i>		Comments
Guiding Questions	Acceptable Evidence			
<i>School-Level Questions</i> General Questions for All Intervention Models	<i>School-Level Evidence</i> General Evidence for All Intervention Models	YES	NO	
1. Describe generally what you know about the School Improvement Grant program and what that means for your school.	<ul style="list-style-type: none"> • Teachers describe what they know about SIG and/or school-level reforms that have taken place and their role in those reforms. 			
2. Generally, what was the school like in previous years or before the reforms? How has it changed, particularly with respect to school culture, expectations of you, and expectations of the students?	<ul style="list-style-type: none"> • Teachers describe own observations and impressions of the impact of reforms in school. 			

TEACHER GROUP
Monitoring Indicators for School Improvement Grant
IMPLEMENTATION

II. IMPLEMENTATION: The SEA ensures that the SIG intervention models are being implemented consistent with the final requirements of the SIG program. [Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]		Compliance Status <i>KSDE Use Only</i>		Comments
Guiding Questions	Acceptable Evidence			
<i>School-Level Questions</i> Turnaround Model Specific Questions	<i>School-Level Evidence</i> Turnaround Model Specific Evidence	YES	NO	
1. How many of you were rehired? <ul style="list-style-type: none"> • If you were rehired, what process did you go through in reapplying for your position, being screened, and ultimately rehired? 	<ul style="list-style-type: none"> • Teachers describe hiring process they went through. 			
2. How many of you are new hires? <ul style="list-style-type: none"> • How were you recruited? • What process did you go through in applying for your position, being screened, and hired? 	<ul style="list-style-type: none"> • Teachers describe hiring process they went through. 			
3. Give an example or two of how you have used what you learned through professional development or instructional supports in your classroom.	<ul style="list-style-type: none"> • Teachers describe the various types of professional development that support the implementation of the instructional strategies. 			
4. What new instructional programs or strategies are you using in your class this year?	<ul style="list-style-type: none"> • Teachers describe any new instructional programs or strategies they are using in their classes, how they are being used, and how those programs are impacting student learning. 			

TEACHER GROUP
Monitoring Indicators for School Improvement Grant
IMPLEMENTATION

School-Level Questions, Continued

<i>School-Level Questions</i> Turnaround Model Specific Questions	<i>School-Level Evidence</i> Turnaround Model Specific Evidence	YES	NO	
5. Give an example of how you are using data to inform your instruction.	<ul style="list-style-type: none"> Teachers describe what data they are collecting about their students, what it shows thus far about student progress, and how they are using the data to inform instruction. 			
6. How has your schedule changed from the previous year?	<ul style="list-style-type: none"> Teachers describe how the school has increased learning time, how they use that time, and the impact of increased learning time on student achievement. 			
7. How do you know the changes you and the school have made this year are working?	<ul style="list-style-type: none"> Teachers describe and provide evidence of how they know the reform efforts are working. 			

TEACHER GROUP
Monitoring Indicators for School Improvement Grant
IMPLEMENTATION

III. IMPLEMENTATION: The SEA ensures that the SIG intervention models are being implemented consistent with the final requirements of the SIG program. [Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]		Compliance Status <i>KSDE Use Only</i>		Comments
Guiding Questions	Acceptable Evidence			
<i>School-Level Questions</i> Transformation Model Specific Questions	<i>School-Level Evidence</i> Transformation Model Specific Evidence	YES	NO	
1. Were any of you new hires? What process did you go through in applying for your position, being screened, and hired?	<ul style="list-style-type: none"> Teachers describe hiring process they went through. 			
2. Describe the [new] evaluation system that is being developed or in place for teachers or being developed.	<ul style="list-style-type: none"> Teachers describe new evaluation process and their role in developing the evaluation. 			
3. Are rewards available to staff for gains in student achievement levels?	<ul style="list-style-type: none"> Teachers describe reward systems that are in place. 			
4. What opportunities are teachers given to make improvements in their practice?	<ul style="list-style-type: none"> Teachers describe systems in place to support improvements. 			
5. Give an example or two of how you have used what you learned through professional development or instructional supports in your classroom.	<ul style="list-style-type: none"> Teachers describe the various types of professional development that support the implementation of the instructional strategies. 			
6. What new instructional programs or strategies are you using in your class this year?	<ul style="list-style-type: none"> Teachers describe any new instructional programs or strategies they are using in their classes, how they are being used, and how those programs are impacting student learning. 			

TEACHER GROUP
Monitoring Indicators for School Improvement Grant
IMPLEMENTATION

School-Level Questions, Continued

<i>School-Level Questions</i> Transformation Model Specific Questions	<i>School-Level Evidence</i> Transformation Model Specific Evidence	YES	NO	
7. Give an example of how you are using data to inform your instruction.	<ul style="list-style-type: none"> Teachers describe what data they are collecting about their students and how they are using the data to inform instruction. 			
8. How has your schedule changed from the previous year?	<ul style="list-style-type: none"> Teachers describe how the school has increased learning time, how they use that time, and the impact of increased learning time on student learning. 			
9. What efforts have been made this year to engage families and the community in the school? How is this different from previous years?	<ul style="list-style-type: none"> Teachers describe interactions with parents and community. 			
10. How do you know the changes you and the school have made this year are working?	<ul style="list-style-type: none"> Teachers describe and provide evidence of how they know the reform efforts are working. 			

PARENT INTERVIEWS
Monitoring Indicators for School Improvement Grant
IMPLEMENTATION

I. IMPLEMENTATION: The SEA ensures that the SIG intervention models are being implemented consistent with the final requirements of the SIG program. [Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]		Compliance Status <i>KSDE Use Only</i>		Comments
Guiding Questions	Acceptable Evidence			
<i>School-Level Questions</i> General Questions for All Intervention Models	<i>School-Level Evidence</i> General Evidence for All Intervention Models	YES	NO	
1. Are you new to the [school name] community?	<ul style="list-style-type: none"> • Parents describe the changes they have seen in the school, as well as their impressions of school culture and academic expectations. 			
2. What was the school like last year? How does that compare to the school this year?	<ul style="list-style-type: none"> • Parents describe the changes they have seen in the school, as well as their impressions of school culture and academic expectations. 			
3. What do your students say about the school?	<ul style="list-style-type: none"> • Parents describe the changes they have seen in the school, as well as their impressions of school culture and academic expectations. 			
4. How did the district or school inform you about the changes that would take place?	<ul style="list-style-type: none"> • Parents describe the changes they have seen in the school, as well as their impressions of school culture and academic expectations. 			
5. Did you have any opportunity to make suggestions on the changes that should be made or give feedback on the changes that would be made?	<ul style="list-style-type: none"> • Parents describe the changes they have seen in the school, as well as their impressions of school culture and academic expectations. 			

PARENT INTERVIEWS
Monitoring Indicators for School Improvement Grant
IMPLEMENTATION

School-Level Questions, Continued

<i>School-Level Questions</i> General Questions for All Intervention Models	<i>School-Level Evidence</i> General Questions for All Intervention Models	YES	NO	
6. What programs and supports are provided by the school or school district that helps you and your family?	<ul style="list-style-type: none"> Parents describe the changes they have seen in the school, as well as their impressions of school culture and academic expectations. 			
7. What programs for parents at your school make a positive difference in your child's education (e.g. programs that assist with helping with homework or math and reading nights, etc.)?	<ul style="list-style-type: none"> Parents describe the ways the school and teacher communicates with them, how they are involved in the school itself, and how they support their child's education. 			
8. How have you been involved in the school this year? For example, volunteering, PTA/PTO membership, school improvement team member, tutoring, mentoring, etc.)	<ul style="list-style-type: none"> Parents describe the ways the school and teacher communicates with them, how they are involved in the school itself, and how they support their child's education. 			
9. Does your school and/or the school district have a parent center and/or parent liaison?	<ul style="list-style-type: none"> Parents describe the ways the school and teacher communicates with them, how they are involved in the school itself, and how they support their child's education. 			
10. How does the school communicate with you? (E.g. newsletters, conference, phone class, e-mails, flyers, websites, etc.)? What information do they provide? How frequently do you have communication from the school? In what format?	<ul style="list-style-type: none"> Parents describe the ways the school and teacher communicates with them, how they are involved in the school itself, and how they support their child's education. 			
11. How often do you communicate with your student's teacher(s) about your child's progress in school? In what format?	<ul style="list-style-type: none"> Parents describe the ways the school and teacher communicates with them, how they are involved in the school itself, and how they support their child's education. 			

PARENT INTERVIEWS
Monitoring Indicators for School Improvement Grant
IMPLEMENTATION

School-Level Questions, Continued

<i>School-Level Questions</i> General Questions for All Intervention Models	<i>School-Level Evidence</i> General Questions for All Intervention Models	YES	NO	
12. What would you suggest to improve communication and information sharing that would make things easier for parents and students?	<ul style="list-style-type: none"> Parents describe the changes they have seen in the school, as well as their impressions of school culture and academic expectations. 			
13. How are you and other parents encouraged to attend parent meetings and other parent activities?	<ul style="list-style-type: none"> Parents describe the changes they have seen in the school, as well as their impressions of school culture and academic expectations. 			
14. How could the school be more welcoming and open to families and the community?	<ul style="list-style-type: none"> Parents describe the changes they have seen in the school, as well as their impressions of school culture and academic expectations. 			
15. Describe generally, what you know about the School Improvement Grant program or changes and reforms that have taken place in the school this year.	<ul style="list-style-type: none"> Parents describe their involvement in the reform planning efforts. 			

STUDENT INTERVIEWS
Monitoring Indicators for School Improvement Grant
IMPLEMENTATION

I. IMPLEMENTATION: The SEA ensures that the SIG intervention models are being implemented consistent with the final requirements of the SIG program. [Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]		Compliance Status <i>KSDE Use Only</i>		Comments
Guiding Questions	Acceptable Evidence			
<i>School-Level Questions</i> General Questions for all Intervention Models	<i>School-Level Evidence</i> Evidence for all Intervention Models	YES	NO	
1. What are the three best things about your school?	<ul style="list-style-type: none"> • Students describe their overall impressions of the school, including expectations of their performance, levels of engagement, and impressions of safety. • Students describe changes they have noticed between last year and the previous year. 			
2. Are there any things you don't like about your school? If so, what are they? Why?	<ul style="list-style-type: none"> • Students describe their overall impressions of the school, including expectations of their performance, levels of engagement, and impressions of safety. • Students describe changes they have noticed between last year and the previous year. 			
3. What was your school like last year? What is your school like this year? How does that compare to what the school is like this year?	<ul style="list-style-type: none"> • Students describe their overall impressions of the school, including expectations of their performance, levels of engagement, and impressions of safety. • Students describe changes they have noticed between last year and the previous year. 			

STUDENT INTERVIEWS
Monitoring Indicators for School Improvement Grant
IMPLEMENTATION

School-Level Questions, Continued

<i>School-Level Questions</i> General Questions for All Intervention Models	<i>School-Level Evidence</i> General Questions for All Intervention Models	YES	NO	
4. Do your teachers have high expectations for you? How do you know?	<ul style="list-style-type: none"> • Students describe their overall impressions of the school, including expectations of their performance, levels of engagement, and impressions of safety. • Students describe changes they have noticed between last year and the previous year. 			
5. Do find your classes interesting and engaging? Give examples of how or how not.	<ul style="list-style-type: none"> • Students describe their overall impressions of the school, including expectations of their performance, levels of engagement, and impressions of safety. • Students describe changes they have noticed between last year and the previous year. 			
6. Do you feel safe at school? Why or why not?	<ul style="list-style-type: none"> • Students describe their overall impressions of the school, including expectations of their performance, levels of engagement, and impressions of safety. • Students describe changes they have noticed between last year and the previous year. 			