

Appendix A
Memorandum of Understanding
The Kansas Learning Network
July 2009

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.

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

- 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
- Develop with KSDE and Cross & Jofus 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.

⁶ 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.

Alexa Posny, Kansas Commissioner of Education (Date)

District Superintendent (Date)

President of the Board of Education (Date)

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

Memorandum of Understanding
District Agreements under the School Improvement Grant
(1003g)
April 2010

As part of its responsibility to administer school improvement grants under Title I Section 1003g, the Kansas Department of Education (KSDE) is required by the U.S. Department of Education to ensure that Kansas schools and districts implement their grants effectively. To this end, KSDE is requiring that any school and district receiving a 1003g grant, agree to the following:

- Fully implement the grant, as defined by its application to KSDE.
- Fully implement the Kansas Learning Network technical assistance plan (for districts part of the Network).
- Budget for and hire, through Cross & Joftus, an Implementation Coach for Tier II high schools.
- Ensure that all Implementation Coaches in the district (Tier I, II, and III) have regular access to their assigned principals and have the support necessary from school and district staff to carry out their responsibilities.

Statement of Commitment

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

District Superintendent (Date)

School Principal (Date)

Appendix B



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 & Jofus 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.

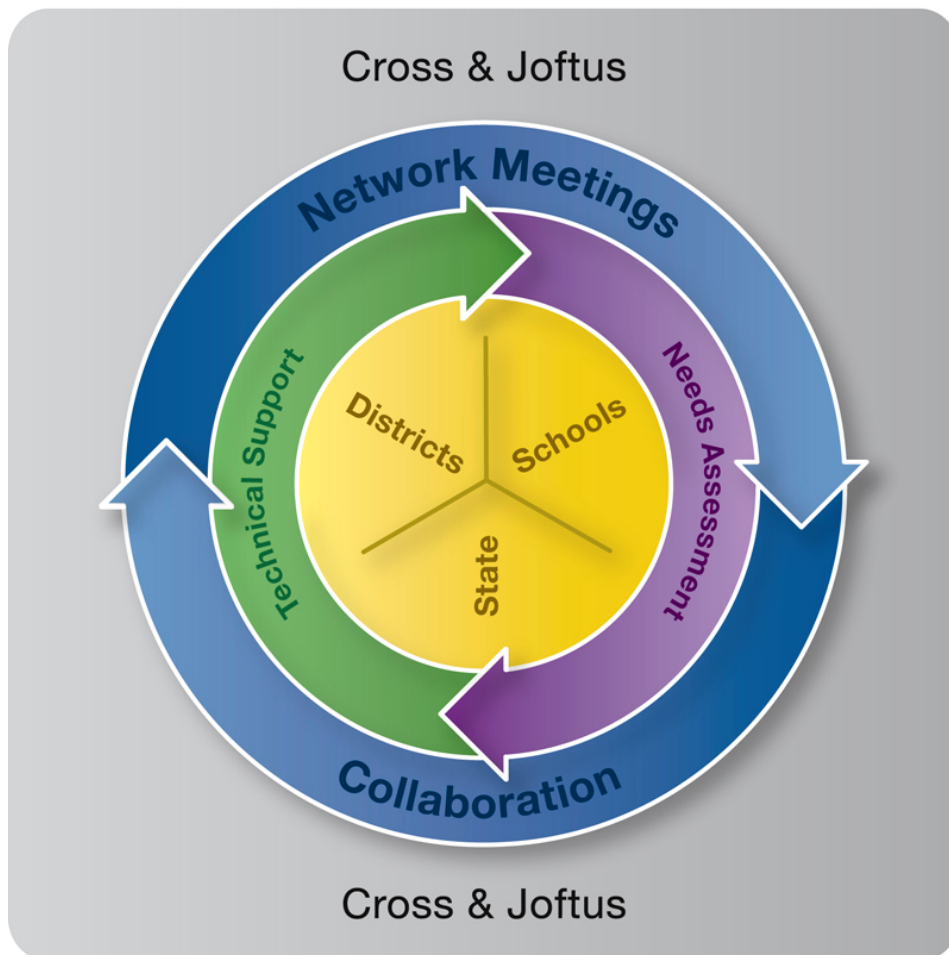
Torrey Shawe serves as a Policy and Project Associate for Cross & Joftus clients including the Kansas Department of Education and the District of Columbia's Office of the State Superintendent of Education. Before joining Cross & Joftus, Torrey was a Senior Policy Analyst at the National Governors Association 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 & Joftus 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.¹

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.

¹ 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 1990.² 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.³

² Frase & Hetzel (1990). *School Management by Wandering Around*. See also Eisner (2002). "The Kinds of Schools We Need." *Phi Delta Kappan*, 83, 576-583.

³ Downey, Steffy, English, Frase, Poston (2004). *The Three-Minute Classroom Walk-Through*. Thousands 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:⁴

- Engaging central office administrators across the central office in

⁴ 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.⁵ “The most important reason for conducting observational assessment of classrooms is for informing professional development.”⁶ A summary of the research supporting classroom observations can be found in Appendix A.

⁵ 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.

⁶ 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.⁷

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.

⁷ 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 & Joftus 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 & Jofus 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 & Jofus 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 & Jofus 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 & Jofus. 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

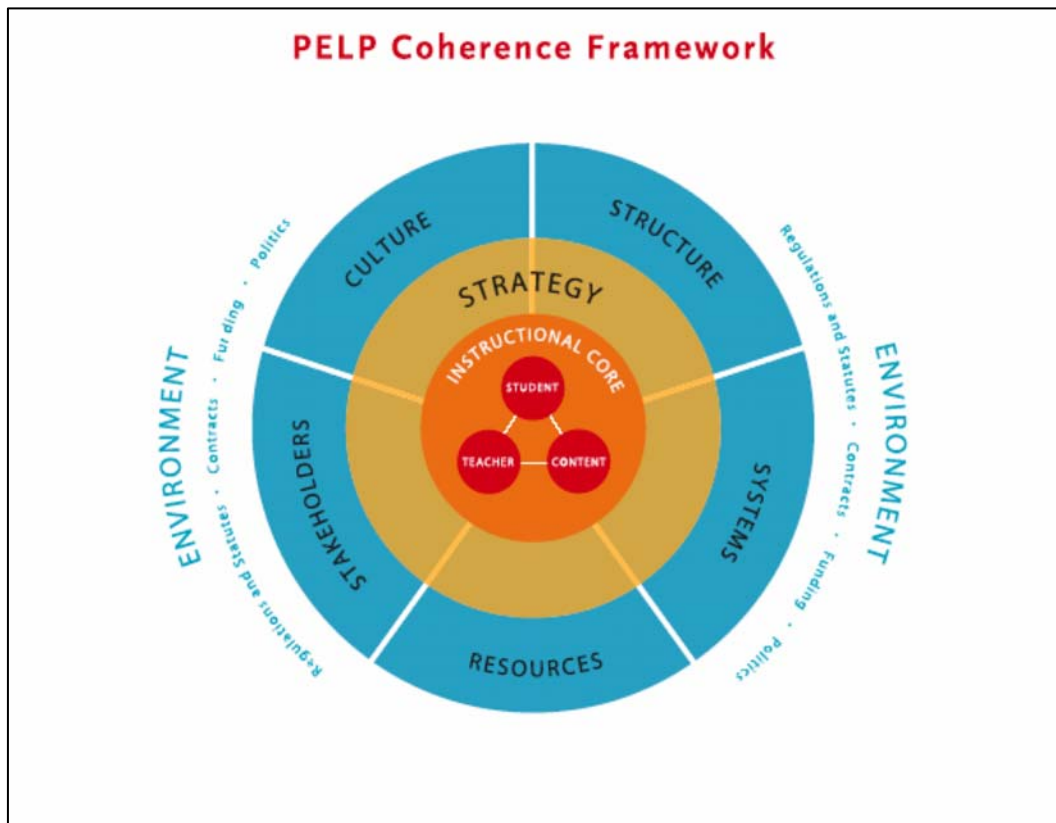
- Strategic planning
- Curriculum development

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 & Joftus 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

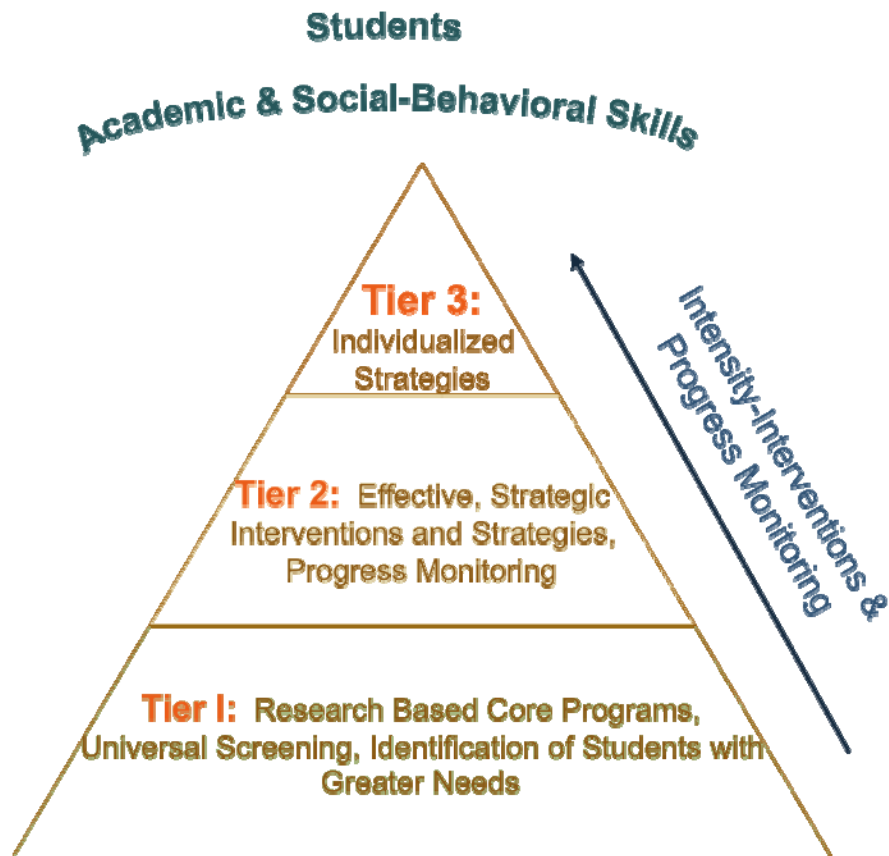
Cross & Joftus has been assisting a district in its efforts to institutionalize classroom observations. Building upon the use of the PALSS process during the district’s own needs assessment visit as well as the participation of key district leaders in the classroom observations that occurred in other 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 (Rtl)

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 (Rtl) 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 RtI 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:

- Participate⁸ in three “Network” meetings during the school year.
- Participate in the review of one district other than one’s own and of the Agency.⁹
- Help to coordinate the review of and technical assistance for its own system, transparently providing access to data, information, and key stakeholders.¹⁰
- Complete “assignments” and implement appropriate reforms effectively and efficiently.¹¹
- 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:

⁸ 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.

⁹ 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.

¹⁰ 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.

¹¹ 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.¹²
- 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.

¹² 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.¹³
- 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.

¹³ 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.

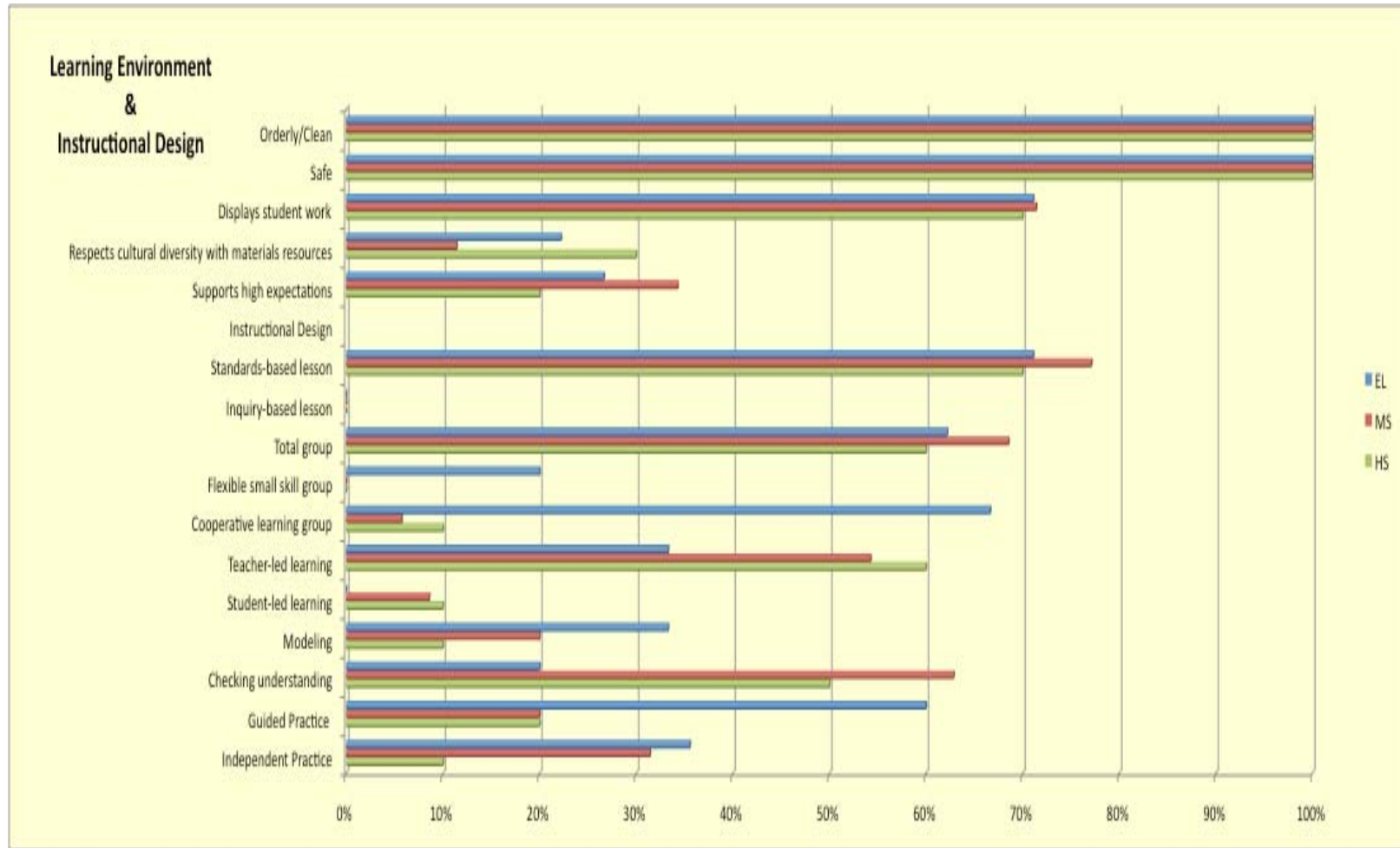
Appendix C: Teaching Practices Observed in District's Elementary Schools

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		
71% Standards-based lesson 0% Inquiry-based lesson 62% Total group 20% Flexible small skill group 67% Cooperative learning group 33% Teacher-led learning 0% Student-led learning 33% Modeling 20% Checking understanding 60% Guided Practice 36% Independent Practice		-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		
Adjust for multiple learning styles 67% -Visual 67% -Auditory 13% -Kinesthetic 9% Incorporate culturally responsive readings/perspectives 18% Address diverse language needs 13% Identify similarities & differences 20% Summarize & take notes 58% Reinforce efforts & provide recognition 38% Use homework & practice opportunities 13% Represent knowledge in multiple ways 29% Organize learning in groups 38% Set objectives & provide immediate/continuous feedback 2% Generate & test hypotheses 80% Use cues, questions & advance organizers 60% Increase student engagement		-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.

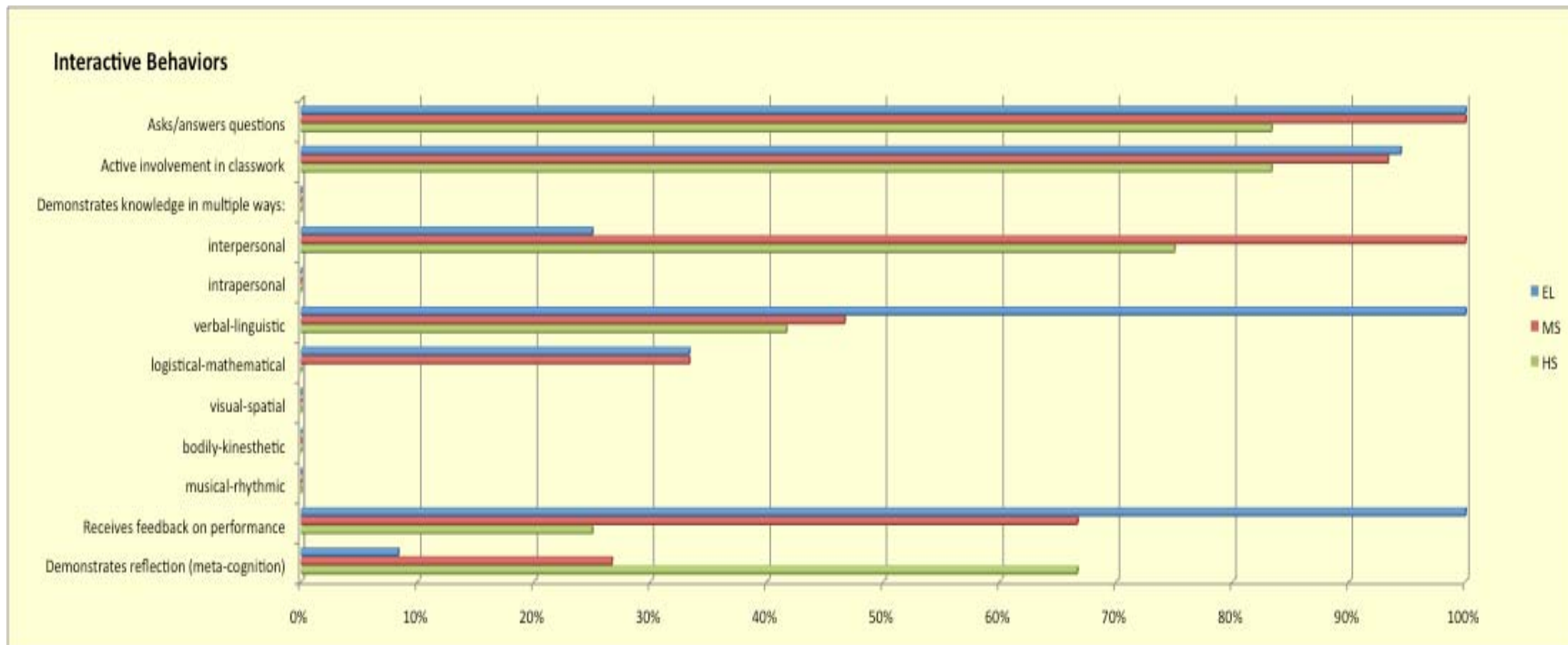
Appendix D: Learning Practices Observed in District's Elementary Schools

OBSERVED PRACTICES +		PD RECOMMENDATIONS Δ
<p>Interactive Behaviors</p> <p>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)</p>	LEARNING	<p>Interactive Behaviors</p> <p>-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.</p>
<p>Cognitive Level</p> <p>22% Knowledge 38% Comprehension 36% Application 7% Analysis 2% Synthesis 2% Evaluation</p>		<p>Cognitive Level</p> <p>-Need to provide instruction and opportunities for students to practice higher-level thinking skills.</p>
<p>Work Produced</p> <p>47% Individual Work 16% Group Work 49% Written work 0% Project 7% Presentation/Performance 0% Self-Evaluation/Reflection</p>		<p>Work Produced</p> <p>-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.</p>
<p>Resources</p> <p>29% Textbooks 53% Supplemental materials 22% Manipulatives 27% Technology 4% Materials reflect diversity 11% Worksheets</p>		<p>Resources</p> <p>-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.</p>

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): _____

TEACHING PRACTICES	LEARNING PRACTICES
<p>1. E=ENVIRONMENT:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Orderly/Clean/Well-Managed <input type="checkbox"/> b. Safe <input type="checkbox"/> c. Evidence of student learning <p>2. D=DESIGN/INSTRUCTIONAL PLANNING :</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Standards-based lesson communicated <input type="checkbox"/> b. Instruction informed by learning data <input type="checkbox"/> c. Modeling/Demonstration <input type="checkbox"/> d. Checking understanding/feedback <input type="checkbox"/> e. Guided Practice <input type="checkbox"/> f. Independent practice/Homework <input type="checkbox"/> g. Evaluation/Feedback <p>3. S=STRATEGIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Adjust for multiple learning styles (auditory/visual/kinesthetic) <input type="checkbox"/> b. Incorporate culturally responsive readings/perspectives/materials <input type="checkbox"/> c. Address diverse language needs <input type="checkbox"/> d. Target research-based practices that accelerate learning (see reverse) <ul style="list-style-type: none"> <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>4. T=THINKING LEVEL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge (recall) <input type="checkbox"/> Comprehension (interpret) <input type="checkbox"/> Application (use) <input type="checkbox"/> Analysis (examine) <input type="checkbox"/> Synthesis (create) <input type="checkbox"/> Evaluation (judge) 	<p>5. E=ENVIRONMENT/RESOURCES DEMONSTRATED:</p> <ul style="list-style-type: none"> <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>6. D=DESIGN:</p> <ul style="list-style-type: none"> <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>7. S=STRATEGIES DEMONSTRATED:</p> <ul style="list-style-type: none"> <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>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 (<i>Classroom Instruction that Works with English Language Learners</i> , 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 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?

KLN

C. Wehmeyer

9/10/2009

Appendix C

Implementation Coach and Principal Meeting Report

- 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?

- District level admin is doing a good job of working with the building principal for next year's needs/staffing.

6. What are the ICs next steps? Monitor the vision for the spring and summer in regard to cognitive levels of the KSA; KCA assessments; and data review for next year's decisions.

7. What are the principal's next steps? Update on KSA preparation., DAT meeting on 3/3/2010.

8. What is the date and time of the next meeting? March 3, 2010; 9:00 am.

9. What will be the focus of the next meeting? DAT review for AC, observe spring 2010 KSA preparation, plan for March/April/May.

10. At this point in time, what is your confidence level of achieving student outcomes target in the plan?

1 **5** **x** **10**

Low confidence

High confidence

IC monthly checklist for February:

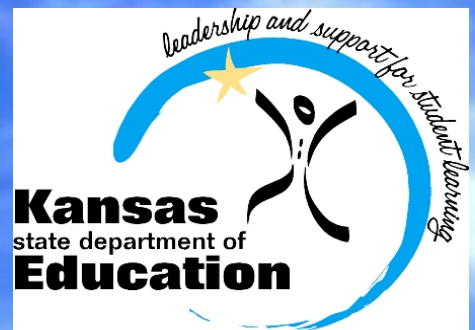
February

- X Staff is discussing student grouping to address specific needs of students
- x There is continued engagement about engaging students
- x Planning discussions for the next year are underway with student learning as the focus .

Appendix D

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.

Section C contains the **sample agendas** from Section D along **with documents to use during the meetings**. **A result of following these agendas is the creation (or revision) and implementation of an improvement plan, specifically the Integrated Improvement Plan for Districts and/or Schools.**

Section D contains **sample agendas** that guide the districts and schools through the Kansas Improvement Model.

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:

- Equity Advisory Council
- National Staff Development Council
- North Central Accreditation

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:

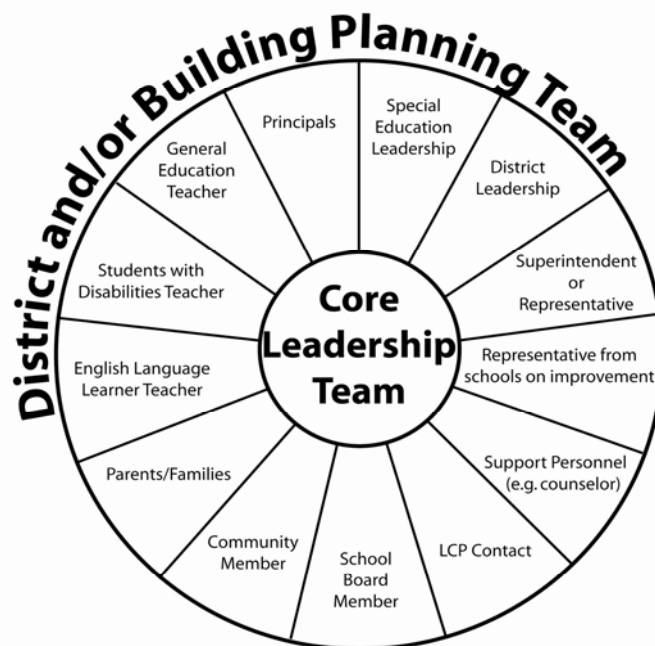
- participate in planning process, phases one, two and three
- participate in planning team meetings
- participate in core leadership team meetings
- coordinate the selection, collection, display, sorting and discussion of district and/or school data
- work closely with the Facilitator throughout the 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. 	<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. 	<ul style="list-style-type: none"> Drafting the improvement plan(s). Coordinating alignment between district and school plan(s). 	<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.
<ul style="list-style-type: none"> Develop a planning budget for improvement process. 	<ul style="list-style-type: none"> Review fiscal and human resources and reallocate, if necessary. 	<ul style="list-style-type: none"> Communicating information to all stakeholders and providing an opportunity for input. 	<ul style="list-style-type: none"> 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

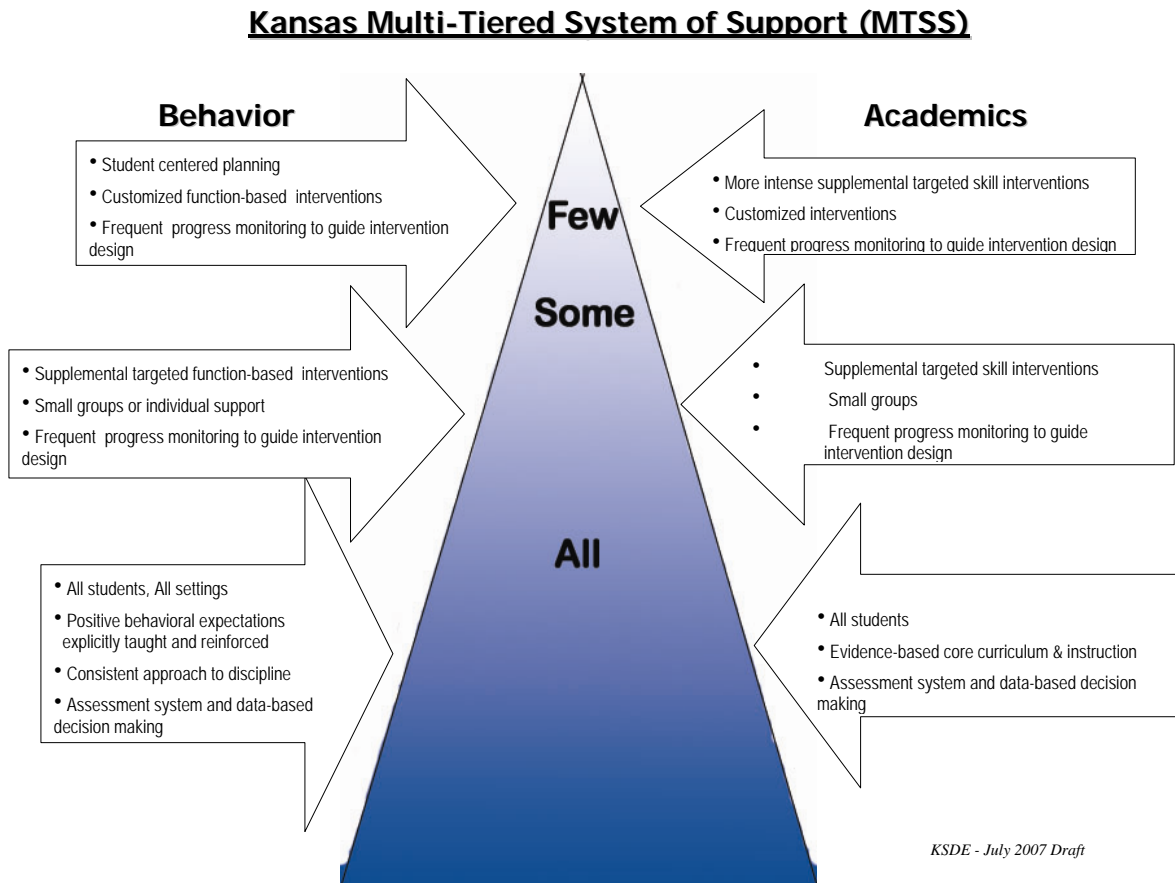
for additional information on MTSS go to <http://www.kansasmstss.org/>



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/>



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

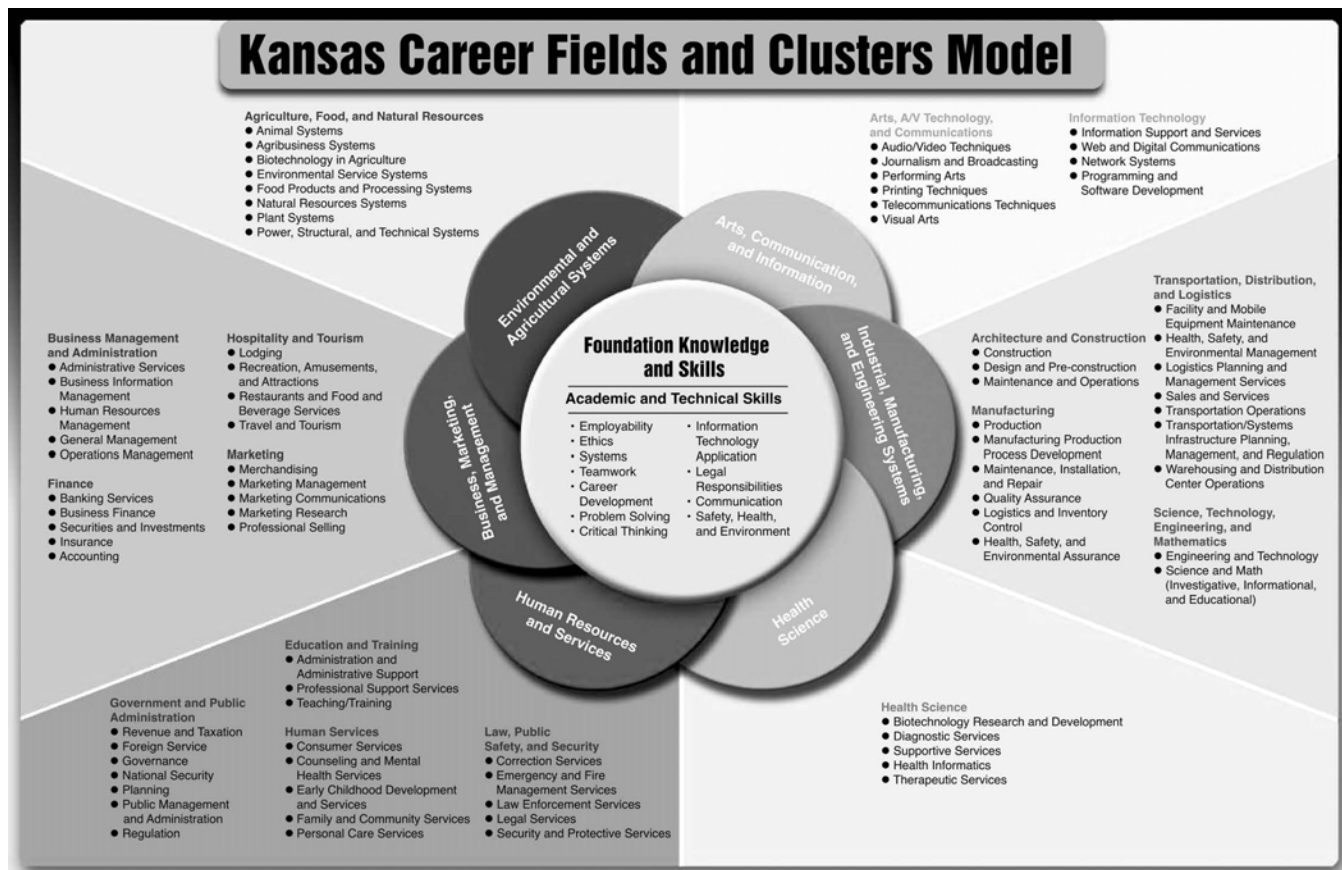
The student...

- 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 style="text-align: center;">For further information and/or suggestions for edits to this document please contact:</p> <p style="text-align: center;">Carla Sullivan csullivan@ksde.org Lynn Bechtel lbechtel@ksde.org Kathy Boyer kboyer@ksde.org Robin Harris rharris@ksde.org</p>	

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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.

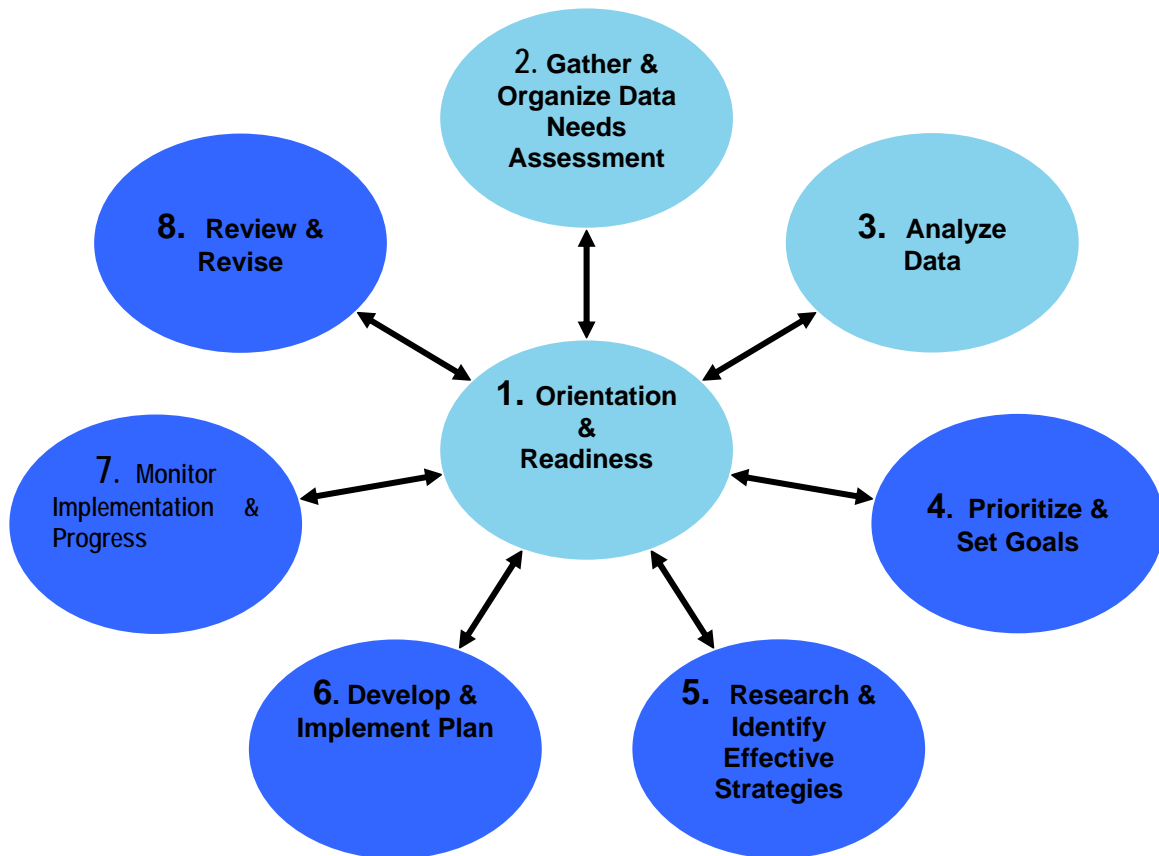
For a complete listing of Kansas program, building, and district leadership standards and indicators go to <http://www.ksde.org/LinkClick.aspx?fileticket=adxw8%3d&tabid=295>

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 Improvement Plan for Districts and/or Schools.

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			



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?



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			



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?

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			



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

Target Area					
Most critical					
Is it a challenge?					
Is it a strength					
Themes					

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

Sample Study Group Report Form

Date:

Study Group Members: Teresa Smith, Jaime Sanchez, Lawrence O'Dell, Tom Johnson, Charlotte Sakue

Goal: Improve students' knowledge and skills in mathematics as measured by a 25 percent increase in students meeting grade-level final exams and 45.8 percent of students meeting standard on the seventh grade state assessment by the year 2008.

Research Topic:
Professional development

Learning (What we learned):
We need to make sure that our professional development is more effective in improving student learning by providing job embedded professional development.

Rationale (Why you would use it):
Provides a way for staff to report having difficulty teaching applications of mathematics principles.

Application (Considerations for putting into practice):
Professional development needs to take place in the classroom. Process training coaches need to be skilled in area of concern.

Research Base:
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):
Improve professional development practices.

Second Order Examples (ownership, focus, philosophy, systemic):
Gauge impact of improved professional development on student learning and adopt ongoing evaluation of professional development to refine focus as needs adjust.

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.

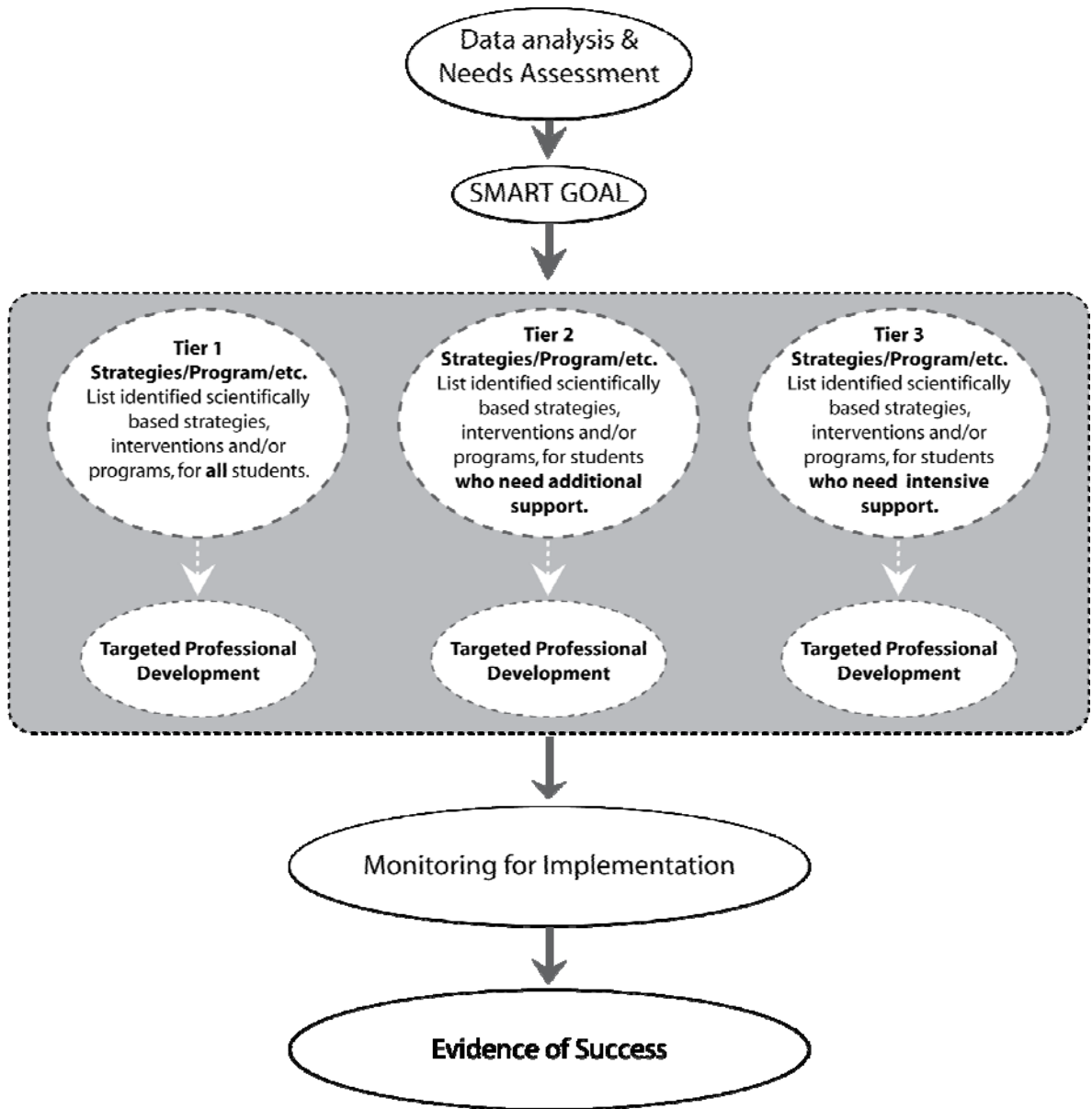
What are the tasks for the second part of the meeting?

- 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.					

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					

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



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)

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 3 rd Grade.	Indicator of Success	Evidence
Benchmarks: Teacher will have instructional materials aligned to State Standards.	Curriculum was reviewed based on K-12 reading standards.	Comments from the review are attached. Supplemental materials aligned with state standards were provided at all levels.
Teachers will receive comprehensive professional development in reading.	Trained reading coaches were placed in every school, K-12.	50 percent increase in use of research-based reading instruction strategies at high school level as evidenced in walk throughs.



Sample Agendas with Supporting Documentation, continued

Evaluation Worksheet (Sample)

Goal:		
Benchmark	Indicator of Success	Evidence



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 administering 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
QPA
Title I Year 1 and 2

USD Number	District Name	Building Number	Building Name	Building Grade Span
School Address	City	Zip Code	Telephone Number	Fax Number
Date Submitted				

Date used for official data collection (_____ - _____ - _____)
Month Day Year

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 area(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 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



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

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

Appendix E

Multi Tier System of Support 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.kansasmtss.org/resources.htm>

Kansas Multi-Tier System of Supports

- Innovation Configuration Matrix (ICM)

June 2009





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Innovation Configuration Matrix (ICM)

Introduction

A number of educational researchers have long advocated for a system of prevention and intervention for all learners. In Kansas, we refer to this systemic approach to supporting the learning of all students as the *Multi-Tier System of Supports* (MTSS). Simply put, MTSS is a continuum of increasingly intense, research-based interventions provided to learners that helps them learn by responding to their academic and/or behavioral needs. It includes ongoing monitoring of the effectiveness of all instruction provided. The outcome is to ensure that each Kansas student achieves to high standards.

The *Kansas Multi-Tier System of Supports: Innovation Configuration Matrix (ICM)* is designed to describe the principles and practices within a Multi-Tier System of Supports (MTSS). The principles and practices included in this *ICM* focus on the essential system components that are consistent across all ages (early childhood through high school) and across all domains (academic and behavior).

The *ICM* is a tool that may be used in multiple ways, though it's primarily a descriptive document. The primary use is to assist in the understanding of the principles and practices of a multi-tier system and what they look like when implemented within a district, building or other community agency. Schools have also found it a helpful tool in guiding critical discussions among leadership and staff. To fully understand the structures and processes necessary in implementing a sustainable system, districts, schools, families, community agencies and other stakeholders are encouraged to access additional support materials and training specific to a multi-tier system of academic and behavioral supports available at www.kansasmtss.org.

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

Leadership and Empowerment

Component 1: Effective Leadership Teams				
Implementing		In Progress		Not Implementing
LE1	<p>Formal leadership teams exist at all levels (e.g., district, building, and site) and include representation from:</p> <ul style="list-style-type: none"> • Administration • Staff • Learners • Families • Community Collaborators 	<p>Formal leadership teams exist only at some levels or include representation from some but not all:</p> <ul style="list-style-type: none"> • Administration • Staff • Learners • Families • Community Collaborators 		<p>No formal leadership teams exist.</p>
LE2	<p>Each leadership team is known throughout the district/community and meets regularly to address learner academic and behavioral success in an integrated manner.</p>	<p>There are separate leadership teams identified to address academic and behavioral success that meet regularly.</p>	<p>The leadership team is informally identified to address academics and/or behavioral concerns.</p>	<p>There are no identified leadership teams attending to academics and/or behavior.</p>
LE3	<p>The roles and responsibilities of each leadership team member are clearly identified and agreed upon by the team as a whole.</p>	<p>The roles and responsibilities of each leadership team member are determined by individual team members rather than by the team as a whole.</p>	<p>General roles and responsibilities are identified for each leadership team member.</p>	<p>No clear role is identified for how each leadership team member will support MTSS.</p>



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



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Implementing		In Progress		Not Implementing
LE7	A communication plan that provides information and data on a formal and frequent basis is developed and utilized to communicate with district, building and community collaborators about MTSS.	Communication within the leadership team and with community collaborators about MTSS is planned but does not occur frequently or as planned.	Communication within the leadership team occurs but is not planned. Communication with community collaborators about MTSS does not occur nor is planned.	No clear or consistent communication plan is in place to support implementation of MTSS.
Component 2: Creating an Empowering Culture				
Implementing		In Progress		Not Implementing
LE8	The system, including staff and families, impacts learning through the intentional design and redesign of the curriculum, instruction and environment.	Supports for struggling learners beyond entitlement programs are left up to individual or small groups of staff to design and implement.		Staff relies on title, special education and other entitlement programs to meet the needs of struggling learners.
LE9	The leadership team, all staff, and families have a collaborative responsibility for data-based decision making and problem solving to improve academic and behavioral achievement.	The leadership team takes responsibility for data-based decision making and problem solving for improved academic and behavioral achievement without including staff and families in the process.	The administration has abdicated responsibility to staff for data-based decision making and problem solving to improve academic and behavioral achievement.	There is no acknowledged responsibility for data-based decision making and problem solving to improve academic and behavioral achievement.
LE10	The leadership team, all staff, families, and community collaborators have developed knowledge of and come to consensus regarding the implementation of MTSS.	The leadership team has a common understanding of the need to build knowledge and consensus around the implementation of MTSS and has a plan to do so.	The leadership team has shared information regarding MTSS.	Knowledge about MTSS is gained individually by the staff based on individual interests.



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Implementing		In Progress		Not Implementing
LE11	Professional development for staff and family involvement opportunities are aligned with the principles and practices of MTSS and include ongoing support and coaching.	Professional development activities for staff are aligned with the principles and practices of MTSS, but do not include ongoing support and coaching or opportunities family involvement.	Professional development is directed by administration to address general topics related to achievement.	Participation in professional development is self-selected by individual staff members.
LE12	Learner experiences are customized in ways that make content relevant and enable learning.	Learners are provided with content learning experiences which are customized to their interests without regard to learning needs.	Struggling learners are matched to existing programs to receive support.	Learners are provided instruction and expected to learn.
LE13	The data are openly shared and implications for instruction are discussed at all levels within the school, with families, and the community, including the celebration of improved indicators of success.	The data are shared but implications for instruction are not discussed openly.	The data are publicly reported when it is positive.	The data are publicly reported only if it is required by law/regulation to do so.
LE14	The leadership team engages families in their child's education through the development of a parent involvement policy that supports the implementation of the strategies contained in the six areas of the National Standards for Family School Partnerships.	The parent involvement policy is reflective of the National Standards for Family School Partnerships but does not address all six areas and/or strategies are not implemented.	The parent involvement policy is developed but is not reflective of the six National Standards for Family School Partnerships.	There is no parent involvement policy.



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Assessment

Component 1: Comprehensive Assessment System				
Implementing		In Progress		Not Implementing
A1	The assessment system includes tools to measure all essential components of academics and behavior.	Some tools are in place, but they are either not available for both academics and behavior or they do not address all the essential components of each.		The assessment system does not include tools to measure essential components of academics or behavior.
A2	The assessment system for academics and behavior includes: <ul style="list-style-type: none"> • Universal Screening • Diagnostic /Functional Behavioral Assessment • Progress Monitoring • Outcomes 	The assessment system includes some of these assessment tools or only academics and behavior: <ul style="list-style-type: none"> • Universal Screening • Diagnostics/ Functional Behavioral Assessment • Progress Monitoring • Outcomes 		The assessment system includes assessment tools for outcomes only.
Component 2: Assessments are Valid and Reliable				
Implementing		In Progress		Not Implementing
A3	The staff has independently documented technical adequacy of each assessment tool used.	Documentation of technical adequacy for each assessment instrument comes only from the publishing company.	The staff assume technical adequacy but no documentation is available.	The staff uses instruments that are not technically adequate.
A4	Data are collected by staff who have been formally trained to reliably and validly administer the instruments.			The staff that having responsibility for data collection receives information but inadequate training to reliably and validly administer the instruments.



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Component 3: Adequate Capacity for Assessment System			
	Implementing	In Progress	Not Implementing
A5	Universal screening of academic skills occurs at least 3 times per year.		Universal screening of academic skills occurs less than 3 times per year.
A6	Behavior/office discipline referrals are continually tracked by learner, grade, date, time, referring staff, problem behavior, location, persons involved, probable motivation and administrative decision.	Behavioral/office discipline referrals are tracked by some of the variables of learner, grade, date, time, referring staff, problem behavior, location, persons involved, probable motivation and administrative decision but not all.	Behavior/office discipline referrals are not tracked in a systematic manner or by all of the following variables: learner, grade, date, time, referring staff, problem behavior, location, persons involved, probably motivation, and administrative decision.
A7	The staff consistently administers diagnostic/functional behavioral assessments following locally documented decision rules.	The staff does not consistently administer diagnostic/functional behavioral assessments following locally documented decision rules.	The staff individually determines when diagnostic assessments are given.
A8	Frequency of progress monitoring of learners receiving supplemental and intensive instruction in academics and behavior is documented, followed, and based upon research.	Frequency of progress monitoring of learners receiving supplemental and intensive instruction in academics and behavior is left up to individual teams or staff to determine.	Progress monitoring does not regularly occur for learners receiving supplemental and intensive instruction.



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Component 4: Decision Making Rules are Clear				
Implementing		In Progress		Not Implementing
A9	<p>Teams have clearly documented and consistently follow decision rules to ensure early identification for intervention for learners in both academics and behavior regarding:</p> <ul style="list-style-type: none"> • Access to supports • Changing supports • Intensifying supports • Exiting supports 	<p>Teams have documented decision rules, but they are unknown or inconsistently used by staff for academics and behavior regarding:</p> <ul style="list-style-type: none"> • Access to supports • Changing supports • Intensifying supports • Exiting supports 	<p>Teams have informal or missing decision rules for academics and behavior regarding:</p> <ul style="list-style-type: none"> • Access to supports • Changing supports • Intensifying supports • Exiting supports 	<p>No commonly agreed upon or understood decision rules for academics and behavior regarding:</p> <ul style="list-style-type: none"> • Access to supports • Changing supports • Intensifying supports • Exiting supports

Curriculum

Component 1: Curriculum is Evidence Based				
Implementing		In Progress		Not Implementing
C1	<p>The staff has formally evaluated and documented the adequacy of all the academic and behavioral curricular materials used across tiers and ensured alignment to learner needs, state standards and the evidence base.</p>	<p>The staff relies on the publishing company for documentation of the evidence bases for the academic and behavioral curricular materials used across tiers.</p>	<p>Academic and behavioral curricular materials assumed to be evidence-based or not evidence-based for all tiers.</p>	<p>Unknown or insufficient evidence base for academic and behavioral curricular materials across tiers.</p>



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



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



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Instruction

Component 1: All Instructional Practices are Evidence Based				
Implementing		In Progress		Not Implementing
I1	The staff has formally evaluated and documented the adequacy of all the academic and behavioral instructional practices used across all tiers.	The staff has participated in discussions about the evidence-base of specific academic and behavioral instructional practices for different tiers.	General information about evidence-based academic and behavioral instructional practices is disseminated to staff.	There is an insufficient or unknown evidence base for academic and behavioral instructional practices across tiers. All staff is expected to read information about evidence-based instructional practices.
Component 2: Instructional Practices are Implemented with Fidelity				
Implementing		In Progress		Not Implementing
I2	All staff is specifically trained in the use of targeted evidence-based instructional practices/strategies for academics and behavior. All staff understands the critical features and application in all settings. Ongoing support and coaching is provided as staff implements the instructional practices/strategies.	Some staff is trained in the use of evidence-based instructional practices/strategies for academics and behavior and “take the information back” to their colleagues via Professional Learning Communities, etc.	Selected staff (e.g., reading coach, special education staff, title teacher, counselor, etc.) receives training in use of evidence-based instructional practices/strategies.	The learning instructional practices/strategies are left up to individual staff.



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Implementing		In Progress		Not Implementing
I3	The staff selects evidence-based instructional practices/strategies that are an appropriate match for the needs of the learner, academically and behaviorally.	The staff selects instructional practices/strategies that are an appropriate match for the needs of the learner, academically and behaviorally.	The administration selects a set of behavioral and academic instructional practices/strategies for use with all learners in all settings regardless of individual need.	The staff uses the same behavioral and academic instructional practices/strategies for all learners in all settings regardless of individual need.
I4	A process is in place to check the fidelity of instructional practices/strategies for behavior and academics across all settings with feedback and coaching to staff provided throughout the year.	The fidelity of instructional practices/strategies for behavior and academics is specifically reviewed through observation of the staff during personnel evaluation, and feedback is provided at that time.	The fidelity of instructional practices/strategies for academics is checked by having staff note example instructional practices on sample lesson plans turned into their supervisor. A plan is being developed to check for fidelity of implementation of practices related to social/behavioral needs of learners.	It is assumed that all staff are implementing instructional practices/strategies with fidelity. Practices/strategies related to social/behavioral needs are not a concern.
Component 3: Schedule Allows for Protected Instruction Time				
Implementing		In Progress		Not Implementing
I5	The schedule provides sufficient time for core, supplemental and intensive instruction and is protected from all controllable interruptions and monitored to ensure that planned time is actualized.	The schedule provides sufficient time for core, supplemental and intensive instruction and it's left up to individual staff to ensure that planned time is actualized.		The schedule does not include specific time for core, supplemental and intensive instruction.



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Component 4: Flexible Grouping Allows for Appropriate Instruction				
Implementing		In Progress		Not Implementing
I6	Supplemental and intensive group size is based on the premise that as intensity of instruction increases, group size decreases, and instruction is delivered by highly trained staff.	Some attempts are made to lower group size for supplemental and/or intensive instruction and may or may not be delivered by highly trained staff.		Supplemental and intense instruction is provided in group sizes based upon staffing availability.

Data-Based Decision Making

Component 1: Structures for Data-Based Decision Making				
Implementing		In Progress		Not Implementing
DBDM1	Clearly identified teams conduct data-based decision making at each level: <ul style="list-style-type: none"> System (District/Building/Site) Supplemental Instruction Intensive Instruction 	Teams are identified and conduct data-based decision making at some levels: <ul style="list-style-type: none"> System (District/Building/Site) Supplemental Instruction Intensive Instruction 	Informal teams meet as time allows to conduct data-based decision making at some levels: <ul style="list-style-type: none"> System (District/Building/Site) Supplemental Instruction Intensive Instruction 	No identified team conducts data-based decision making at any level.
DBDM2	All teams have a clear and consistent understanding of their roles and responsibilities to make decisions about the implementation, sufficiency and effectiveness of the curriculum and instruction, and have a forum to influence changes.	All teams have an understanding of their roles and responsibilities to make decisions about the effectiveness of curriculum and instruction but do not have a forum to influence changes.	The teams have vague understanding of their roles and responsibilities in reviewing and analyzing data at each level.	There is no common understanding of the roles and responsibilities of teams reviewing data.



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Implementing		In Progress		Not Implementing
DBDM3	All staff is actively involved and has been trained in the problem solving process and uses it consistently to guide decisions related to academics and behavior, including following clearly documented decision rules.	Some staff is involved and has been trained in the problem solving process and is beginning to formally implement, but inconsistently apply, decision rules.	The team informally uses a problem solving process but has no decision rules.	The team does not use the problem solving process to guide decision making.
DBDM4	All staff has a full and complete understanding of how to analyze collected data and how to interpret and report the results accurately and consistently, including helping families understand the meaning and use of the data.	Most staff can analyze much of the data and interpret the results but does so inconsistently and information shared with families is limited.	The staff can analyze some of the simplest data elements but doesn't know how to interpret the results.	The staff does not understand how to analyze data nor how to interpret the results.
Component 2: Data-Based Decision Making for Improving the System				
Implementing		In Progress		Not Implementing
DBDM5	A clearly identified team meets at regularly scheduled times to analyze system-wide data for academic and behavioral decision making.	An informal team meets to review system-wide data academic and behavioral data.	The administration reviews system-wide academic data. A plan is being developed to review behavioral data.	System-wide data-based decision making does not occur for academics or behavior.
DBDM6	The team conducting system level decision making uses data from: <ul style="list-style-type: none"> • Outcome Assessments • Universal Screenings • Progress Monitoring 	The team conducting system level decision making uses data from: <ul style="list-style-type: none"> • Outcome Assessments • Universal Screenings 	The administration makes system level decisions based on: <ul style="list-style-type: none"> • Outcome Assessments • Universal Screenings 	System level decision making is based on outcome data only.



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Implementing		In Progress		Not Implementing
DBDM7	<p>The team makes recommendations for adjustments to the system by analyzing:</p> <ul style="list-style-type: none"> Sufficiency of instructional procedures Fidelity of implementation of all instruction Effectiveness in engaging learners, families and communities Sufficiency and effectiveness of the multi-tier system to meet the needs of all learners 	<p>The team analyzes:</p> <ul style="list-style-type: none"> Sufficiency of instructional procedures Fidelity of implementation of all instruction Sufficiency and effectiveness of the multi-tier system to meet the needs of all learners 	<p>The team analyzes:</p> <ul style="list-style-type: none"> Sufficiency of instructional procedures 	<p>The team does not review effectiveness of or make adjustments in system.</p>
Component 3: Data-Based Decision Making for Improving Supplemental Instruction				
Implementing		In Progress		Not Implementing
DBDM8	<p>A clearly identified team meets at regularly scheduled times to analyze academic and behavioral data from groups receiving supplemental instruction.</p>	<p>An informal team meets to analyze academic and behavioral intervention data for learners receiving supplemental instruction.</p>	<p>The administration reviews intervention data for academics and/or behavior for learners receiving supplemental instruction.</p>	<p>Supplemental instruction data-based decision making does not occur.</p>
DBDM9	<p>The team conducting decision making for learners receiving supplemental instruction uses data from:</p> <ul style="list-style-type: none"> Universal Screenings Diagnostic Assessments Progress Monitoring 	<p>The team conducting decision making for learners receiving supplemental instruction uses data from:</p> <ul style="list-style-type: none"> Universal Screenings Diagnostic Assessments Progress Monitoring 	<p>The administration makes decisions for learners receiving supplemental instruction based on:</p> <ul style="list-style-type: none"> Universal Screenings Progress Monitoring 	<p>Decision about supplemental instruction is based on universal screening data only.</p>



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Implementing		In Progress		Not Implementing
DBDM10	The team analyzes intervention data from supplemental instruction regarding grouping decisions, sufficiency of supplemental instruction, fidelity of implementation of supplemental instruction and curriculum, effectiveness in engaging families and makes recommendations for adjustments to the system for curriculum and instruction and programs used for supplemental instruction.	The team analyzes intervention data from supplemental instruction regarding grouping decisions and sufficiency of supplemental instruction.	The team analyzes data to make grouping decisions.	The team looks at the general effectiveness of supplemental instruction.
Component 4: Data-based Decision Making for Improving Intensive Instruction				
Implementing		In Progress		Not Implementing
DBDM11	A clearly identified team meets at regularly scheduled times to conduct decision making, addressing intensive instruction for academic and behavioral program decision making. This team includes the family or utilizes input and feedback from the family.	The team meets regularly to give suggestions for improving intensive instruction for academics and behavior. The team sometimes includes the family or utilizes input from the family.	The process to conduct decision making addressing intensive instruction for academics and behavior is informal and does not meet regularly.	Data-based decision making addressing intensive instruction does not occur.



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Implementing		In Progress		Not Implementing
DBDM12	The teams conducting decision making for academic and/or behavior at the intensive level use data from diagnostic assessments and progress monitoring.	The teams conducting decision making for academic and/or behavior at the intensive level use data from universal screening and diagnostic assessments.	The teams conducting decision making for academic and/or behavior at the intensive level use data from universal screening.	No team meets to conduct decision making for academic and/or behavior at the intensive level.
DBDM13	<p>The team analyzes individual learner intervention data regarding:</p> <ul style="list-style-type: none"> • Customization of individual intervention plans • Effectiveness of customized intervention plans • Fidelity of implementation of intervention plans • Need to carry individual intervention plans forward into further evaluation 	<p>The team analyzes individual learner intervention data regarding:</p> <ul style="list-style-type: none"> • Customization of individual intervention plans • Progress of individual learners • Need to refer for evaluation for entitlement 	<p>The team analyzes individual learner intervention data regarding:</p> <ul style="list-style-type: none"> • Develop individual plans • Need to refer for evaluation for entitlement 	The team discusses need to refer for evaluation for entitlement.



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Integration and Sustainability

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



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Implementing		In Progress		Not Implementing
IS4	The realignment of resources and changes in educational practices within the entire educational system (including all state and federal programs and local resources) is occurring.	The realignment of resources and practices has occurred in most but not all programs.	The realignment of resources and practices has occurred in a few programs.	No change has occurred in the allocation of resources.
Component 2: Systems are Self-Correcting and Achieve Positive Outcomes for Learners				
Implementing		In Progress		Not Implementing
IS5	All leadership teams have a formal process in place to annually review the implementation of decisions made as a result of data-based decision making and new evidence/research and to make changes as necessary.	All leadership teams have an informal process in place to annually review implementation of decisions made as a result of data-based decision making and new evidence/research.	The building/site leadership team has a process to review implementation of decisions made as a result of data-based decision making.	There is no process in place to review decisions made as a result of data-based decision making.
IS6	All leadership teams have a formal process in place to review learner data across all tiers from all indicators of success and make necessary changes in the processes for data-based decision making, including data analysis, decision rules and system responsiveness.	All leadership teams have an informal process in place to review all indicators of success and make necessary changes in the processes for data-based decision making, including data analysis, decision rules and system responsiveness.	The building/site leadership team has a process to review data-based decision making process.	There is no process in place to review and improve the data-based decision making process.

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				

Report Card 2008-2009

Turner Elem 1800 South 55th Kansas City, KS 66106	Current Accreditation Status: Accredited
USD 202 Turner-Kansas City	

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: 95%	% Prof. & Above Goal: 77.8%	% Tested Goal: 95%	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	69.4%	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%	62.8%	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	23.5	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: 464 District: 4,074 State: 468,195

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

Graduation Rate	Bldg.	Dist.	State
2007	0.0	80.6	89.2
2008	0.0	75.1	89.5

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%	66.66%	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/rcard/bldg_tchrs.aspx?org_no=D0202&bldg_no=0164

GRADE 03 READING

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	
Building	14.8%	8.0%	22.2%	40.0%	27.2%	32.0%	21.0%	17.3%	14.8%	2.7%	0.0%
District	17.0%	13.3%	23.5%	34.1%	33.0%	35.5%	15.9%	14.7%	10.2%	2.4%	0.0%
State	27.8%	29.1%	29.3%	29.7%	26.4%	26.4%	10.2%	9.5%	5.7%	4.9%	0.5%

Economically Disadvantaged

Building	13.5%	7.1%	19.2%	37.5%	26.9%	33.9%	25.0%	17.9%	15.4%	3.6%	0.0%
District	13.9%	12.7%	20.6%	29.1%	33.3%	38.6%	20.6%	16.4%	11.1%	3.2%	0.0%
State	16.9%	17.8%	26.6%	27.0%	31.3%	32.5%	14.8%	14.0%	9.5%	8.2%	0.6%

Special Ed.

Building	11.1%	8.3%	11.1%	25.0%	11.1%	50.0%	33.3%	16.7%	33.3%	0.0%	0.0%
District	11.5%	4.3%	11.5%	23.4%	25.0%	51.1%	28.8%	17.0%	21.2%	4.3%	0.0%
State	16.0%	17.2%	23.3%	25.4%	33.2%	34.6%	16.8%	13.9%	10.1%	8.4%	0.5%

ELL

Building	---	0.0%	---	54.5%	---	18.2%	---	27.3%	---	0.0%	0.0%
District	12.2%	7.0%	20.4%	29.8%	36.7%	40.4%	14.3%	22.8%	16.3%	0.0%	0.0%
State	11.3%	11.1%	22.0%	22.8%	32.1%	34.0%	18.4%	18.3%	13.9%	12.0%	1.6%

African American Students

Building	6.3%	0.0%	12.5%	35.7%	12.5%	42.9%	43.8%	14.3%	25.0%	7.1%	0.0%
District	3.6%	9.4%	25.0%	34.4%	10.7%	34.4%	39.3%	12.5%	21.4%	9.4%	0.0%
State	11.7%	12.5%	22.9%	24.4%	31.4%	33.0%	18.9%	16.8%	14.2%	12.6%	0.7%

Hispanic

Building	4.5%	7.1%	31.8%	42.9%	31.8%	28.6%	18.2%	21.4%	13.6%	0.0%	0.0%
District	9.9%	6.3%	26.8%	33.8%	35.2%	40.0%	15.5%	18.8%	12.7%	1.3%	0.0%
State	12.8%	13.4%	23.8%	24.7%	32.1%	33.7%	17.6%	16.8%	12.3%	10.5%	0.9%

White

Building	27.0%	13.2%	18.9%	39.5%	29.7%	28.9%	13.5%	15.8%	10.8%	2.6%	0.0%
District	24.5%	18.8%	22.3%	33.3%	34.5%	31.9%	10.8%	13.9%	7.2%	2.1%	0.0%
State	33.0%	34.9%	31.1%	31.2%	24.6%	23.9%	7.6%	6.9%	3.4%	2.8%	0.3%

Asian & Pacific

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	29.4%	29.4%	29.6%	29.7%	23.8%	23.1%	10.1%	9.6%	5.0%	5.9%	2.3%

American Indian

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	20.7%	22.4%	34.0%	29.1%	28.2%	31.0%	12.3%	11.2%	4.4%	5.7%	0.6%

Multi-Ethnic

Building	---	---	---	---	---	---	---	---	---	---	---
District	6.7%	3.8%	13.3%	38.5%	46.7%	42.3%	20.0%	15.4%	13.3%	0.0%	0.0%
State	24.5%	22.9%	28.8%	30.5%	29.1%	29.3%	11.4%	12.2%	5.6%	4.7%	0.5%

Female

Building	16.2%	13.3%	10.8%	43.3%	37.8%	23.3%	21.6%	16.7%	13.5%	3.3%	0.0%
District	16.4%	14.3%	24.2%	37.1%	37.5%	33.6%	14.1%	11.4%	7.0%	3.6%	0.0%
State	28.6%	30.0%	29.7%	30.3%	26.5%	25.9%	9.8%	9.0%	4.9%	4.5%	0.4%

Male

Building	13.6%	4.4%	31.8%	37.8%	18.2%	37.8%	20.5%	17.8%	15.9%	2.2%	0.0%
District	17.6%	12.4%	22.8%	31.4%	28.7%	37.3%	17.6%	17.6%	13.2%	1.3%	0.0%
State	27.1%	28.2%	29.0%	29.1%	26.3%	26.8%	10.6%	10.1%	6.4%	5.3%	0.6%

Migrant

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	13.8%	16.2%	30.9%	24.3%	30.3%	30.1%	16.0%	19.1%	7.4%	10.4%	0.0%

GRADE 04 READING

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2009
Building	6.6%	29.6%	24.6%	27.2%	34.4%	30.9%	23.0%	7.4%	9.8%	4.9%	0.0%
District	17.3%	29.1%	25.0%	28.7%	30.0%	27.2%	17.7%	9.6%	9.2%	5.4%	0.0%
State	30.7%	31.7%	29.2%	29.3%	26.5%	26.2%	7.5%	7.2%	5.5%	5.1%	0.4%

Economically Disadvantaged

Building	5.3%	27.8%	21.1%	33.3%	34.2%	25.9%	26.3%	7.4%	10.5%	5.6%	0.0%
District	15.7%	24.6%	25.3%	30.2%	28.1%	27.9%	18.5%	11.2%	11.2%	6.1%	0.0%
State	18.8%	18.9%	26.6%	27.6%	32.8%	33.2%	11.3%	11.0%	9.6%	8.8%	0.6%

Special Ed.

Building	---	31.3%	---	12.5%	---	31.3%	---	12.5%	---	12.5%	0.0%
District	9.1%	23.3%	11.4%	14.0%	27.3%	32.6%	34.1%	18.6%	15.9%	11.6%	0.0%
State	19.0%	18.0%	21.5%	22.3%	36.0%	36.0%	12.4%	13.3%	10.6%	9.8%	0.6%

ELL

Building	---	---	---	---	---	---	---	---	---	---	---
District	16.7%	21.8%	19.4%	36.4%	19.4%	20.0%	33.3%	12.7%	11.1%	9.1%	0.0%
State	11.0%	12.3%	23.0%	22.9%	34.8%	35.6%	14.7%	13.5%	14.5%	13.8%	1.9%

African American Students

Building	---	6.7%	---	20.0%	---	53.3%	---	6.7%	---	13.3%	0.0%
District	15.4%	3.8%	23.1%	26.9%	42.3%	38.5%	7.7%	23.1%	11.5%	7.7%	0.0%
State	14.1%	12.5%	23.2%	23.5%	34.0%	34.3%	12.4%	14.7%	14.8%	14.5%	0.5%

Hispanic

Building	0.0%	20.0%	50.0%	40.0%	30.0%	25.0%	10.0%	10.0%	10.0%	5.0%	0.0%
District	15.5%	22.9%	32.8%	37.1%	24.1%	24.3%	20.7%	8.6%	6.9%	7.1%	0.0%
State	14.1%	14.8%	24.8%	24.8%	34.6%	35.1%	12.8%	12.7%	12.5%	11.4%	1.2%

White

Building	9.8%	43.9%	14.6%	24.4%	36.6%	22.0%	26.8%	7.3%	9.8%	2.4%	0.0%
District	18.7%	36.7%	20.6%	24.5%	29.7%	28.1%	20.0%	7.9%	9.7%	2.9%	0.0%
State	36.1%	37.5%	30.8%	31.1%	23.9%	23.2%	5.8%	5.2%	3.1%	2.7%	0.2%

Asian & Pacific

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	35.6%	38.6%	27.5%	25.8%	24.1%	22.3%	6.4%	5.5%	4.4%	6.4%	1.5%

American Indian

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	22.0%	25.3%	27.4%	27.6%	31.3%	31.4%	10.4%	9.3%	7.4%	6.1%	0.4%

Multi-Ethnic

Building	---	---	---	---	---	---	---	---	---	---	---
District	15.4%	20.0%	38.5%	33.3%	38.5%	33.3%	0.0%	6.7%	7.7%	6.7%	0.0%
State	27.3%	26.8%	29.5%	29.0%	28.7%	29.6%	8.4%	8.6%	5.6%	5.6%	0.4%

Female

Building	9.4%	31.6%	31.3%	23.7%	40.6%	31.6%	9.4%	7.9%	9.4%	5.3%	0.0%
District	15.9%	28.3%	22.2%	30.7%	37.3%	29.1%	13.5%	7.1%	11.1%	4.7%	0.0%
State	31.9%	33.0%	29.5%	29.3%	26.2%	26.0%	7.0%	6.7%	4.9%	4.6%	0.4%

Male

Building	3.4%	27.9%	17.2%	30.2%	27.6%	30.2%	37.9%	7.0%	10.3%	4.7%	0.0%
District	18.7%	29.9%	27.6%	26.9%	23.1%	25.4%	21.6%	11.9%	7.5%	6.0%	0.0%
State	29.5%	30.5%	28.9%	29.4%	26.9%	26.3%	8.0%	7.7%	6.1%	5.7%	0.4%

Migrant

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	13.3%	14.5%	25.1%	25.5%	35.9%	33.3%	11.8%	10.9%	11.8%	10.9%	4.8%

GRADE 05 READING

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2009
Building	14.7%	18.9%	20.6%	23.0%	39.7%	35.1%	16.2%	12.2%	8.8%	10.8%	0.0%
District	23.5%	20.2%	21.4%	29.4%	32.4%	30.1%	15.7%	12.9%	7.1%	7.0%	0.4%
State	33.6%	34.5%	25.7%	25.6%	24.5%	24.3%	9.9%	9.3%	5.8%	5.8%	0.5%

Economically Disadvantaged

Building	7.5%	17.3%	15.0%	21.2%	40.0%	36.5%	25.0%	15.4%	12.5%	9.6%	0.0%
District	21.0%	17.1%	15.5%	29.6%	33.7%	31.7%	20.4%	14.6%	9.4%	7.0%	0.0%
State	21.9%	21.9%	23.7%	24.1%	29.5%	29.7%	14.3%	13.8%	9.8%	9.9%	0.6%

Special Ed.

Building	7.1%	13.3%	0.0%	13.3%	28.6%	40.0%	21.4%	13.3%	42.9%	20.0%	0.0%
District	11.1%	9.3%	18.5%	16.7%	25.9%	29.6%	24.1%	24.1%	20.4%	18.5%	1.9%
State	19.9%	19.6%	20.8%	21.5%	32.5%	33.2%	15.7%	14.1%	10.5%	10.9%	0.8%

ELL

Building	---	25.0%	---	16.7%	---	50.0%	---	0.0%	---	8.3%	0.0%
District	21.6%	14.6%	16.2%	29.2%	27.0%	31.3%	24.3%	16.7%	10.8%	8.3%	0.0%
State	14.4%	12.5%	19.7%	19.6%	29.1%	32.4%	18.1%	17.8%	16.3%	16.3%	1.3%

African American Students

Building	8.3%	18.2%	16.7%	36.4%	41.7%	36.4%	25.0%	9.1%	8.3%	0.0%	0.0%
District	19.0%	14.3%	9.5%	39.3%	42.9%	39.3%	19.0%	3.6%	9.5%	3.6%	0.0%
State	16.6%	18.7%	22.5%	21.4%	30.2%	30.0%	17.0%	15.5%	13.1%	13.5%	0.9%

Hispanic

Building	15.4%	14.3%	15.4%	28.6%	46.2%	57.1%	23.1%	0.0%	0.0%	0.0%	0.0%
District	19.4%	19.4%	18.1%	30.6%	38.9%	30.6%	16.7%	16.1%	6.9%	3.2%	0.0%
State	17.5%	16.7%	21.3%	22.2%	30.5%	30.7%	16.4%	16.2%	13.2%	13.3%	0.9%

White

Building	15.0%	20.9%	25.0%	20.9%	37.5%	30.2%	12.5%	16.3%	10.0%	11.6%	0.0%
District	21.5%	22.3%	25.8%	26.1%	29.4%	29.9%	16.0%	13.4%	7.4%	7.6%	0.6%
State	38.7%	40.3%	26.9%	26.8%	22.6%	22.2%	7.8%	7.1%	3.6%	3.4%	0.3%

Asian & Pacific

Building	---	---	---	---	---	---	---	---	---	---	---
District	50.0%	50.0%	20.0%	20.0%	20.0%	20.0%	10.0%	10.0%	0.0%	0.0%	0.0%
State	35.3%	39.6%	26.6%	25.0%	20.8%	21.9%	9.2%	7.5%	5.7%	4.8%	1.1%

American Indian

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	31.9%	26.6%	24.1%	26.6%	24.6%	27.1%	11.7%	11.9%	7.5%	6.9%	0.9%

Multi-Ethnic

Building	---	---	---	---	---	---	---	---	---	---	---
District	57.1%	11.8%	0.0%	41.2%	28.6%	11.8%	7.1%	17.6%	7.1%	17.6%	0.0%
State	30.7%	29.0%	24.8%	25.9%	27.6%	26.8%	10.8%	10.8%	5.3%	7.1%	0.4%

Female

Building	5.3%	20.5%	26.3%	23.1%	44.7%	35.9%	15.8%	12.8%	7.9%	7.7%	0.0%
District	21.2%	20.5%	22.6%	26.5%	34.2%	32.6%	15.1%	13.6%	6.8%	6.1%	0.8%
State	33.5%	35.5%	26.2%	26.0%	24.3%	23.7%	9.9%	8.9%	5.6%	5.4%	0.4%

Male

Building	26.7%	17.1%	13.3%	22.9%	33.3%	34.3%	16.7%	11.4%	10.0%	14.3%	0.0%
District	25.9%	20.0%	20.0%	32.1%	30.4%	27.9%	16.3%	12.1%	7.4%	7.9%	0.0%
State	33.7%	33.6%	25.2%	25.2%	24.6%	24.9%	9.9%	9.6%	6.0%	6.2%	0.5%

Migrant

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	16.4%	14.8%	19.5%	23.1%	33.3%	30.8%	11.9%	16.0%	18.2%	14.8%	0.6%

GRADE 06 READING

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2009
Building	26.3%	22.7%	15.0%	21.3%	35.0%	33.3%	12.5%	14.7%	10.0%	6.7%	1.3%
District	29.6%	30.3%	24.5%	26.6%	28.8%	26.6%	11.3%	11.0%	5.4%	5.2%	0.3%
State	31.1%	33.3%	29.5%	29.4%	24.5%	23.7%	8.2%	7.7%	6.2%	5.4%	0.5%

Economically Disadvantaged

Building	16.0%	21.2%	12.0%	17.3%	42.0%	36.5%	14.0%	13.5%	14.0%	9.6%	1.9%
District	25.1%	25.2%	21.1%	24.3%	32.2%	31.2%	13.5%	11.9%	7.6%	6.9%	0.5%
State	17.1%	19.8%	25.8%	27.8%	31.6%	30.3%	13.0%	11.7%	11.5%	9.7%	0.7%

Special Ed.

Building	5.3%	14.3%	10.5%	7.1%	26.3%	42.9%	21.1%	7.1%	31.6%	28.6%	0.0%
District	11.9%	14.3%	9.5%	22.4%	35.7%	34.7%	23.8%	14.3%	16.7%	14.3%	0.0%
State	15.8%	18.3%	22.8%	23.1%	34.7%	34.5%	12.7%	12.6%	13.4%	10.7%	0.7%

ELL

Building	---	---	---	---	---	---	---	---	---	---	---
District	28.6%	31.6%	11.4%	10.5%	31.4%	34.2%	20.0%	15.8%	8.6%	7.9%	0.0%
State	10.5%	11.0%	20.2%	21.6%	34.1%	33.5%	17.7%	16.0%	15.5%	16.0%	1.9%

African American Students

Building	14.3%	---	7.1%	---	28.6%	---	14.3%	---	35.7%	---	---
District	25.0%	14.3%	25.0%	28.6%	25.0%	28.6%	7.1%	19.0%	17.9%	9.5%	0.0%
State	12.3%	14.4%	22.6%	22.9%	32.2%	30.8%	15.6%	15.9%	16.4%	15.1%	0.8%

Hispanic

Building	25.0%	42.9%	12.5%	7.1%	50.0%	28.6%	6.3%	21.4%	6.3%	0.0%	0.0%
District	27.9%	29.5%	19.7%	24.4%	36.1%	30.8%	11.5%	10.3%	4.9%	5.1%	0.0%
State	14.5%	16.4%	22.6%	25.4%	32.2%	31.7%	16.3%	13.5%	13.1%	11.7%	1.3%

White

Building	33.3%	19.6%	19.0%	26.1%	28.6%	32.6%	14.3%	13.0%	4.8%	6.5%	2.2%
District	31.4%	29.8%	26.4%	28.0%	24.3%	25.5%	13.6%	11.2%	4.3%	5.0%	0.6%
State	36.5%	38.9%	31.4%	30.8%	22.1%	21.3%	5.9%	5.6%	3.7%	3.1%	0.3%

Asian & Pacific

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	66.7%	---	16.7%	---	8.3%	---	8.3%	---	0.0%	0.0%
State	33.6%	35.3%	27.9%	28.5%	24.2%	21.0%	6.1%	7.5%	6.7%	6.5%	1.3%

American Indian

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	19.5%	26.6%	30.0%	30.2%	29.8%	24.6%	12.1%	11.0%	8.7%	6.9%	0.7%

Multi-Ethnic

Building	---	---	---	---	---	---	---	---	---	---	---
District	22.2%	31.3%	22.2%	25.0%	50.0%	31.3%	0.0%	6.3%	0.0%	6.3%	0.0%
State	27.0%	28.5%	29.8%	29.7%	26.5%	27.6%	8.4%	7.8%	7.6%	6.2%	0.2%

Female

Building	18.4%	21.1%	15.8%	21.1%	39.5%	39.5%	13.2%	15.8%	13.2%	2.6%	0.0%
District	25.2%	30.8%	30.7%	26.6%	27.6%	30.8%	10.2%	9.1%	6.3%	2.8%	0.0%
State	33.1%	35.1%	30.3%	29.5%	23.5%	22.9%	7.6%	7.2%	5.1%	4.8%	0.5%

Male

Building	33.3%	24.3%	14.3%	21.6%	31.0%	27.0%	11.9%	13.5%	7.1%	10.8%	2.7%
District	33.8%	29.9%	18.5%	26.5%	30.0%	22.4%	12.3%	12.9%	4.6%	7.5%	0.7%
State	29.3%	31.6%	28.7%	29.3%	25.5%	24.5%	8.7%	8.1%	7.1%	6.0%	0.5%

Migrant

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	14.6%	13.0%	28.5%	28.1%	32.6%	32.2%	12.5%	14.4%	10.4%	10.3%	2.1%

GRADE 03 MATH

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2009
Building	21.3%	18.7%	25.0%	29.3%	36.3%	37.3%	7.5%	8.0%	10.0%	6.7%	0.0%
District	24.7%	23.2%	30.8%	37.9%	30.4%	28.3%	6.1%	6.8%	7.6%	3.8%	0.0%
State	31.7%	32.1%	28.7%	29.5%	25.8%	26.1%	7.4%	6.7%	5.9%	5.1%	0.4%

Economically Disadvantaged

Building	17.6%	17.9%	17.6%	28.6%	45.1%	39.3%	7.8%	8.9%	11.8%	5.4%	0.0%
District	19.6%	19.2%	28.5%	38.4%	35.2%	32.0%	6.7%	6.4%	9.5%	4.1%	0.0%
State	21.4%	21.2%	26.9%	28.2%	30.7%	32.2%	10.5%	9.7%	9.7%	8.3%	0.4%

Special Ed.

Building	17.6%	0.0%	5.9%	16.7%	47.1%	66.7%	11.8%	8.3%	17.6%	8.3%	0.0%
District	13.7%	10.6%	29.4%	34.0%	33.3%	34.0%	5.9%	10.6%	15.7%	10.6%	0.0%
State	18.0%	19.1%	25.9%	27.2%	31.1%	31.8%	13.1%	11.8%	11.3%	9.5%	0.6%

ELL

Building	---	27.3%	---	36.4%	---	36.4%	---	0.0%	---	0.0%	0.0%
District	20.8%	22.8%	35.4%	47.4%	35.4%	24.6%	4.2%	3.5%	4.2%	1.8%	0.0%
State	20.2%	20.2%	24.7%	27.0%	32.4%	31.7%	10.2%	10.7%	11.5%	9.8%	0.7%

African American Students

Building	12.5%	7.1%	0.0%	21.4%	43.8%	50.0%	6.3%	21.4%	37.5%	0.0%	0.0%
District	14.3%	9.4%	14.3%	34.4%	28.6%	40.6%	14.3%	9.4%	28.6%	6.3%	0.0%
State	13.8%	14.3%	22.5%	24.4%	31.6%	33.2%	14.6%	13.3%	16.1%	14.3%	0.5%

Hispanic

Building	23.8%	26.7%	38.1%	33.3%	28.6%	33.3%	4.8%	0.0%	4.8%	6.7%	0.0%
District	28.6%	24.7%	32.9%	42.0%	31.4%	25.9%	4.3%	4.9%	2.9%	2.5%	0.0%
State	20.6%	20.2%	25.4%	27.6%	32.4%	32.5%	10.3%	10.1%	10.4%	8.7%	0.8%

White

Building	27.0%	18.9%	27.0%	27.0%	37.8%	37.8%	5.4%	8.1%	2.7%	8.1%	0.0%
District	25.9%	25.9%	35.3%	35.7%	28.8%	26.6%	3.6%	7.7%	5.8%	4.2%	0.0%
State	36.0%	37.1%	30.0%	30.7%	23.8%	23.6%	6.0%	5.1%	3.7%	3.3%	0.3%

Asian & Pacific

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	42.4%	41.5%	28.1%	28.0%	19.5%	21.2%	4.9%	4.9%	4.2%	4.1%	0.3%

American Indian

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	25.2%	22.3%	29.4%	28.3%	30.8%	33.0%	7.1%	7.9%	7.1%	8.1%	0.4%

Multi-Ethnic

Building	---	---	---	---	---	---	---	---	---	---	---
District	13.3%	11.5%	13.3%	42.3%	40.0%	34.6%	26.7%	7.7%	6.7%	3.8%	0.0%
State	27.0%	25.2%	29.1%	28.9%	27.1%	31.4%	8.5%	8.6%	7.6%	5.6%	0.4%

Female

Building	19.4%	26.7%	19.4%	30.0%	41.7%	40.0%	2.8%	3.3%	16.7%	0.0%	0.0%
District	25.2%	24.1%	27.6%	39.7%	30.7%	27.7%	5.5%	8.5%	10.2%	0.0%	0.0%
State	30.5%	30.6%	29.0%	29.7%	26.5%	27.2%	7.6%	6.9%	5.9%	5.3%	0.3%

Male

Building	22.7%	13.3%	29.5%	28.9%	31.8%	35.6%	11.4%	11.1%	4.5%	11.1%	0.0%
District	24.3%	22.4%	33.8%	36.2%	30.1%	28.9%	6.6%	5.3%	5.1%	7.2%	0.0%
State	32.8%	33.5%	28.4%	29.4%	25.1%	25.2%	7.3%	6.5%	5.8%	4.9%	0.4%

Migrant

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	24.1%	20.0%	31.4%	27.2%	23.0%	23.9%	11.5%	13.3%	8.4%	15.0%	0.6%

GRADE 04 MATH

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2009
Building	11.9%	23.8%	15.3%	26.3%	42.4%	25.0%	11.9%	16.3%	16.9%	8.8%	0.0%
District	21.0%	23.1%	20.6%	27.7%	36.5%	32.7%	12.3%	9.6%	8.7%	6.9%	0.0%
State	31.2%	31.8%	26.3%	26.2%	28.6%	28.6%	7.6%	7.6%	5.8%	5.5%	0.3%

Economically Disadvantaged

Building	8.3%	24.5%	11.1%	20.8%	38.9%	24.5%	16.7%	20.8%	22.2%	9.4%	0.0%
District	19.9%	21.9%	17.5%	22.5%	36.3%	36.5%	14.0%	11.2%	11.1%	7.9%	0.0%
State	19.5%	19.7%	24.7%	25.0%	34.4%	34.8%	11.1%	11.1%	9.5%	9.0%	0.4%

Special Ed.

Building	---	25.0%	---	12.5%	---	18.8%	---	31.3%	---	12.5%	0.0%
District	4.5%	16.3%	13.6%	9.3%	43.2%	39.5%	18.2%	20.9%	18.2%	14.0%	0.0%
State	16.0%	16.0%	22.3%	21.1%	37.4%	38.1%	13.1%	13.8%	10.5%	10.5%	0.7%

ELL

Building	---	---	---	---	---	---	---	---	---	---	---
District	22.2%	20.0%	25.0%	30.9%	30.6%	29.1%	16.7%	10.9%	5.6%	9.1%	0.0%
State	16.4%	15.3%	25.1%	24.1%	33.2%	36.1%	12.3%	12.0%	11.9%	11.9%	0.7%

African American Students

Building	---	14.3%	---	7.1%	---	35.7%	---	14.3%	---	28.6%	0.0%
District	16.0%	12.0%	16.0%	12.0%	48.0%	52.0%	4.0%	8.0%	16.0%	16.0%	0.0%
State	13.9%	13.2%	20.8%	20.7%	35.8%	35.6%	12.8%	15.2%	15.2%	14.8%	0.4%

Hispanic

Building	10.0%	25.0%	40.0%	20.0%	40.0%	30.0%	10.0%	20.0%	0.0%	5.0%	0.0%
District	24.6%	24.3%	26.3%	24.3%	31.6%	35.7%	15.8%	8.6%	1.8%	7.1%	0.0%
State	17.3%	17.2%	24.9%	24.9%	34.9%	35.0%	11.5%	11.5%	10.4%	10.8%	0.6%

White

Building	12.5%	29.3%	10.0%	31.7%	42.5%	22.0%	12.5%	12.2%	20.0%	4.9%	0.0%
District	19.7%	24.5%	19.7%	30.2%	35.5%	30.2%	13.2%	9.4%	10.5%	5.8%	0.0%
State	36.0%	37.1%	27.2%	27.2%	26.7%	26.3%	6.1%	5.8%	3.7%	3.3%	0.3%

Asian & Pacific

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	42.3%	42.8%	27.3%	23.5%	22.1%	24.8%	3.9%	4.5%	3.6%	4.0%	0.5%

American Indian

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	19.2%	23.2%	24.2%	24.6%	34.1%	35.2%	11.8%	11.8%	9.2%	4.8%	0.4%

Multi-Ethnic

Building	---	---	---	---	---	---	---	---	---	---	---
District	30.0%	20.0%	20.0%	40.0%	40.0%	13.3%	10.0%	20.0%	0.0%	6.7%	0.0%
State	28.3%	25.5%	26.4%	27.1%	28.7%	30.6%	9.7%	9.1%	6.3%	7.5%	0.2%

Female

Building	9.7%	23.7%	16.1%	31.6%	45.2%	23.7%	12.9%	7.9%	16.1%	13.2%	0.0%
District	16.9%	23.6%	19.4%	29.9%	38.7%	28.3%	15.3%	9.4%	9.7%	8.7%	0.0%
State	30.2%	30.7%	26.4%	26.4%	29.3%	29.2%	7.7%	7.6%	5.9%	5.8%	0.3%

Male

Building	14.3%	23.8%	14.3%	21.4%	39.3%	26.2%	10.7%	23.8%	17.9%	4.8%	0.0%
District	25.0%	22.6%	21.9%	25.6%	34.4%	36.8%	9.4%	9.8%	7.8%	5.3%	0.0%
State	32.2%	32.8%	26.1%	26.0%	28.0%	27.9%	7.4%	7.6%	5.6%	5.3%	0.4%

Migrant

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	17.9%	18.0%	28.2%	25.7%	36.4%	39.5%	7.2%	6.6%	9.7%	9.0%	1.2%

GRADE 05 MATH

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2009
Building	11.9%	8.0%	20.9%	28.0%	37.3%	29.3%	19.4%	18.7%	10.4%	16.0%	0.0%
District	20.0%	18.7%	27.5%	28.6%	32.1%	33.0%	12.5%	8.1%	7.9%	11.4%	0.4%
State	31.3%	32.1%	27.8%	27.5%	27.4%	27.0%	7.7%	7.5%	5.3%	5.4%	0.4%

Economically Disadvantaged

Building	7.5%	9.6%	17.5%	23.1%	35.0%	32.7%	27.5%	21.2%	12.5%	13.5%	0.0%
District	15.5%	17.6%	27.1%	26.1%	31.5%	36.7%	15.5%	9.0%	10.5%	10.6%	0.0%
State	19.9%	19.7%	26.0%	26.6%	33.3%	33.6%	11.2%	10.7%	8.9%	9.1%	0.4%

Special Ed.

Building	0.0%	6.7%	14.3%	6.7%	28.6%	26.7%	28.6%	33.3%	28.6%	26.7%	0.0%
District	9.3%	5.6%	20.4%	9.3%	27.8%	42.6%	25.9%	16.7%	16.7%	24.1%	1.9%
State	16.4%	16.7%	22.5%	23.0%	35.7%	35.0%	13.9%	13.7%	10.6%	10.9%	0.8%

ELL

Building	---	8.3%	---	33.3%	---	50.0%	---	8.3%	---	0.0%	0.0%
District	21.6%	20.8%	18.9%	31.3%	35.1%	39.6%	10.8%	8.3%	13.5%	0.0%	0.0%
State	15.9%	15.2%	25.5%	24.2%	32.8%	36.1%	12.7%	12.7%	12.5%	11.3%	0.4%

African American Students

Building	9.1%	0.0%	18.2%	25.0%	36.4%	25.0%	36.4%	33.3%	0.0%	16.7%	0.0%
District	20.0%	3.4%	10.0%	20.7%	25.0%	41.4%	40.0%	17.2%	5.0%	17.2%	0.0%
State	14.0%	14.0%	23.5%	23.7%	34.7%	34.2%	14.4%	12.9%	12.4%	14.6%	0.7%

Hispanic

Building	23.1%	14.3%	7.7%	42.9%	15.4%	28.6%	23.1%	14.3%	30.8%	0.0%	0.0%
District	22.2%	29.0%	19.4%	32.3%	33.3%	30.6%	11.1%	8.1%	13.9%	0.0%	0.0%
State	17.3%	17.4%	26.3%	25.4%	33.2%	35.2%	12.4%	11.8%	10.3%	9.6%	0.5%

White

Building	10.0%	9.3%	25.0%	25.6%	45.0%	30.2%	15.0%	16.3%	5.0%	18.6%	0.0%
District	17.2%	17.2%	31.3%	29.3%	35.0%	31.2%	11.0%	7.0%	5.5%	14.6%	0.6%
State	35.8%	37.3%	28.6%	28.5%	25.6%	24.5%	6.1%	5.9%	3.6%	3.5%	0.3%

Asian & Pacific

Building	---	---	---	---	---	---	---	---	---	---	---
District	60.0%	60.0%	30.0%	30.0%	0.0%	0.0%	0.0%	0.0%	10.0%	10.0%	0.0%
State	41.4%	47.3%	26.8%	25.8%	19.9%	18.0%	5.8%	5.3%	5.4%	3.2%	0.3%

American Indian

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	23.7%	20.3%	31.7%	30.1%	28.4%	30.1%	9.8%	11.8%	5.3%	6.6%	1.1%

Multi-Ethnic

Building	---	---	---	---	---	---	---	---	---	---	---
District	14.3%	17.6%	42.9%	23.5%	28.6%	35.3%	7.1%	5.9%	7.1%	17.6%	0.0%
State	27.1%	26.2%	27.3%	27.0%	31.6%	31.6%	7.4%	9.2%	5.7%	5.6%	0.5%

Female

Building	7.9%	7.5%	23.7%	27.5%	39.5%	27.5%	18.4%	25.0%	10.5%	12.5%	0.0%
District	16.4%	15.8%	33.6%	27.1%	32.2%	34.6%	9.6%	9.8%	8.2%	12.0%	0.8%
State	29.2%	30.8%	28.3%	27.7%	28.4%	28.0%	8.1%	7.8%	5.6%	5.3%	0.3%

Male

Building	17.2%	8.6%	17.2%	28.6%	34.5%	31.4%	20.7%	11.4%	10.3%	20.0%	0.0%
District	23.9%	21.4%	20.9%	30.0%	32.1%	31.4%	15.7%	6.4%	7.5%	10.7%	0.0%
State	33.2%	33.4%	27.4%	27.4%	26.5%	26.1%	7.2%	7.3%	5.1%	5.5%	0.4%

Migrant

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	13.7%	20.6%	27.3%	20.6%	35.4%	36.6%	11.2%	8.6%	11.8%	13.7%	0.0%

GRADE 06 MATH

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2009
Building	21.0%	10.7%	17.3%	34.7%	30.9%	28.0%	16.0%	17.3%	13.6%	8.0%	1.3%
District	28.1%	19.9%	25.8%	34.7%	24.2%	28.5%	12.5%	10.0%	9.0%	6.5%	0.3%
State	29.0%	30.7%	28.0%	28.1%	24.8%	24.1%	9.9%	9.1%	7.8%	7.7%	0.4%

Economically Disadvantaged

Building	11.8%	9.6%	15.7%	25.0%	35.3%	32.7%	21.6%	19.2%	13.7%	11.5%	1.9%
District	22.4%	16.7%	24.1%	31.0%	26.5%	31.5%	15.9%	10.8%	10.6%	9.4%	0.5%
State	15.0%	17.9%	24.7%	25.1%	30.6%	29.3%	14.9%	13.9%	13.9%	13.3%	0.5%

Special Ed.

Building	0.0%	14.3%	5.3%	0.0%	31.6%	35.7%	31.6%	28.6%	26.3%	21.4%	0.0%
District	9.5%	14.3%	11.9%	16.3%	26.2%	36.7%	28.6%	20.4%	21.4%	12.2%	0.0%
State	13.2%	14.7%	20.7%	23.2%	31.7%	30.6%	17.1%	15.8%	16.6%	15.0%	0.7%

ELL

Building	---	---	---	---	---	---	---	---	---	---	---
District	25.7%	17.9%	20.0%	30.8%	31.4%	30.8%	17.1%	7.7%	5.7%	12.8%	0.0%
State	13.1%	13.1%	22.5%	22.5%	31.1%	29.0%	15.4%	16.2%	17.0%	18.8%	0.4%

African American Students

Building	0.0%	---	21.4%	---	21.4%	---	35.7%	---	21.4%	---	---
District	11.5%	14.3%	26.9%	19.0%	23.1%	28.6%	23.1%	28.6%	15.4%	9.5%	0.0%
State	9.7%	10.6%	17.2%	19.4%	29.7%	29.5%	19.9%	17.9%	21.9%	22.1%	0.5%

Hispanic

Building	25.0%	21.4%	18.8%	28.6%	43.8%	28.6%	6.3%	14.3%	6.3%	7.1%	0.0%
District	27.9%	24.4%	23.0%	35.9%	34.4%	29.5%	11.5%	3.8%	3.3%	6.4%	0.0%
State	14.3%	15.8%	23.8%	24.7%	31.3%	29.7%	15.0%	14.5%	14.7%	14.7%	0.7%

White

Building	28.6%	8.7%	19.0%	41.3%	31.0%	28.3%	9.5%	13.0%	11.9%	6.5%	2.2%
District	32.1%	16.8%	25.7%	38.5%	21.4%	28.6%	10.0%	9.9%	10.7%	5.6%	0.6%
State	33.9%	35.9%	30.0%	29.7%	23.0%	22.3%	7.8%	7.1%	4.9%	4.7%	0.3%

Asian & Pacific

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	50.0%	---	25.0%	---	16.7%	---	8.3%	---	0.0%	0.0%
State	41.7%	41.6%	25.4%	25.9%	19.6%	18.4%	7.5%	6.5%	5.8%	7.2%	0.3%

American Indian

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	16.0%	25.4%	26.4%	28.1%	30.7%	25.8%	14.7%	10.1%	11.5%	10.1%	0.4%

Multi-Ethnic

Building	---	---	---	---	---	---	---	---	---	---	---
District	21.1%	11.8%	26.3%	17.6%	21.1%	35.3%	15.8%	17.6%	10.5%	17.6%	0.0%
State	22.5%	22.0%	29.1%	27.4%	28.0%	30.0%	10.4%	11.3%	9.2%	9.1%	0.2%

Female

Building	10.5%	10.5%	18.4%	47.4%	39.5%	21.1%	18.4%	13.2%	13.2%	7.9%	0.0%
District	27.0%	18.9%	26.2%	41.3%	27.0%	26.6%	11.1%	9.1%	8.7%	4.2%	0.0%
State	27.5%	29.0%	29.0%	28.2%	25.4%	25.0%	10.2%	9.5%	7.5%	7.8%	0.4%

Male

Building	30.2%	10.8%	16.3%	21.6%	23.3%	35.1%	14.0%	21.6%	14.0%	8.1%	2.7%
District	29.2%	20.9%	25.4%	28.4%	21.5%	30.4%	13.8%	10.8%	9.2%	8.8%	0.7%
State	30.4%	32.3%	27.1%	27.9%	24.3%	23.2%	9.6%	8.7%	8.0%	7.6%	0.4%

Migrant

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	16.0%	16.1%	38.9%	29.5%	22.9%	24.8%	8.3%	15.4%	11.8%	13.4%	0.7%

GRADE 04 SCIENCE

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2009
Building	3.4%	12.3%	20.7%	38.3%	56.9%	39.5%	17.2%	8.6%	1.7%	1.2%	0.0%
District	8.7%	10.3%	24.6%	36.3%	51.6%	44.3%	14.3%	8.8%	0.4%	0.4%	0.0%
State	17.6%	20.6%	38.3%	38.7%	34.8%	32.5%	8.4%	7.4%	1.0%	0.7%	0.2%

Economically Disadvantaged

Building	0.0%	7.4%	16.7%	40.7%	63.9%	38.9%	19.4%	11.1%	0.0%	1.9%	0.0%
District	6.4%	6.1%	26.2%	34.4%	51.2%	47.8%	15.7%	11.1%	0.0%	0.6%	0.0%
State	8.8%	10.7%	30.3%	32.7%	44.6%	42.5%	14.3%	12.7%	1.8%	1.2%	0.3%

Special Ed.

Building	---	18.8%	---	18.8%	---	43.8%	---	12.5%	---	6.3%	0.0%
District	4.5%	14.0%	11.4%	18.6%	61.4%	48.8%	18.2%	16.3%	2.3%	2.3%	0.0%
State	11.8%	13.2%	30.6%	30.9%	39.9%	39.2%	15.4%	14.4%	2.3%	1.7%	0.6%

ELL

Building	---	---	---	---	---	---	---	---	---	---	---
District	8.3%	3.6%	22.2%	39.3%	58.3%	44.6%	11.1%	12.5%	0.0%	0.0%	0.0%
State	3.9%	4.5%	20.5%	23.0%	51.5%	50.5%	21.1%	19.7%	2.7%	2.1%	0.1%

African American Students

Building	---	6.7%	---	26.7%	---	40.0%	---	26.7%	---	0.0%	0.0%
District	4.0%	3.8%	20.0%	23.1%	48.0%	53.8%	24.0%	19.2%	4.0%	0.0%	0.0%
State	4.7%	5.9%	21.9%	24.0%	47.0%	46.0%	22.9%	21.2%	3.6%	2.7%	0.3%

Hispanic

Building	0.0%	5.0%	30.0%	30.0%	50.0%	65.0%	20.0%	0.0%	0.0%	0.0%	0.0%
District	5.3%	7.0%	29.8%	32.4%	54.4%	50.7%	10.5%	9.9%	0.0%	0.0%	0.0%
State	4.9%	6.2%	24.9%	26.3%	50.0%	48.5%	18.0%	17.5%	2.1%	1.5%	0.0%

White

Building	5.1%	19.5%	23.1%	46.3%	56.4%	26.8%	15.4%	4.9%	0.0%	2.4%	0.0%
District	9.9%	12.9%	23.8%	40.3%	50.3%	39.6%	15.2%	6.5%	0.0%	0.7%	0.0%
State	21.8%	25.6%	43.0%	43.3%	29.9%	26.9%	4.8%	3.8%	0.4%	0.2%	0.2%

Asian & Pacific

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	19.2%	23.9%	37.6%	34.2%	35.1%	33.5%	7.1%	7.0%	1.1%	1.0%	0.5%

American Indian

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	9.3%	15.0%	35.5%	35.0%	45.0%	42.0%	8.4%	7.2%	1.8%	0.6%	0.2%

Multi-Ethnic

Building	---	---	---	---	---	---	---	---	---	---	---
District	27.3%	6.7%	9.1%	40.0%	54.5%	40.0%	9.1%	13.3%	0.0%	0.0%	0.0%
State	15.2%	15.1%	36.2%	36.5%	38.5%	39.8%	9.2%	8.0%	0.9%	0.5%	0.2%

Female

Building	6.5%	10.5%	19.4%	39.5%	61.3%	42.1%	12.9%	7.9%	0.0%	0.0%	0.0%
District	5.6%	8.7%	21.6%	35.4%	54.4%	47.2%	17.6%	8.7%	0.0%	0.0%	0.0%
State	15.8%	18.7%	37.6%	38.0%	36.7%	34.8%	8.9%	7.8%	1.0%	0.6%	0.2%

Male

Building	0.0%	14.0%	22.2%	37.2%	51.9%	37.2%	22.2%	9.3%	3.7%	2.3%	0.0%
District	11.8%	11.9%	27.6%	37.0%	48.8%	41.5%	11.0%	8.9%	0.8%	0.7%	0.0%
State	19.2%	22.3%	38.9%	39.2%	32.9%	30.4%	7.9%	7.1%	1.0%	0.7%	0.2%

Migrant

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	3.1%	9.8%	27.6%	27.4%	47.9%	47.0%	18.8%	13.4%	2.6%	1.2%	1.2%

GRADE 05 WRITING

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2009
Building	---	4.1%	---	16.4%	---	34.2%	---	23.3%	---	20.5%	1.4%
District	---	4.5%	---	14.9%	---	32.7%	---	29.0%	---	17.5%	1.5%
State	---	15.4%	---	22.8%	---	32.4%	---	19.9%	---	7.7%	1.7%

Economically Disadvantaged

Building	---	5.8%	---	17.3%	---	36.5%	---	21.2%	---	17.3%	1.9%
District	---	5.0%	---	14.6%	---	33.2%	---	27.6%	---	18.1%	1.5%
State	---	8.7%	---	18.3%	---	33.4%	---	25.8%	---	11.8%	2.0%

Special Ed.

Building	---	7.1%	---	7.1%	---	35.7%	---	28.6%	---	14.3%	7.1%
District	---	5.7%	---	9.4%	---	26.4%	---	26.4%	---	24.5%	7.5%
State	---	8.0%	---	15.7%	---	30.0%	---	27.6%	---	16.1%	2.6%

ELL

Building	---	8.3%	---	8.3%	---	50.0%	---	8.3%	---	25.0%	0.0%
District	---	6.3%	---	16.7%	---	33.3%	---	22.9%	---	18.8%	2.1%
State	---	5.8%	---	14.1%	---	32.7%	---	30.5%	---	14.6%	2.3%

African American Students

Building	---	9.1%	---	18.2%	---	27.3%	---	18.2%	---	27.3%	0.0%
District	---	6.9%	---	10.3%	---	37.9%	---	20.7%	---	20.7%	3.4%
State	---	7.5%	---	17.0%	---	34.1%	---	25.8%	---	13.4%	2.2%

Hispanic

Building	---	0.0%	---	14.3%	---	64.3%	---	7.1%	---	14.3%	0.0%
District	---	1.6%	---	21.0%	---	38.7%	---	21.0%	---	16.1%	1.6%
State	---	7.0%	---	16.8%	---	33.3%	---	28.4%	---	12.7%	1.8%

White

Building	---	2.4%	---	19.0%	---	28.6%	---	28.6%	---	19.0%	2.4%
District	---	4.5%	---	13.6%	---	30.5%	---	31.8%	---	18.2%	1.3%
State	---	18.0%	---	24.6%	---	32.1%	---	17.6%	---	6.0%	1.7%

Asian & Pacific

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	---	23.8%	---	26.3%	---	29.1%	---	14.0%	---	4.7%	2.0%

American Indian

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	---	11.4%	---	19.4%	---	33.5%	---	24.0%	---	9.5%	2.2%

Multi-Ethnic

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	0.0%	---	17.6%	---	23.5%	---	47.1%	---	11.8%	0.0%
State	---	12.3%	---	23.2%	---	33.6%	---	21.2%	---	8.1%	1.7%

Female

Building	---	5.1%	---	12.8%	---	43.6%	---	23.1%	---	15.4%	0.0%
District	---	5.3%	---	16.5%	---	35.3%	---	25.6%	---	15.8%	1.5%
State	---	19.6%	---	24.9%	---	31.9%	---	16.7%	---	5.3%	1.6%

Male

Building	---	2.9%	---	20.6%	---	23.5%	---	23.5%	---	26.5%	2.9%
District	---	3.7%	---	13.2%	---	30.1%	---	32.4%	---	19.1%	1.5%
State	---	11.4%	---	20.8%	---	33.0%	---	23.0%	---	9.9%	1.9%

Migrant

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	---	6.3%	---	13.7%	---	32.6%	---	26.9%	---	17.1%	3.4%

Report Card 2008-2009

USD 202
Turner-Kansas City
 800 South 55th Street
 Kansas City, KS 66106-1566
 (913) 288-4161 (913) 288-3401

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 district did make AYP. More information on this district's performance on the AYP measures is provided below.

Student Group	Reading		Math		Additional Academic Indicators	
	% Prof. & Above Goal: 76.7%	% Tested Goal: 95%	% Prof. & Above Goal: 70.5%	% Tested Goal: 95%	Grad Rt. High Sch. Goal: 75% or Improve.	Attend Rt. Goal: 90%
All Students	82.6%	99.6%	79.4%	99.6%	75.1%	92.9%
Free & Reduced Lunch	79.7%	99.5%	76.6%	99.5%	N/A	N/A
Students with Disabilities	65.3%	98.0%	60.3%	98.7%	N/A	N/A
English Language Learners	74.0%	100.0%	84.0%	100.0%	N/A	N/A
African-Americans	78.1%	99.5%	68.3%	99.5%	N/A	N/A
Hispanics	81.9%	100.0%	82.4%	99.8%	N/A	N/A
Whites	83.5%	99.4%	79.9%	99.6%	N/A	N/A
Asian / Pacific Islanders	87.5%	100.0%	94.6%	100.0%	N/A	N/A
American Indians	N/A	N/A	N/A	N/A	N/A	N/A
Multi-ethnic & Undeclared	80.6%	99.1%	74.2%	99.1%	N/A	N/A

DEMOGRAPHICS

Race/Ethnicity	Dist.	State
African Americans	10.8	7.9
Hispanics	23.5	13.1
Whites	54.1	70.4
Other	11.6	8.6

Economically Disadvantaged Students	Dist.	State
Economically Disadvantaged	65.2	42.8
Non-Economic. Disadvantaged	34.8	57.2

Migrant Students	Dist.	State
Migrant Students	0.0	0.6
Non-Migrant Students	100.0	99.4

TOTAL ENROLLMENT

District: 4,074 State: 468,195

DEMOGRAPHICS

English language Learners	Dist.	State
ELL Students	13.0	8.4
Non-ELL Students	87.0	91.6

Students with Disabilities	Dist.	State
Students with Disabilities	10.7	13.5
Students without Disabilities	89.3	86.5

Gender	Dist.	State
Male	49.7	51.5
Female	50.3	48.5

Attendance	Dist.	State
2008	92.4	94.7
2009	92.6	94.9

Graduation Rate	Dist.	State
2007	80.6	89.2
2008	75.1	89.5

TEACHER QUALITY

Qualification	% Fully Licensed	% with Emergency Licenses	% Not Licensed	% Core Classes Not Taught by Highly Qual.
Elementary High-poverty schools	92 %	7 %	1 %	8 %
Elementary Low-poverty schools	N/A	N/A	N/A	N/A
Elementary All schools	92 %	7 %	1 %	8 %
Secondary High-poverty schools	85 %	9 %	1 %	12 %
Secondary Low-poverty schools	N/A	N/A	N/A	N/A
Secondary All schools	85 %	9 %	1 %	12 %
All schools	89 %	8 %	1 %	11 %

% Core Content Classes Taught by Highly Qual. Teachers		
	District	State
Elementary	95.76%	98.46%
English Language Arts	100.00%	94.34%
ESL/Bilingual	66.66%	81.96%
Fine Arts	100.00%	94.96%
Foreign Language	78.26%	90.18%
History and Government	100.00%	96.33%
Mathematics	87.80%	93.43%
Science	76.92%	90.77%

For more information about Teacher Quality, go to http://online.ksde.org/rcard/dist_tchrs.aspx?org_no=D0202

GRADE 03 READING

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2009
District	17.0%	13.3%	23.5%	34.1%	33.0%	35.5%	15.9%	14.7%	10.2%	2.4%	0.0%
State	27.8%	29.1%	29.3%	29.7%	26.4%	26.4%	10.2%	9.5%	5.7%	4.9%	0.5%

Economically Disadvantaged

District	13.9%	12.7%	20.6%	29.1%	33.3%	38.6%	20.6%	16.4%	11.1%	3.2%	0.0%
State	16.9%	17.8%	26.6%	27.0%	31.3%	32.5%	14.8%	14.0%	9.5%	8.2%	0.6%

Special Ed.

District	11.5%	4.3%	11.5%	23.4%	25.0%	51.1%	28.8%	17.0%	21.2%	4.3%	0.0%
State	16.0%	17.2%	23.3%	25.4%	33.2%	34.6%	16.8%	13.9%	10.1%	8.4%	0.5%

ELL

District	12.2%	7.0%	20.4%	29.8%	36.7%	40.4%	14.3%	22.8%	16.3%	0.0%	0.0%
State	11.3%	11.1%	22.0%	22.8%	32.1%	34.0%	18.4%	18.3%	13.9%	12.0%	1.6%

African American Students

District	3.6%	9.4%	25.0%	34.4%	10.7%	34.4%	39.3%	12.5%	21.4%	9.4%	0.0%
State	11.7%	12.5%	22.9%	24.4%	31.4%	33.0%	18.9%	16.8%	14.2%	12.6%	0.7%

Hispanic

District	9.9%	6.3%	26.8%	33.8%	35.2%	40.0%	15.5%	18.8%	12.7%	1.3%	0.0%
State	12.8%	13.4%	23.8%	24.7%	32.1%	33.7%	17.6%	16.8%	12.3%	10.5%	0.9%

White

District	24.5%	18.8%	22.3%	33.3%	34.5%	31.9%	10.8%	13.9%	7.2%	2.1%	0.0%
State	33.0%	34.9%	31.1%	31.2%	24.6%	23.9%	7.6%	6.9%	3.4%	2.8%	0.3%

Asian & Pacific

District	---	---	---	---	---	---	---	---	---	---	---
State	29.4%	29.4%	29.6%	29.7%	23.8%	23.1%	10.1%	9.6%	5.0%	5.9%	2.3%

American Indian

District	---	---	---	---	---	---	---	---	---	---	---
State	20.7%	22.4%	34.0%	29.1%	28.2%	31.0%	12.3%	11.2%	4.4%	5.7%	0.6%

Multi-Ethnic

District	6.7%	3.8%	13.3%	38.5%	46.7%	42.3%	20.0%	15.4%	13.3%	0.0%	0.0%
State	24.5%	22.9%	28.8%	30.5%	29.1%	29.3%	11.4%	12.2%	5.6%	4.7%	0.5%

Female

District	16.4%	14.3%	24.2%	37.1%	37.5%	33.6%	14.1%	11.4%	7.0%	3.6%	0.0%
State	28.6%	30.0%	29.7%	30.3%	26.5%	25.9%	9.8%	9.0%	4.9%	4.5%	0.4%

Male

District	17.6%	12.4%	22.8%	31.4%	28.7%	37.3%	17.6%	17.6%	13.2%	1.3%	0.0%
State	27.1%	28.2%	29.0%	29.1%	26.3%	26.8%	10.6%	10.1%	6.4%	5.3%	0.6%

Migrant

District	---	---	---	---	---	---	---	---	---	---	---
State	13.8%	16.2%	30.9%	24.3%	30.3%	30.1%	16.0%	19.1%	7.4%	10.4%	0.0%

GRADE 04 READING

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2009
District	17.3%	29.1%	25.0%	28.7%	30.0%	27.2%	17.7%	9.6%	9.2%	5.4%	0.0%
State	30.7%	31.7%	29.2%	29.3%	26.5%	26.2%	7.5%	7.2%	5.5%	5.1%	0.4%

Economically Disadvantaged

District	15.7%	24.6%	25.3%	30.2%	28.1%	27.9%	18.5%	11.2%	11.2%	6.1%	0.0%
State	18.8%	18.9%	26.6%	27.6%	32.8%	33.2%	11.3%	11.0%	9.6%	8.8%	0.6%

Special Ed.

District	9.1%	23.3%	11.4%	14.0%	27.3%	32.6%	34.1%	18.6%	15.9%	11.6%	0.0%
State	19.0%	18.0%	21.5%	22.3%	36.0%	36.0%	12.4%	13.3%	10.6%	9.8%	0.6%

ELL

District	16.7%	21.8%	19.4%	36.4%	19.4%	20.0%	33.3%	12.7%	11.1%	9.1%	0.0%
State	11.0%	12.3%	23.0%	22.9%	34.8%	35.6%	14.7%	13.5%	14.5%	13.8%	1.9%

African American Students

District	15.4%	3.8%	23.1%	26.9%	42.3%	38.5%	7.7%	23.1%	11.5%	7.7%	0.0%
State	14.1%	12.5%	23.2%	23.5%	34.0%	34.3%	12.4%	14.7%	14.8%	14.5%	0.5%

Hispanic

District	15.5%	22.9%	32.8%	37.1%	24.1%	24.3%	20.7%	8.6%	6.9%	7.1%	0.0%
State	14.1%	14.8%	24.8%	24.8%	34.6%	35.1%	12.8%	12.7%	12.5%	11.4%	1.2%

White

District	18.7%	36.7%	20.6%	24.5%	29.7%	28.1%	20.0%	7.9%	9.7%	2.9%	0.0%
State	36.1%	37.5%	30.8%	31.1%	23.9%	23.2%	5.8%	5.2%	3.1%	2.7%	0.2%

Asian & Pacific

District	---	---	---	---	---	---	---	---	---	---	---
State	35.6%	38.6%	27.5%	25.8%	24.1%	22.3%	6.4%	5.5%	4.4%	6.4%	1.5%

American Indian

District	---	---	---	---	---	---	---	---	---	---	---
State	22.0%	25.3%	27.4%	27.6%	31.3%	31.4%	10.4%	9.3%	7.4%	6.1%	0.4%

Multi-Ethnic

District	15.4%	20.0%	38.5%	33.3%	38.5%	33.3%	0.0%	6.7%	7.7%	6.7%	0.0%
State	27.3%	26.8%	29.5%	29.0%	28.7%	29.6%	8.4%	8.6%	5.6%	5.6%	0.4%

Female

District	15.9%	28.3%	22.2%	30.7%	37.3%	29.1%	13.5%	7.1%	11.1%	4.7%	0.0%
State	31.9%	33.0%	29.5%	29.3%	26.2%	26.0%	7.0%	6.7%	4.9%	4.6%	0.4%

Male

District	18.7%	29.9%	27.6%	26.9%	23.1%	25.4%	21.6%	11.9%	7.5%	6.0%	0.0%
State	29.5%	30.5%	28.9%	29.4%	26.9%	26.3%	8.0%	7.7%	6.1%	5.7%	0.4%

Migrant

District	---	---	---	---	---	---	---	---	---	---	---
State	13.3%	14.5%	25.1%	25.5%	35.9%	33.3%	11.8%	10.9%	11.8%	10.9%	4.8%

GRADE 05 READING

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2009
District	23.5%	20.2%	21.4%	29.4%	32.4%	30.1%	15.7%	12.9%	7.1%	7.0%	0.4%
State	33.6%	34.5%	25.7%	25.6%	24.5%	24.3%	9.9%	9.3%	5.8%	5.8%	0.5%

Economically Disadvantaged

District	21.0%	17.1%	15.5%	29.6%	33.7%	31.7%	20.4%	14.6%	9.4%	7.0%	0.0%
State	21.9%	21.9%	23.7%	24.1%	29.5%	29.7%	14.3%	13.8%	9.8%	9.9%	0.6%

Special Ed.

District	11.1%	9.3%	18.5%	16.7%	25.9%	29.6%	24.1%	24.1%	20.4%	18.5%	1.9%
State	19.9%	19.6%	20.8%	21.5%	32.5%	33.2%	15.7%	14.1%	10.5%	10.9%	0.8%

ELL

District	21.6%	14.6%	16.2%	29.2%	27.0%	31.3%	24.3%	16.7%	10.8%	8.3%	0.0%
State	14.4%	12.5%	19.7%	19.6%	29.1%	32.4%	18.1%	17.8%	16.3%	16.3%	1.3%

African American Students

District	19.0%	14.3%	9.5%	39.3%	42.9%	39.3%	19.0%	3.6%	9.5%	3.6%	0.0%
State	16.6%	18.7%	22.5%	21.4%	30.2%	30.0%	17.0%	15.5%	13.1%	13.5%	0.9%

Hispanic

District	19.4%	19.4%	18.1%	30.6%	38.9%	30.6%	16.7%	16.1%	6.9%	3.2%	0.0%
State	17.5%	16.7%	21.3%	22.2%	30.5%	30.7%	16.4%	16.2%	13.2%	13.3%	0.9%

White

District	21.5%	22.3%	25.8%	26.1%	29.4%	29.9%	16.0%	13.4%	7.4%	7.6%	0.6%
State	38.7%	40.3%	26.9%	26.8%	22.6%	22.2%	7.8%	7.1%	3.6%	3.4%	0.3%

Asian & Pacific

District	50.0%	---	20.0%	---	20.0%	---	10.0%	---	0.0%	---	---
State	35.3%	39.6%	26.6%	25.0%	20.8%	21.9%	9.2%	7.5%	5.7%	4.8%	1.1%

American Indian

District	---	---	---	---	---	---	---	---	---	---	---
State	31.9%	26.6%	24.1%	26.6%	24.6%	27.1%	11.7%	11.9%	7.5%	6.9%	0.9%

Multi-Ethnic

District	57.1%	11.8%	0.0%	41.2%	28.6%	11.8%	7.1%	17.6%	7.1%	17.6%	0.0%
State	30.7%	29.0%	24.8%	25.9%	27.6%	26.8%	10.8%	10.8%	5.3%	7.1%	0.4%

Female

District	21.2%	20.5%	22.6%	26.5%	34.2%	32.6%	15.1%	13.6%	6.8%	6.1%	0.8%
State	33.5%	35.5%	26.2%	26.0%	24.3%	23.7%	9.9%	8.9%	5.6%	5.4%	0.4%

Male

District	25.9%	20.0%	20.0%	32.1%	30.4%	27.9%	16.3%	12.1%	7.4%	7.9%	0.0%
State	33.7%	33.6%	25.2%	25.2%	24.6%	24.9%	9.9%	9.6%	6.0%	6.2%	0.5%

Migrant

District	---	---	---	---	---	---	---	---	---	---	---
State	16.4%	14.8%	19.5%	23.1%	33.3%	30.8%	11.9%	16.0%	18.2%	14.8%	0.6%

GRADE 06 READING

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2009
District	29.6%	30.3%	24.5%	26.6%	28.8%	26.6%	11.3%	11.0%	5.4%	5.2%	0.3%
State	31.1%	33.3%	29.5%	29.4%	24.5%	23.7%	8.2%	7.7%	6.2%	5.4%	0.5%

Economically Disadvantaged

District	25.1%	25.2%	21.1%	24.3%	32.2%	31.2%	13.5%	11.9%	7.6%	6.9%	0.5%
State	17.1%	19.8%	25.8%	27.8%	31.6%	30.3%	13.0%	11.7%	11.5%	9.7%	0.7%

Special Ed.

District	11.9%	14.3%	9.5%	22.4%	35.7%	34.7%	23.8%	14.3%	16.7%	14.3%	0.0%
State	15.8%	18.3%	22.8%	23.1%	34.7%	34.5%	12.7%	12.6%	13.4%	10.7%	0.7%

ELL

District	28.6%	31.6%	11.4%	10.5%	31.4%	34.2%	20.0%	15.8%	8.6%	7.9%	0.0%
State	10.5%	11.0%	20.2%	21.6%	34.1%	33.5%	17.7%	16.0%	15.5%	16.0%	1.9%

African American Students

District	25.0%	14.3%	25.0%	28.6%	25.0%	28.6%	7.1%	19.0%	17.9%	9.5%	0.0%
State	12.3%	14.4%	22.6%	22.9%	32.2%	30.8%	15.6%	15.9%	16.4%	15.1%	0.8%

Hispanic

District	27.9%	29.5%	19.7%	24.4%	36.1%	30.8%	11.5%	10.3%	4.9%	5.1%	0.0%
State	14.5%	16.4%	22.6%	25.4%	32.2%	31.7%	16.3%	13.5%	13.1%	11.7%	1.3%

White

District	31.4%	29.8%	26.4%	28.0%	24.3%	25.5%	13.6%	11.2%	4.3%	5.0%	0.6%
State	36.5%	38.9%	31.4%	30.8%	22.1%	21.3%	5.9%	5.6%	3.7%	3.1%	0.3%

Asian & Pacific

District	---	66.7%	---	16.7%	---	8.3%	---	8.3%	---	0.0%	0.0%
State	33.6%	35.3%	27.9%	28.5%	24.2%	21.0%	6.1%	7.5%	6.7%	6.5%	1.3%

American Indian

District	---	---	---	---	---	---	---	---	---	---	---
State	19.5%	26.6%	30.0%	30.2%	29.8%	24.6%	12.1%	11.0%	8.7%	6.9%	0.7%

Multi-Ethnic

District	22.2%	31.3%	22.2%	25.0%	50.0%	31.3%	0.0%	6.3%	0.0%	6.3%	0.0%
State	27.0%	28.5%	29.8%	29.7%	26.5%	27.6%	8.4%	7.8%	7.6%	6.2%	0.2%

Female

District	25.2%	30.8%	30.7%	26.6%	27.6%	30.8%	10.2%	9.1%	6.3%	2.8%	0.0%
State	33.1%	35.1%	30.3%	29.5%	23.5%	22.9%	7.6%	7.2%	5.1%	4.8%	0.5%

Male

District	33.8%	29.9%	18.5%	26.5%	30.0%	22.4%	12.3%	12.9%	4.6%	7.5%	0.7%
State	29.3%	31.6%	28.7%	29.3%	25.5%	24.5%	8.7%	8.1%	7.1%	6.0%	0.5%

Migrant

District	---	---	---	---	---	---	---	---	---	---	---
State	14.6%	13.0%	28.5%	28.1%	32.6%	32.2%	12.5%	14.4%	10.4%	10.3%	2.1%

GRADE 07 READING

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2009
District	12.5%	20.0%	25.3%	26.3%	30.7%	27.4%	16.9%	15.9%	11.1%	7.4%	3.0%
State	31.8%	34.2%	31.2%	31.8%	22.8%	21.8%	8.5%	7.6%	5.1%	4.0%	0.7%

Economically Disadvantaged

District	8.4%	16.4%	23.2%	23.2%	28.9%	28.2%	22.1%	17.5%	13.2%	10.2%	4.5%
State	16.7%	18.3%	28.8%	30.9%	30.0%	29.5%	13.9%	12.5%	9.8%	7.7%	1.0%

Special Ed.

District	2.0%	2.2%	2.0%	10.9%	20.0%	32.6%	40.0%	30.4%	34.0%	23.9%	0.0%
State	14.2%	14.5%	23.8%	24.8%	33.6%	35.3%	15.6%	14.8%	12.0%	9.3%	1.2%

ELL

District	5.3%	5.9%	26.3%	17.6%	31.6%	29.4%	21.1%	41.2%	15.8%	5.9%	0.0%
State	9.7%	8.2%	20.9%	24.9%	33.3%	33.8%	18.0%	17.8%	15.8%	12.9%	2.5%

African American Students

District	5.1%	12.5%	28.2%	25.0%	20.5%	29.2%	25.6%	16.7%	17.9%	12.5%	4.2%
State	12.7%	15.1%	25.3%	26.9%	30.1%	30.9%	17.1%	15.1%	14.1%	10.9%	1.1%

Hispanic

District	8.1%	21.5%	30.6%	24.6%	30.6%	27.7%	14.5%	16.9%	14.5%	6.2%	3.1%
State	13.7%	15.2%	25.5%	28.4%	31.6%	30.9%	15.1%	14.3%	12.7%	9.6%	1.6%

White

District	17.0%	19.2%	22.2%	28.5%	33.9%	27.8%	15.2%	13.2%	8.2%	7.9%	3.3%
State	37.1%	39.8%	32.8%	33.0%	20.5%	19.1%	6.5%	5.5%	2.9%	2.2%	0.4%

Asian & Pacific

District	---	---	---	---	---	---	---	---	---	---	---
State	41.0%	39.9%	28.0%	30.4%	19.7%	17.7%	6.0%	6.7%	3.8%	3.9%	1.4%

American Indian

District	---	---	---	---	---	---	---	---	---	---	---
State	24.3%	25.2%	33.9%	29.1%	23.7%	28.0%	10.4%	11.1%	7.0%	5.8%	0.9%

Multi-Ethnic

District	0.0%	19.0%	29.4%	23.8%	23.5%	23.8%	23.5%	28.6%	11.8%	4.8%	0.0%
State	25.5%	30.0%	32.9%	31.9%	25.9%	23.6%	9.4%	8.9%	5.9%	5.1%	0.5%

Female

District	16.3%	20.0%	29.3%	28.9%	32.7%	28.9%	12.9%	14.1%	7.5%	5.2%	3.0%
State	34.0%	36.8%	31.4%	31.8%	22.3%	20.9%	8.1%	6.7%	3.9%	3.3%	0.5%

Male

District	8.7%	20.0%	21.5%	23.7%	28.9%	25.9%	20.8%	17.8%	14.8%	9.6%	3.0%
State	29.7%	31.7%	31.1%	31.7%	23.3%	22.6%	9.0%	8.5%	6.4%	4.6%	0.8%

Migrant

District	---	---	---	---	---	---	---	---	---	---	---
State	12.2%	18.8%	29.9%	27.5%	34.0%	23.9%	11.6%	15.2%	9.5%	13.0%	1.4%

GRADE 08 READING

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2009
District	16.7%	15.3%	21.3%	27.8%	32.7%	32.6%	14.4%	13.9%	12.2%	9.0%	1.4%
State	30.0%	32.0%	28.2%	28.6%	24.2%	24.0%	10.4%	8.8%	6.6%	5.8%	0.8%

Economically Disadvantaged

District	15.5%	11.1%	20.0%	22.7%	33.5%	36.4%	14.2%	15.7%	14.8%	12.1%	2.0%
State	15.4%	17.1%	24.3%	25.6%	30.3%	30.5%	16.3%	14.3%	12.6%	11.3%	1.3%

Special Ed.

District	0.0%	0.0%	11.9%	15.6%	19.0%	33.3%	33.3%	31.1%	33.3%	17.8%	2.2%
State	11.1%	11.7%	19.6%	20.6%	33.8%	35.9%	18.8%	16.5%	15.6%	13.9%	1.5%

ELL

District	0.0%	16.7%	5.6%	0.0%	44.4%	33.3%	16.7%	33.3%	33.3%	16.7%	0.0%
State	7.1%	6.2%	16.0%	16.8%	30.0%	31.1%	21.6%	20.7%	22.3%	21.3%	4.0%

African American Students

District	7.1%	9.5%	21.4%	14.3%	39.3%	38.1%	14.3%	21.4%	17.9%	16.7%	0.0%
State	10.9%	12.8%	21.2%	22.6%	30.9%	31.1%	18.7%	16.7%	17.4%	15.8%	1.0%

Hispanic

District	10.9%	8.6%	15.6%	34.5%	35.9%	34.5%	17.2%	13.8%	20.3%	6.9%	1.7%
State	11.5%	13.3%	20.9%	23.1%	30.9%	30.3%	18.8%	16.5%	16.2%	14.5%	2.2%

White

District	21.8%	18.2%	21.1%	29.1%	31.3%	31.5%	14.3%	12.7%	7.5%	7.3%	1.2%
State	35.7%	37.6%	30.1%	30.3%	22.2%	22.0%	7.9%	6.6%	3.7%	3.1%	0.5%

Asian & Pacific

District	---	---	---	---	---	---	---	---	---	---	---
State	29.8%	39.2%	28.2%	24.6%	24.9%	21.0%	10.3%	7.9%	5.2%	5.1%	2.1%

American Indian

District	---	---	---	---	---	---	---	---	---	---	---
State	19.6%	24.4%	31.0%	29.9%	23.5%	26.7%	16.0%	12.7%	9.0%	5.9%	0.4%

Multi-Ethnic

District	8.3%	18.8%	33.3%	25.0%	33.3%	18.8%	8.3%	12.5%	16.7%	18.8%	6.3%
State	23.6%	25.0%	28.6%	28.6%	26.7%	27.4%	12.3%	9.8%	8.3%	8.4%	0.8%

Female

District	21.2%	18.9%	16.7%	29.4%	33.3%	32.9%	12.1%	10.5%	14.4%	7.7%	0.7%
State	31.5%	33.6%	29.3%	28.9%	23.6%	23.6%	9.5%	8.4%	5.4%	4.8%	0.6%

Male

District	12.2%	11.7%	26.0%	26.2%	32.1%	32.4%	16.8%	17.2%	9.9%	10.3%	2.1%
State	28.6%	30.5%	27.1%	28.3%	24.8%	24.3%	11.3%	9.2%	7.6%	6.8%	0.9%

Migrant

District	---	---	---	---	---	---	---	---	---	---	---
State	7.6%	12.1%	22.7%	18.9%	29.4%	31.1%	20.2%	12.9%	16.8%	18.9%	6.1%

GRADE 11 READING

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2009
District	6.3%	12.8%	22.5%	23.0%	41.9%	46.4%	17.4%	11.9%	11.5%	3.8%	2.1%
State	22.7%	22.1%	26.9%	28.6%	31.8%	33.5%	10.9%	10.2%	6.3%	4.6%	0.9%

Economically Disadvantaged

District	6.1%	10.7%	19.1%	17.0%	40.9%	50.0%	20.0%	13.4%	13.0%	6.3%	2.7%
State	11.4%	10.9%	20.2%	22.1%	36.5%	39.5%	17.3%	16.3%	13.0%	9.6%	1.6%

Special Ed.

District	12.9%	11.1%	3.2%	11.1%	22.6%	33.3%	19.4%	22.2%	38.7%	5.6%	16.7%
State	11.0%	11.2%	14.2%	15.9%	34.2%	37.3%	18.3%	19.4%	20.2%	14.1%	2.0%

ELL

District	0.0%	---	0.0%	---	18.2%	---	36.4%	---	45.5%	---	---
State	2.8%	3.4%	8.5%	11.5%	27.5%	29.5%	25.4%	26.3%	33.6%	26.1%	3.3%

African American Students

District	3.8%	15.6%	15.4%	12.5%	57.7%	56.3%	7.7%	6.3%	15.4%	6.3%	3.1%
State	8.1%	7.3%	16.3%	18.0%	37.4%	40.6%	19.9%	19.2%	16.6%	12.2%	2.7%

Hispanic

District	3.4%	10.9%	22.0%	10.9%	35.6%	50.0%	23.7%	17.4%	15.3%	6.5%	4.3%
State	8.3%	8.1%	17.6%	19.9%	36.5%	38.7%	19.7%	19.0%	16.4%	12.6%	1.7%

White

District	7.2%	12.5%	25.7%	27.8%	40.1%	45.1%	17.1%	10.4%	9.2%	2.8%	1.4%
State	26.1%	25.6%	29.2%	31.1%	30.5%	32.0%	8.9%	8.0%	4.0%	2.7%	0.6%

Asian & Pacific

District	---	---	---	---	---	---	---	---	---	---	---
State	24.5%	24.6%	24.0%	24.5%	29.1%	30.6%	12.5%	11.9%	7.9%	6.6%	1.8%

American Indian

District	---	---	---	---	---	---	---	---	---	---	---
State	15.8%	14.9%	26.8%	21.9%	39.1%	42.4%	12.7%	15.7%	5.1%	3.9%	1.3%

Multi-Ethnic

District	---	---	---	---	---	---	---	---	---	---	---
State	19.2%	17.2%	25.7%	29.0%	33.9%	35.3%	12.4%	11.4%	7.2%	6.4%	0.7%

Female

District	6.3%	17.6%	26.8%	20.6%	41.7%	45.8%	16.5%	9.9%	7.9%	3.8%	2.3%
State	23.7%	22.7%	27.6%	28.9%	31.6%	33.4%	10.5%	10.1%	5.3%	4.0%	0.9%

Male

District	6.3%	6.7%	18.3%	26.0%	42.1%	47.1%	18.3%	14.4%	15.1%	3.8%	1.9%
State	21.8%	21.5%	26.2%	28.4%	32.0%	33.6%	11.4%	10.4%	7.3%	5.2%	0.9%

Migrant

District	---	---	---	---	---	---	---	---	---	---	---
State	1.3%	6.4%	11.4%	21.3%	38.0%	37.2%	21.5%	17.0%	25.3%	17.0%	1.1%

GRADE 03 MATH

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2009
District	24.7%	23.2%	30.8%	37.9%	30.4%	28.3%	6.1%	6.8%	7.6%	3.8%	0.0%
State	31.7%	32.1%	28.7%	29.5%	25.8%	26.1%	7.4%	6.7%	5.9%	5.1%	0.4%

Economically Disadvantaged

District	19.6%	19.2%	28.5%	38.4%	35.2%	32.0%	6.7%	6.4%	9.5%	4.1%	0.0%
State	21.4%	21.2%	26.9%	28.2%	30.7%	32.2%	10.5%	9.7%	9.7%	8.3%	0.4%

Special Ed.

District	13.7%	10.6%	29.4%	34.0%	33.3%	34.0%	5.9%	10.6%	15.7%	10.6%	0.0%
State	18.0%	19.1%	25.9%	27.2%	31.1%	31.8%	13.1%	11.8%	11.3%	9.5%	0.6%

ELL

District	20.8%	22.8%	35.4%	47.4%	35.4%	24.6%	4.2%	3.5%	4.2%	1.8%	0.0%
State	20.2%	20.2%	24.7%	27.0%	32.4%	31.7%	10.2%	10.7%	11.5%	9.8%	0.7%

African American Students

District	14.3%	9.4%	14.3%	34.4%	28.6%	40.6%	14.3%	9.4%	28.6%	6.3%	0.0%
State	13.8%	14.3%	22.5%	24.4%	31.6%	33.2%	14.6%	13.3%	16.1%	14.3%	0.5%

Hispanic

District	28.6%	24.7%	32.9%	42.0%	31.4%	25.9%	4.3%	4.9%	2.9%	2.5%	0.0%
State	20.6%	20.2%	25.4%	27.6%	32.4%	32.5%	10.3%	10.1%	10.4%	8.7%	0.8%

White

District	25.9%	25.9%	35.3%	35.7%	28.8%	26.6%	3.6%	7.7%	5.8%	4.2%	0.0%
State	36.0%	37.1%	30.0%	30.7%	23.8%	23.6%	6.0%	5.1%	3.7%	3.3%	0.3%

Asian & Pacific

District	---	---	---	---	---	---	---	---	---	---	---
State	42.4%	41.5%	28.1%	28.0%	19.5%	21.2%	4.9%	4.9%	4.2%	4.1%	0.3%

American Indian

District	---	---	---	---	---	---	---	---	---	---	---
State	25.2%	22.3%	29.4%	28.3%	30.8%	33.0%	7.1%	7.9%	7.1%	8.1%	0.4%

Multi-Ethnic

District	13.3%	11.5%	13.3%	42.3%	40.0%	34.6%	26.7%	7.7%	6.7%	3.8%	0.0%
State	27.0%	25.2%	29.1%	28.9%	27.1%	31.4%	8.5%	8.6%	7.6%	5.6%	0.4%

Female

District	25.2%	24.1%	27.6%	39.7%	30.7%	27.7%	5.5%	8.5%	10.2%	0.0%	0.0%
State	30.5%	30.6%	29.0%	29.7%	26.5%	27.2%	7.6%	6.9%	5.9%	5.3%	0.3%

Male

District	24.3%	22.4%	33.8%	36.2%	30.1%	28.9%	6.6%	5.3%	5.1%	7.2%	0.0%
State	32.8%	33.5%	28.4%	29.4%	25.1%	25.2%	7.3%	6.5%	5.8%	4.9%	0.4%

Migrant

District	---	---	---	---	---	---	---	---	---	---	---
State	24.1%	20.0%	31.4%	27.2%	23.0%	23.9%	11.5%	13.3%	8.4%	15.0%	0.6%

GRADE 04 MATH

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2009
District	21.0%	23.1%	20.6%	27.7%	36.5%	32.7%	12.3%	9.6%	8.7%	6.9%	0.0%
State	31.2%	31.8%	26.3%	26.2%	28.6%	28.6%	7.6%	7.6%	5.8%	5.5%	0.3%

Economically Disadvantaged

District	19.9%	21.9%	17.5%	22.5%	36.3%	36.5%	14.0%	11.2%	11.1%	7.9%	0.0%
State	19.5%	19.7%	24.7%	25.0%	34.4%	34.8%	11.1%	11.1%	9.5%	9.0%	0.4%

Special Ed.

District	4.5%	16.3%	13.6%	9.3%	43.2%	39.5%	18.2%	20.9%	18.2%	14.0%	0.0%
State	16.0%	16.0%	22.3%	21.1%	37.4%	38.1%	13.1%	13.8%	10.5%	10.5%	0.7%

ELL

District	22.2%	20.0%	25.0%	30.9%	30.6%	29.1%	16.7%	10.9%	5.6%	9.1%	0.0%
State	16.4%	15.3%	25.1%	24.1%	33.2%	36.1%	12.3%	12.0%	11.9%	11.9%	0.7%

African American Students

District	16.0%	12.0%	16.0%	12.0%	48.0%	52.0%	4.0%	8.0%	16.0%	16.0%	0.0%
State	13.9%	13.2%	20.8%	20.7%	35.8%	35.6%	12.8%	15.2%	15.2%	14.8%	0.4%

Hispanic

District	24.6%	24.3%	26.3%	24.3%	31.6%	35.7%	15.8%	8.6%	1.8%	7.1%	0.0%
State	17.3%	17.2%	24.9%	24.9%	34.9%	35.0%	11.5%	11.5%	10.4%	10.8%	0.6%

White

District	19.7%	24.5%	19.7%	30.2%	35.5%	30.2%	13.2%	9.4%	10.5%	5.8%	0.0%
State	36.0%	37.1%	27.2%	27.2%	26.7%	26.3%	6.1%	5.8%	3.7%	3.3%	0.3%

Asian & Pacific

District	---	---	---	---	---	---	---	---	---	---	---
State	42.3%	42.8%	27.3%	23.5%	22.1%	24.8%	3.9%	4.5%	3.6%	4.0%	0.5%

American Indian

District	---	---	---	---	---	---	---	---	---	---	---
State	19.2%	23.2%	24.2%	24.6%	34.1%	35.2%	11.8%	11.8%	9.2%	4.8%	0.4%

Multi-Ethnic

District	30.0%	20.0%	20.0%	40.0%	40.0%	13.3%	10.0%	20.0%	0.0%	6.7%	0.0%
State	28.3%	25.5%	26.4%	27.1%	28.7%	30.6%	9.7%	9.1%	6.3%	7.5%	0.2%

Female

District	16.9%	23.6%	19.4%	29.9%	38.7%	28.3%	15.3%	9.4%	9.7%	8.7%	0.0%
State	30.2%	30.7%	26.4%	26.4%	29.3%	29.2%	7.7%	7.6%	5.9%	5.8%	0.3%

Male

District	25.0%	22.6%	21.9%	25.6%	34.4%	36.8%	9.4%	9.8%	7.8%	5.3%	0.0%
State	32.2%	32.8%	26.1%	26.0%	28.0%	27.9%	7.4%	7.6%	5.6%	5.3%	0.4%

Migrant

District	---	---	---	---	---	---	---	---	---	---	---
State	17.9%	18.0%	28.2%	25.7%	36.4%	39.5%	7.2%	6.6%	9.7%	9.0%	1.2%

GRADE 05 MATH

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2009
District	20.0%	18.7%	27.5%	28.6%	32.1%	33.0%	12.5%	8.1%	7.9%	11.4%	0.4%
State	31.3%	32.1%	27.8%	27.5%	27.4%	27.0%	7.7%	7.5%	5.3%	5.4%	0.4%

Economically Disadvantaged

District	15.5%	17.6%	27.1%	26.1%	31.5%	36.7%	15.5%	9.0%	10.5%	10.6%	0.0%
State	19.9%	19.7%	26.0%	26.6%	33.3%	33.6%	11.2%	10.7%	8.9%	9.1%	0.4%

Special Ed.

District	9.3%	5.6%	20.4%	9.3%	27.8%	42.6%	25.9%	16.7%	16.7%	24.1%	1.9%
State	16.4%	16.7%	22.5%	23.0%	35.7%	35.0%	13.9%	13.7%	10.6%	10.9%	0.8%

ELL

District	21.6%	20.8%	18.9%	31.3%	35.1%	39.6%	10.8%	8.3%	13.5%	0.0%	0.0%
State	15.9%	15.2%	25.5%	24.2%	32.8%	36.1%	12.7%	12.7%	12.5%	11.3%	0.4%

African American Students

District	20.0%	3.4%	10.0%	20.7%	25.0%	41.4%	40.0%	17.2%	5.0%	17.2%	0.0%
State	14.0%	14.0%	23.5%	23.7%	34.7%	34.2%	14.4%	12.9%	12.4%	14.6%	0.7%

Hispanic

District	22.2%	29.0%	19.4%	32.3%	33.3%	30.6%	11.1%	8.1%	13.9%	0.0%	0.0%
State	17.3%	17.4%	26.3%	25.4%	33.2%	35.2%	12.4%	11.8%	10.3%	9.6%	0.5%

White

District	17.2%	17.2%	31.3%	29.3%	35.0%	31.2%	11.0%	7.0%	5.5%	14.6%	0.6%
State	35.8%	37.3%	28.6%	28.5%	25.6%	24.5%	6.1%	5.9%	3.6%	3.5%	0.3%

Asian & Pacific

District	60.0%	---	30.0%	---	0.0%	---	0.0%	---	10.0%	---	---
State	41.4%	47.3%	26.8%	25.8%	19.9%	18.0%	5.8%	5.3%	5.4%	3.2%	0.3%

American Indian

District	---	---	---	---	---	---	---	---	---	---	---
State	23.7%	20.3%	31.7%	30.1%	28.4%	30.1%	9.8%	11.8%	5.3%	6.6%	1.1%

Multi-Ethnic

District	14.3%	17.6%	42.9%	23.5%	28.6%	35.3%	7.1%	5.9%	7.1%	17.6%	0.0%
State	27.1%	26.2%	27.3%	27.0%	31.6%	31.6%	7.4%	9.2%	5.7%	5.6%	0.5%

Female

District	16.4%	15.8%	33.6%	27.1%	32.2%	34.6%	9.6%	9.8%	8.2%	12.0%	0.8%
State	29.2%	30.8%	28.3%	27.7%	28.4%	28.0%	8.1%	7.8%	5.6%	5.3%	0.3%

Male

District	23.9%	21.4%	20.9%	30.0%	32.1%	31.4%	15.7%	6.4%	7.5%	10.7%	0.0%
State	33.2%	33.4%	27.4%	27.4%	26.5%	26.1%	7.2%	7.3%	5.1%	5.5%	0.4%

Migrant

District	---	---	---	---	---	---	---	---	---	---	---
State	13.7%	20.6%	27.3%	20.6%	35.4%	36.6%	11.2%	8.6%	11.8%	13.7%	0.0%

GRADE 06 MATH

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2009
District	28.1%	19.9%	25.8%	34.7%	24.2%	28.5%	12.5%	10.0%	9.0%	6.5%	0.3%
State	29.0%	30.7%	28.0%	28.1%	24.8%	24.1%	9.9%	9.1%	7.8%	7.7%	0.4%

Economically Disadvantaged

District	22.4%	16.7%	24.1%	31.0%	26.5%	31.5%	15.9%	10.8%	10.6%	9.4%	0.5%
State	15.0%	17.9%	24.7%	25.1%	30.6%	29.3%	14.9%	13.9%	13.9%	13.3%	0.5%

Special Ed.

District	9.5%	14.3%	11.9%	16.3%	26.2%	36.7%	28.6%	20.4%	21.4%	12.2%	0.0%
State	13.2%	14.7%	20.7%	23.2%	31.7%	30.6%	17.1%	15.8%	16.6%	15.0%	0.7%

ELL

District	25.7%	17.9%	20.0%	30.8%	31.4%	30.8%	17.1%	7.7%	5.7%	12.8%	0.0%
State	13.1%	13.1%	22.5%	22.5%	31.1%	29.0%	15.4%	16.2%	17.0%	18.8%	0.4%

African American Students

District	11.5%	14.3%	26.9%	19.0%	23.1%	28.6%	23.1%	28.6%	15.4%	9.5%	0.0%
State	9.7%	10.6%	17.2%	19.4%	29.7%	29.5%	19.9%	17.9%	21.9%	22.1%	0.5%

Hispanic

District	27.9%	24.4%	23.0%	35.9%	34.4%	29.5%	11.5%	3.8%	3.3%	6.4%	0.0%
State	14.3%	15.8%	23.8%	24.7%	31.3%	29.7%	15.0%	14.5%	14.7%	14.7%	0.7%

White

District	32.1%	16.8%	25.7%	38.5%	21.4%	28.6%	10.0%	9.9%	10.7%	5.6%	0.6%
State	33.9%	35.9%	30.0%	29.7%	23.0%	22.3%	7.8%	7.1%	4.9%	4.7%	0.3%

Asian & Pacific

District	---	50.0%	---	25.0%	---	16.7%	---	8.3%	---	0.0%	0.0%
State	41.7%	41.6%	25.4%	25.9%	19.6%	18.4%	7.5%	6.5%	5.8%	7.2%	0.3%

American Indian

District	---	---	---	---	---	---	---	---	---	---	---
State	16.0%	25.4%	26.4%	28.1%	30.7%	25.8%	14.7%	10.1%	11.5%	10.1%	0.4%

Multi-Ethnic

District	21.1%	11.8%	26.3%	17.6%	21.1%	35.3%	15.8%	17.6%	10.5%	17.6%	0.0%
State	22.5%	22.0%	29.1%	27.4%	28.0%	30.0%	10.4%	11.3%	9.2%	9.1%	0.2%

Female

District	27.0%	18.9%	26.2%	41.3%	27.0%	26.6%	11.1%	9.1%	8.7%	4.2%	0.0%
State	27.5%	29.0%	29.0%	28.2%	25.4%	25.0%	10.2%	9.5%	7.5%	7.8%	0.4%

Male

District	29.2%	20.9%	25.4%	28.4%	21.5%	30.4%	13.8%	10.8%	9.2%	8.8%	0.7%
State	30.4%	32.3%	27.1%	27.9%	24.3%	23.2%	9.6%	8.7%	8.0%	7.6%	0.4%

Migrant

District	---	---	---	---	---	---	---	---	---	---	---
State	16.0%	16.1%	38.9%	29.5%	22.9%	24.8%	8.3%	15.4%	11.8%	13.4%	0.7%

GRADE 07 MATH

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2009
District	14.6%	14.8%	25.2%	19.6%	26.5%	30.6%	18.0%	17.0%	12.2%	14.4%	3.7%
State	24.5%	26.1%	26.6%	27.3%	26.8%	26.4%	13.5%	12.5%	8.0%	7.2%	0.5%

Economically Disadvantaged

District	11.2%	12.3%	22.3%	17.9%	26.6%	26.3%	20.7%	19.6%	14.9%	18.4%	5.6%
State	12.5%	13.1%	22.0%	23.4%	30.6%	31.3%	19.7%	18.8%	14.3%	12.6%	0.8%

Special Ed.

District	0.0%	0.0%	4.1%	15.2%	24.5%	19.6%	38.8%	34.8%	30.6%	30.4%	0.0%
State	10.1%	10.7%	16.9%	19.5%	31.3%	31.5%	23.6%	22.2%	17.1%	15.1%	1.1%

ELL

District	5.9%	0.0%	29.4%	15.8%	17.6%	26.3%	29.4%	36.8%	17.6%	21.1%	0.0%
State	8.5%	7.8%	18.3%	18.3%	30.8%	31.7%	22.2%	23.2%	19.2%	18.1%	0.9%

African American Students

District	15.4%	12.5%	15.4%	25.0%	23.1%	20.8%	33.3%	25.0%	10.3%	12.5%	4.2%
State	9.3%	9.8%	17.7%	20.0%	28.8%	30.7%	23.0%	21.2%	20.0%	17.3%	1.0%

Hispanic

District	11.7%	19.4%	35.0%	14.9%	23.3%	22.4%	16.7%	19.4%	11.7%	20.9%	3.0%
State	10.5%	11.5%	20.2%	21.0%	30.9%	30.9%	20.9%	20.6%	16.5%	15.2%	0.9%

White

District	15.2%	14.0%	24.6%	20.7%	29.2%	36.0%	14.0%	14.0%	13.5%	11.3%	4.0%
State	28.5%	30.6%	28.7%	29.2%	26.0%	25.1%	11.2%	10.1%	5.3%	4.6%	0.4%

Asian & Pacific

District	---	---	---	---	---	---	---	---	---	---	---
State	40.5%	38.0%	25.6%	25.3%	19.7%	22.5%	9.4%	8.6%	4.4%	5.4%	0.1%

American Indian

District	---	---	---	---	---	---	---	---	---	---	---
State	15.1%	13.7%	26.1%	24.1%	27.3%	34.7%	19.5%	16.7%	10.8%	10.4%	0.4%

Multi-Ethnic

District	11.8%	4.8%	11.8%	23.8%	23.5%	23.8%	29.4%	19.0%	11.8%	23.8%	4.8%
State	18.7%	19.3%	25.3%	29.1%	30.6%	27.8%	15.0%	13.8%	9.5%	9.0%	1.1%

Female

District	17.7%	10.3%	27.2%	25.7%	27.9%	34.6%	17.0%	14.0%	8.2%	12.5%	2.9%
State	24.3%	26.1%	27.0%	28.5%	27.8%	27.1%	13.4%	11.9%	7.0%	6.1%	0.4%

Male

District	11.6%	19.3%	23.1%	13.3%	25.2%	26.7%	19.0%	20.0%	16.3%	16.3%	4.4%
State	24.7%	26.1%	26.1%	26.2%	25.9%	25.8%	13.6%	12.9%	9.0%	8.3%	0.6%

Migrant

District	---	---	---	---	---	---	---	---	---	---	---
State	9.6%	13.0%	22.6%	25.4%	30.8%	29.0%	19.2%	16.7%	16.4%	15.2%	0.7%

GRADE 08 MATH

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2009
District	6.8%	14.9%	20.7%	18.4%	31.6%	29.9%	16.2%	17.4%	23.3%	18.1%	1.4%
State	22.7%	25.6%	25.7%	26.3%	25.6%	25.3%	14.2%	13.1%	11.1%	9.0%	0.7%

Economically Disadvantaged

District	7.0%	9.1%	20.3%	16.7%	33.5%	29.3%	13.9%	20.2%	23.4%	22.7%	2.0%
State	10.9%	12.9%	20.0%	22.3%	28.0%	29.1%	20.3%	18.9%	19.6%	15.7%	1.0%

Special Ed.

District	0.0%	2.2%	4.8%	8.9%	16.7%	22.2%	16.7%	20.0%	61.9%	44.4%	2.2%
State	8.1%	9.9%	15.9%	17.5%	29.4%	29.8%	21.7%	21.5%	23.4%	19.9%	1.5%

ELL

District	0.0%	8.3%	14.3%	16.7%	14.3%	33.3%	14.3%	16.7%	57.1%	25.0%	0.0%
State	8.3%	7.3%	16.0%	16.1%	24.5%	28.9%	20.8%	22.5%	29.3%	23.7%	1.6%

African American Students

District	3.6%	4.8%	7.1%	14.3%	28.6%	23.8%	28.6%	19.0%	32.1%	38.1%	0.0%
State	7.3%	9.7%	15.0%	18.7%	27.6%	28.9%	22.9%	21.7%	25.6%	20.1%	1.0%

Hispanic

District	5.9%	10.3%	22.1%	15.5%	27.9%	39.7%	11.8%	22.4%	32.4%	10.3%	1.7%
State	9.0%	10.9%	18.2%	20.5%	27.1%	28.7%	20.8%	20.0%	23.6%	18.5%	1.4%

White

District	8.2%	17.6%	24.0%	19.4%	32.2%	30.3%	15.1%	15.2%	18.5%	16.4%	1.2%
State	26.8%	29.9%	28.2%	28.2%	25.2%	24.4%	12.2%	11.0%	7.1%	5.9%	0.5%

Asian & Pacific

District	---	---	---	---	---	---	---	---	---	---	---
State	35.1%	41.6%	26.8%	25.0%	20.3%	17.7%	9.7%	8.6%	7.8%	6.9%	0.3%

American Indian

District	---	---	---	---	---	---	---	---	---	---	---
State	14.0%	16.1%	22.0%	23.4%	27.2%	28.9%	17.8%	19.1%	17.8%	11.8%	0.6%

Multi-Ethnic

District	0.0%	18.8%	8.3%	18.8%	50.0%	12.5%	16.7%	25.0%	25.0%	18.8%	6.3%
State	16.2%	18.7%	23.8%	26.0%	28.1%	26.9%	15.5%	14.2%	15.7%	13.3%	0.9%

Female

District	7.5%	17.5%	16.4%	18.9%	35.1%	33.6%	17.9%	17.5%	22.4%	11.9%	0.7%
State	22.3%	25.3%	26.5%	26.7%	26.3%	26.4%	14.1%	13.1%	10.2%	8.1%	0.5%

Male

District	6.1%	12.4%	25.0%	17.9%	28.0%	26.2%	14.4%	17.2%	24.2%	24.1%	2.1%
State	23.1%	25.8%	24.8%	25.9%	25.0%	24.4%	14.3%	13.2%	11.9%	9.9%	0.8%

Migrant

District	---	---	---	---	---	---	---	---	---	---	---
State	5.9%	11.3%	17.8%	18.8%	29.7%	21.8%	20.3%	21.8%	24.6%	25.6%	0.8%

GRADE 11 MATH

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2009
District	7.9%	11.7%	16.7%	19.6%	47.3%	44.3%	13.0%	12.6%	12.6%	9.6%	2.2%
State	15.7%	19.4%	24.1%	23.4%	35.2%	35.5%	11.9%	11.6%	10.6%	9.2%	0.9%

Economically Disadvantaged

District	6.4%	10.8%	16.5%	17.1%	46.8%	45.9%	14.7%	12.6%	11.9%	10.8%	2.7%
State	7.0%	8.7%	16.6%	16.2%	36.7%	39.4%	16.7%	16.9%	20.1%	17.2%	1.6%

Special Ed.

District	12.5%	16.7%	9.4%	5.6%	31.3%	44.4%	15.6%	5.6%	28.1%	11.1%	16.7%
State	4.9%	7.8%	12.0%	13.1%	33.6%	33.8%	18.6%	20.0%	27.1%	23.3%	2.0%

ELL

District	0.0%	---	16.7%	---	25.0%	---	33.3%	---	25.0%	---	---
State	3.7%	4.1%	10.1%	12.1%	31.8%	36.2%	20.2%	20.3%	31.7%	25.9%	1.4%

African American Students

District	8.3%	9.7%	8.3%	12.9%	45.8%	51.6%	8.3%	16.1%	20.8%	6.5%	3.2%
State	4.6%	5.0%	11.4%	10.6%	32.6%	34.5%	18.9%	20.7%	28.4%	26.3%	2.9%

Hispanic

District	0.0%	7.1%	11.1%	9.5%	48.1%	47.6%	20.4%	14.3%	16.7%	16.7%	4.8%
State	5.6%	6.4%	14.3%	16.5%	37.0%	39.4%	17.9%	17.6%	23.0%	18.7%	1.5%

White

District	10.5%	12.5%	20.3%	22.9%	48.3%	43.1%	9.8%	11.1%	9.8%	9.0%	1.4%
State	17.9%	22.6%	26.5%	25.7%	35.5%	35.1%	10.3%	9.9%	7.4%	6.1%	0.6%

Asian & Pacific

District	---	---	---	---	---	---	---	---	---	---	---
State	24.0%	28.2%	28.0%	25.6%	27.7%	31.1%	10.3%	7.4%	7.2%	7.2%	0.5%

American Indian

District	---	---	---	---	---	---	---	---	---	---	---
State	7.3%	13.4%	18.4%	16.0%	39.1%	39.4%	17.7%	15.5%	14.9%	15.2%	0.5%

Multi-Ethnic

District	9.1%	---	9.1%	---	27.3%	---	36.4%	---	18.2%	---	---
State	12.5%	12.3%	22.3%	20.6%	35.9%	37.4%	13.3%	15.8%	12.3%	12.5%	1.4%

Female

District	8.3%	13.0%	12.4%	19.8%	47.9%	41.2%	15.7%	13.7%	12.4%	9.9%	2.3%
State	14.1%	17.6%	23.6%	23.3%	36.9%	37.2%	12.3%	11.9%	10.7%	9.2%	0.9%

Male

District	7.6%	10.1%	21.2%	19.2%	46.6%	48.5%	10.2%	11.1%	12.7%	9.1%	2.0%
State	17.2%	21.2%	24.5%	23.4%	33.7%	33.8%	11.5%	11.4%	10.6%	9.2%	0.9%

Migrant

District	---	---	---	---	---	---	---	---	---	---	---
State	5.0%	4.4%	13.8%	16.5%	35.0%	44.0%	13.8%	16.5%	30.0%	17.6%	1.1%

GRADE 04 SCIENCE

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2009
District	8.7%	10.3%	24.6%	36.3%	51.6%	44.3%	14.3%	8.8%	0.4%	0.4%	0.0%
State	17.6%	20.6%	38.3%	38.7%	34.8%	32.5%	8.4%	7.4%	1.0%	0.7%	0.2%

Economically Disadvantaged

District	6.4%	6.1%	26.2%	34.4%	51.2%	47.8%	15.7%	11.1%	0.0%	0.6%	0.0%
State	8.8%	10.7%	30.3%	32.7%	44.6%	42.5%	14.3%	12.7%	1.8%	1.2%	0.3%

Special Ed.

District	4.5%	14.0%	11.4%	18.6%	61.4%	48.8%	18.2%	16.3%	2.3%	2.3%	0.0%
State	11.8%	13.2%	30.6%	30.9%	39.9%	39.2%	15.4%	14.4%	2.3%	1.7%	0.6%

ELL

District	8.3%	3.6%	22.2%	39.3%	58.3%	44.6%	11.1%	12.5%	0.0%	0.0%	0.0%
State	3.9%	4.5%	20.5%	23.0%	51.5%	50.5%	21.1%	19.7%	2.7%	2.1%	0.1%

African American Students

District	4.0%	3.8%	20.0%	23.1%	48.0%	53.8%	24.0%	19.2%	4.0%	0.0%	0.0%
State	4.7%	5.9%	21.9%	24.0%	47.0%	46.0%	22.9%	21.2%	3.6%	2.7%	0.3%

Hispanic

District	5.3%	7.0%	29.8%	32.4%	54.4%	50.7%	10.5%	9.9%	0.0%	0.0%	0.0%
State	4.9%	6.2%	24.9%	26.3%	50.0%	48.5%	18.0%	17.5%	2.1%	1.5%	0.0%

White

District	9.9%	12.9%	23.8%	40.3%	50.3%	39.6%	15.2%	6.5%	0.0%	0.7%	0.0%
State	21.8%	25.6%	43.0%	43.3%	29.9%	26.9%	4.8%	3.8%	0.4%	0.2%	0.2%

Asian & Pacific

District	---	---	---	---	---	---	---	---	---	---	---
State	19.2%	23.9%	37.6%	34.2%	35.1%	33.5%	7.1%	7.0%	1.1%	1.0%	0.5%

American Indian

District	---	---	---	---	---	---	---	---	---	---	---
State	9.3%	15.0%	35.5%	35.0%	45.0%	42.0%	8.4%	7.2%	1.8%	0.6%	0.2%

Multi-Ethnic

District	27.3%	6.7%	9.1%	40.0%	54.5%	40.0%	9.1%	13.3%	0.0%	0.0%	0.0%
State	15.2%	15.1%	36.2%	36.5%	38.5%	39.8%	9.2%	8.0%	0.9%	0.5%	0.2%

Female

District	5.6%	8.7%	21.6%	35.4%	54.4%	47.2%	17.6%	8.7%	0.0%	0.0%	0.0%
State	15.8%	18.7%	37.6%	38.0%	36.7%	34.8%	8.9%	7.8%	1.0%	0.6%	0.2%

Male

District	11.8%	11.9%	27.6%	37.0%	48.8%	41.5%	11.0%	8.9%	0.8%	0.7%	0.0%
State	19.2%	22.3%	38.9%	39.2%	32.9%	30.4%	7.9%	7.1%	1.0%	0.7%	0.2%

Migrant

District	---	---	---	---	---	---	---	---	---	---	---
State	3.1%	9.8%	27.6%	27.4%	47.9%	47.0%	18.8%	13.4%	2.6%	1.2%	1.2%

GRADE 07 SCIENCE

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2009
District	8.4%	6.3%	19.3%	21.1%	47.4%	39.3%	20.0%	26.7%	4.9%	3.7%	3.0%
State	14.4%	16.6%	30.5%	29.5%	37.5%	36.9%	14.2%	13.9%	3.2%	2.7%	0.3%

Economically Disadvantaged

District	5.0%	2.2%	16.0%	19.1%	49.2%	39.3%	22.7%	30.3%	7.2%	4.5%	4.5%
State	6.5%	7.4%	20.7%	21.0%	42.1%	42.2%	24.0%	23.5%	6.4%	5.3%	0.5%

Special Ed.

District	0.0%	2.2%	4.1%	6.5%	36.7%	30.4%	46.9%	50.0%	12.2%	10.9%	0.0%
State	9.2%	9.6%	20.1%	20.3%	38.0%	38.3%	26.1%	25.3%	6.2%	5.9%	0.7%

ELL

District	5.9%	0.0%	11.8%	0.0%	41.2%	52.6%	29.4%	47.4%	11.8%	0.0%	0.0%
State	2.8%	2.2%	10.6%	10.2%	38.9%	39.7%	34.5%	37.1%	12.9%	10.3%	0.6%

African American Students

District	2.6%	0.0%	10.5%	16.7%	50.0%	54.2%	31.6%	16.7%	5.3%	8.3%	4.2%
State	3.1%	3.6%	13.1%	14.5%	41.0%	40.4%	32.7%	31.8%	9.7%	9.2%	0.5%

Hispanic

District	1.7%	1.5%	13.6%	13.6%	54.2%	40.9%	20.3%	37.9%	10.2%	4.5%	1.5%
State	4.0%	4.2%	14.6%	14.8%	41.2%	42.0%	29.9%	31.2%	10.0%	7.3%	0.5%

White

District	12.7%	10.7%	24.2%	23.3%	43.6%	38.0%	16.4%	21.3%	3.0%	3.3%	3.3%
State	17.5%	20.5%	35.3%	34.0%	36.2%	35.2%	9.4%	8.8%	1.4%	1.1%	0.3%

Asian & Pacific

District	---	---	---	---	---	---	---	---	---	---	---
State	18.5%	18.9%	31.1%	26.8%	35.0%	36.7%	12.3%	12.9%	3.0%	4.7%	0.1%

American Indian

District	---	---	---	---	---	---	---	---	---	---	---
State	10.8%	10.3%	27.8%	23.4%	42.9%	47.1%	16.3%	15.7%	2.0%	3.4%	0.0%

Multi-Ethnic

District	6.3%	0.0%	6.3%	28.6%	50.0%	23.8%	31.3%	42.9%	6.3%	0.0%	4.8%
State	10.0%	11.9%	26.2%	26.8%	42.4%	40.3%	17.5%	18.1%	3.7%	2.4%	0.5%

Female

District	8.3%	3.7%	15.3%	20.6%	52.1%	42.6%	20.8%	27.9%	3.5%	2.2%	2.9%
State	10.4%	13.0%	29.1%	28.8%	41.0%	40.2%	16.2%	15.2%	3.2%	2.7%	0.2%

Male

District	8.5%	9.0%	23.4%	21.6%	42.6%	35.8%	19.1%	25.4%	6.4%	5.2%	3.0%
State	18.3%	20.1%	31.9%	30.2%	34.2%	33.8%	12.2%	12.7%	3.2%	2.7%	0.4%

Migrant

District	---	---	---	---	---	---	---	---	---	---	---
State	5.0%	5.8%	17.0%	19.0%	39.7%	40.1%	26.2%	24.8%	12.1%	9.5%	0.7%

GRADE 11 SCIENCE

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2009
District	3.4%	2.1%	7.7%	15.7%	57.3%	66.0%	27.8%	14.7%	3.8%	0.5%	1.0%
State	7.2%	7.9%	23.3%	23.2%	52.1%	52.3%	14.6%	13.7%	2.1%	2.0%	0.9%

Economically Disadvantaged

District	5.8%	1.1%	7.8%	12.4%	52.4%	66.3%	29.1%	16.9%	4.9%	1.1%	2.2%
State	3.4%	3.4%	13.3%	13.5%	51.5%	53.6%	25.5%	23.8%	4.8%	4.3%	1.5%

Special Ed.

District	14.8%	0.0%	3.7%	20.0%	33.3%	40.0%	40.7%	20.0%	7.4%	0.0%	20.0%
State	6.3%	5.3%	11.8%	10.0%	43.1%	41.4%	29.7%	29.7%	5.1%	6.6%	7.0%

ELL

District	0.0%	---	0.0%	---	41.7%	---	50.0%	---	8.3%	---	---
State	0.9%	1.4%	5.4%	4.9%	43.9%	43.3%	38.6%	39.2%	11.1%	10.6%	0.6%

African American Students

District	0.0%	0.0%	0.0%	4.3%	53.8%	73.9%	38.5%	13.0%	7.7%	0.0%	8.7%
State	1.9%	1.9%	8.0%	7.0%	47.4%	49.0%	34.1%	33.8%	6.4%	6.4%	1.9%

Hispanic

District	0.0%	0.0%	3.8%	8.8%	52.8%	58.8%	37.7%	32.4%	5.7%	0.0%	0.0%
State	2.3%	1.9%	9.9%	10.1%	50.8%	53.0%	29.7%	28.4%	6.5%	5.5%	1.0%

White

District	5.0%	2.5%	10.7%	20.5%	60.0%	65.6%	21.4%	10.7%	2.9%	0.8%	0.0%
State	8.3%	9.3%	26.7%	26.6%	52.5%	52.5%	10.8%	9.7%	1.2%	1.1%	0.8%

Asian & Pacific

District	---	---	---	---	---	---	---	---	---	---	---
State	10.8%	10.6%	22.0%	24.1%	51.0%	51.3%	14.0%	11.3%	2.1%	2.5%	0.3%

American Indian

District	---	---	---	---	---	---	---	---	---	---	---
State	4.0%	5.3%	14.2%	17.4%	62.1%	52.4%	16.8%	20.0%	1.7%	3.5%	1.5%

Multi-Ethnic

District	---	---	---	---	---	---	---	---	---	---	---
State	4.8%	4.6%	18.7%	19.3%	55.3%	52.3%	17.6%	19.6%	2.4%	3.1%	1.0%

Female

District	1.6%	1.8%	8.1%	13.4%	56.9%	62.5%	30.9%	20.5%	2.4%	0.0%	1.8%
State	4.3%	4.9%	20.1%	20.7%	56.4%	56.1%	16.5%	15.7%	2.1%	2.0%	0.7%

Male

District	5.4%	2.5%	7.2%	19.0%	57.7%	70.9%	24.3%	6.3%	5.4%	1.3%	0.0%
State	10.0%	10.9%	26.4%	25.6%	47.9%	48.6%	12.8%	11.9%	2.2%	2.0%	1.0%

Migrant

District	---	---	---	---	---	---	---	---	---	---	---
State	0.0%	0.0%	4.3%	5.4%	52.9%	63.5%	32.9%	23.0%	10.0%	5.4%	2.7%

GRADE 05 WRITING

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2009
District	---	4.5%	---	14.9%	---	32.7%	---	29.0%	---	17.5%	1.5%
State	---	15.4%	---	22.8%	---	32.4%	---	19.9%	---	7.7%	1.7%

Economically Disadvantaged

District	---	5.0%	---	14.6%	---	33.2%	---	27.6%	---	18.1%	1.5%
State	---	8.7%	---	18.3%	---	33.4%	---	25.8%	---	11.8%	2.0%

Special Ed.

District	---	5.7%	---	9.4%	---	26.4%	---	26.4%	---	24.5%	7.5%
State	---	8.0%	---	15.7%	---	30.0%	---	27.6%	---	16.1%	2.6%

ELL

District	---	6.3%	---	16.7%	---	33.3%	---	22.9%	---	18.8%	2.1%
State	---	5.8%	---	14.1%	---	32.7%	---	30.5%	---	14.6%	2.3%

African American Students

District	---	6.9%	---	10.3%	---	37.9%	---	20.7%	---	20.7%	3.4%
State	---	7.5%	---	17.0%	---	34.1%	---	25.8%	---	13.4%	2.2%

Hispanic

District	---	1.6%	---	21.0%	---	38.7%	---	21.0%	---	16.1%	1.6%
State	---	7.0%	---	16.8%	---	33.3%	---	28.4%	---	12.7%	1.8%

White

District	---	4.5%	---	13.6%	---	30.5%	---	31.8%	---	18.2%	1.3%
State	---	18.0%	---	24.6%	---	32.1%	---	17.6%	---	6.0%	1.7%

Asian & Pacific

District	---	---	---	---	---	---	---	---	---	---	---
State	---	23.8%	---	26.3%	---	29.1%	---	14.0%	---	4.7%	2.0%

American Indian

District	---	---	---	---	---	---	---	---	---	---	---
State	---	11.4%	---	19.4%	---	33.5%	---	24.0%	---	9.5%	2.2%

Multi-Ethnic

District	---	0.0%	---	17.6%	---	23.5%	---	47.1%	---	11.8%	0.0%
State	---	12.3%	---	23.2%	---	33.6%	---	21.2%	---	8.1%	1.7%

Female

District	---	5.3%	---	16.5%	---	35.3%	---	25.6%	---	15.8%	1.5%
State	---	19.6%	---	24.9%	---	31.9%	---	16.7%	---	5.3%	1.6%

Male

District	---	3.7%	---	13.2%	---	30.1%	---	32.4%	---	19.1%	1.5%
State	---	11.4%	---	20.8%	---	33.0%	---	23.0%	---	9.9%	1.9%

Migrant

District	---	---	---	---	---	---	---	---	---	---	---
State	---	6.3%	---	13.7%	---	32.6%	---	26.9%	---	17.1%	3.4%

GRADE 08 WRITING

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2009
District	---	8.6%	---	17.5%	---	30.6%	---	27.1%	---	12.0%	4.1%
State	---	15.6%	---	24.9%	---	33.0%	---	18.0%	---	6.4%	2.2%

Economically Disadvantaged

District	---	6.0%	---	17.4%	---	29.4%	---	27.9%	---	14.4%	5.0%
State	---	8.9%	---	18.5%	---	33.4%	---	25.1%	---	11.0%	3.2%

Special Ed.

District	---	2.2%	---	19.6%	---	23.9%	---	23.9%	---	21.7%	8.7%
State	---	7.2%	---	13.5%	---	29.2%	---	28.6%	---	17.2%	4.2%

ELL

District	---	7.1%	---	7.1%	---	21.4%	---	35.7%	---	21.4%	7.1%
State	---	4.2%	---	11.1%	---	33.4%	---	30.6%	---	15.1%	5.6%

African American Students

District	---	4.8%	---	11.9%	---	35.7%	---	31.0%	---	14.3%	2.4%
State	---	7.1%	---	15.3%	---	33.1%	---	27.0%	---	14.8%	2.6%

Hispanic

District	---	5.2%	---	24.1%	---	27.6%	---	29.3%	---	13.8%	0.0%
State	---	8.3%	---	16.8%	---	34.4%	---	26.0%	---	10.4%	4.0%

White

District	---	10.8%	---	16.9%	---	28.9%	---	27.1%	---	10.8%	5.4%
State	---	17.9%	---	27.5%	---	32.7%	---	15.5%	---	4.7%	1.7%

Asian & Pacific

District	---	---	---	---	---	---	---	---	---	---	---
State	---	19.8%	---	28.2%	---	31.5%	---	13.7%	---	4.2%	2.6%

American Indian

District	---	---	---	---	---	---	---	---	---	---	---
State	---	12.4%	---	20.2%	---	32.7%	---	25.3%	---	5.4%	4.0%

Multi-Ethnic

District	---	11.8%	---	11.8%	---	41.2%	---	11.8%	---	11.8%	11.8%
State	---	11.5%	---	21.8%	---	35.6%	---	19.9%	---	8.9%	2.4%

Female

District	---	11.0%	---	20.0%	---	35.2%	---	22.1%	---	7.6%	4.1%
State	---	20.0%	---	27.9%	---	31.7%	---	14.6%	---	4.2%	1.7%

Male

District	---	6.2%	---	15.1%	---	26.0%	---	32.2%	---	16.4%	4.1%
State	---	11.4%	---	22.1%	---	34.3%	---	21.2%	---	8.4%	2.6%

Migrant

District	---	---	---	---	---	---	---	---	---	---	---
State	---	6.1%	---	14.4%	---	31.1%	---	23.5%	---	14.4%	10.6%

GRADE 11 WRITING

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2009
District	---	2.9%	---	15.1%	---	33.2%	---	35.7%	---	8.8%	4.2%
State	---	14.4%	---	23.9%	---	33.4%	---	18.6%	---	6.3%	3.4%

Economically Disadvantaged

District	---	3.4%	---	15.5%	---	31.0%	---	36.2%	---	8.6%	5.2%
State	---	7.8%	---	17.0%	---	32.8%	---	25.5%	---	11.4%	5.4%

Special Ed.

District	---	10.5%	---	5.3%	---	15.8%	---	26.3%	---	21.1%	21.1%
State	---	7.0%	---	11.1%	---	26.2%	---	29.3%	---	19.9%	6.6%

ELL

District	---	---	---	---	---	---	---	---	---	---	---
State	---	3.2%	---	9.2%	---	31.0%	---	31.0%	---	18.3%	7.3%

African American Students

District	---	6.3%	---	9.4%	---	15.6%	---	50.0%	---	15.6%	3.1%
State	---	5.4%	---	14.6%	---	31.5%	---	27.1%	---	16.1%	5.3%

Hispanic

District	---	2.2%	---	13.3%	---	42.2%	---	35.6%	---	6.7%	0.0%
State	---	5.6%	---	16.6%	---	36.1%	---	25.9%	---	10.8%	5.1%

White

District	---	2.7%	---	14.9%	---	34.5%	---	33.8%	---	8.8%	5.4%
State	---	16.5%	---	26.1%	---	33.3%	---	16.7%	---	4.5%	3.0%

Asian & Pacific

District	---	---	---	---	---	---	---	---	---	---	---
State	---	15.2%	---	23.4%	---	33.0%	---	18.4%	---	6.2%	3.8%

American Indian

District	---	---	---	---	---	---	---	---	---	---	---
State	---	14.1%	---	18.5%	---	27.1%	---	25.1%	---	9.7%	5.5%

Multi-Ethnic

District	---	---	---	---	---	---	---	---	---	---	---
State	---	12.3%	---	19.1%	---	35.1%	---	19.6%	---	9.5%	4.3%

Female

District	---	5.3%	---	20.5%	---	37.1%	---	28.8%	---	6.8%	1.5%
State	---	17.1%	---	26.4%	---	32.5%	---	16.3%	---	4.3%	3.3%

Male

District	---	0.0%	---	8.5%	---	28.3%	---	44.3%	---	11.3%	7.5%
State	---	11.7%	---	21.6%	---	34.2%	---	20.8%	---	8.2%	3.5%

Migrant

District	---	---	---	---	---	---	---	---	---	---	---
State	---	8.5%	---	12.7%	---	31.0%	---	33.8%	---	11.3%	2.8%

**2009 Adequate Yearly Progress (AYP) Report
Turner-Kansas City District - USD0202, Turner Elem# 0164**

AYP Summary		
made Reading indicator :	yes	
made Mathematics indicator :	yes	
Other Measures :	yes	
(preliminary) made AYP :	YES	

grade span: 1 to 6

If reading feeder school, data from buildings:

If mathematics feeder school, data from buildings:

Title 1 on Improvement		
for Reading :		no
for Mathematics :		no
Other Measures :		no
On Improvement :	NO	

reading targets: 79.7 %

math targets: 77.8 %

	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	81.5	281			100	298	yes	76.4	280			100	297	yes*	94.3	0.3	n/a		yes
Free and Reduced	79.4	194			100	209	yes*	73.1	193			100	208	yes*					
Students with	69.4	49			100	54	yes*	55.1	49	yes	yes	100	54	yes7	95.2	1.3	n/a		yes
ELL Students	80.6	36			100	40	yes	80.6	36			100	40	yes					
African-American	83.7	43			100	47	yes	62.8	43	yes	yes	100	47	yes7	93.3	-0.8	n/a		yes
Hispanic	86	57			100	62	yes	84.2	57			100	62	yes					
White	79.7	158			100	164	yes	77.7	157			100	163	yes*					
Asian & Pacific																			
American Indian																			
Multi-Ethnic																			

Reading, Alternate & Modified					
read test pool	total read	standard or above (%)	standard or above (n)	must reclass-ify	n reclass-ified
alternate assessment	305	4	1.31	4	no
modified assessment	305	7	2.29	7	no

Math, Alternate & Modified					
math test pool	total math	standard or above (%)	standard or above (n)	must reclass-ified	n reclass-ified
alternate assessment	305	3	0.98	3	no
modified assessment	305	7	1.31	4	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 *:** 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:** 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 *, 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 fail participation.
- yes *, 5 :** A single student in a building with fewer than 20 students cannot make the building fail 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,r:** 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 6, 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 fail 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 fail participation.
- yes a** Status changed through appeal.
- yes 8** The group met requirements since no testable children were in the All Students group.
- yes 9,2** 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 9,5** 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 fail participation.

2009 Adequate Yearly Progress (AYP) Report Turner-Kansas City District - USD0202

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 1 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		%	n	%	n	
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
alternate assessment	1,906	19	0.99	19	no
modified assessment	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 *:** 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:** 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 *, 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 fail participation.
- yes *, 5 :** A single student in a building with fewer than 20 students cannot make the building fail 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,r:** 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 6, 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 fail 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 fail participation.
- yes a** Status changed through appeal.
- yes 8** The group met requirements since no testable children were in the All Students group.
- yes 9,2** 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 9,5** 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 fail participation.



School Implementation Model Selection Rubric

2009-2010

- 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
Grant the new principal sufficient operational flexibility in staffing*. <ul style="list-style-type: none"> ✓ 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**: <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.

*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.

*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: 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.)

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 properly aligned.

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

*Job-embedded professional development can take many forms, including, but not limited to, classroom coaching, structured common planning time, meetings with mentors, consultation with outside experts, and observations of classroom practice.

An LEA implementing a turnaround model in one or more of its schools must take all of the actions required by the amended final guidance requirements. As discussed in B-2 of the final requirements, an LEA may take additional actions to supplement those that are required as part of a turnaround model, but it may not implement its own version of a turnaround model that does not include all of the elements required by the final requirements. Thus, an LEA could not, for example, convert a turnaround school to a magnet school without also taking the other actions specifically required as part of a turnaround model.

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

STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
LEA converts or closes and reopens a school under a charter school operator, charter organization or education management organization	The district has converted or reopened the school as a charter school.			The district has not made a decision to convert or reopen as a charter school.
Flow of leadership organization is determined:	Leadership flow determined by selecting Option 1, 2 or 3			Leadership flow is not determined
Option 1 – District –Local Board- School Leader	<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.

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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School Implementation Model Selection Rubric

2009-2010

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* ✓ Aligned with State academic standards , ✓ Vertically and horizontally aligned, ✓ Research-based.	The school used its data to identify and implement a research-based instructional program that is horizontally and vertically aligned as well as aligned with State academic standards.	The school used its data to identify a research-based instructional program that is horizontally and vertically aligned and aligned with State academic standards, and is in the process of implementation.	The school is investigating research-based instructional programs that are horizontally and vertically aligned and aligned with State academic standards.	The school’s instructional program is not research-based, horizontally and vertically aligned, and/or aligned with State academic standards.
Promote the continuous use of student data to inform and differentiate instruction, such as: ✓ Formative assessments, ✓ Interim (progress monitoring) assessments, ✓ Summative assessments.	Across the building, the school continuously utilizes student data in such forms as formative assessments, progress monitoring assessments, and summative assessments to inform and differentiate instruction.	The school has adopted formative assessments, progress monitoring assessments, and summative assessments and is in the process of implementing their use to inform and differentiate instruction.	The school is investigating different forms of assessment to inform and differentiate instruction.	The school does not use student data to inform and differentiate instruction.

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

- (1) Conducting periodic reviews to ensure that 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
Grant the new principal sufficient operational flexibility in staffing*. <ul style="list-style-type: none"> ✓ 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**: <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.

*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.

*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: 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.)

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 properly aligned.

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

*Job-embedded professional development can take many forms, including, but not limited to, classroom coaching, structured common planning time, meetings with mentors, consultation with outside experts, and observations of classroom practice.

An LEA implementing a turnaround model in one or more of its schools must take all of the actions required by the amended final guidance requirements. As discussed in B-2 of the final requirements, an LEA may take additional actions to supplement those that are required as part of a turnaround model, but it may not implement its own version of a turnaround model that does not include all of the elements required by the final requirements. Thus, an LEA could not, for example, convert a turnaround school to a magnet school without also taking the other actions specifically required as part of a turnaround model.

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

STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
LEA converts or closes and reopens a school under a charter school operator, charter organization or education management organization	The district has converted or reopened the school as a charter school.			The district has not made a decision to convert or reopen as a charter school.
Flow of leadership organization is determined:	Leadership flow determined by selecting Option 1, 2 or 3			Leadership flow is not determined
Option 1 – District –Local Board- School Leader	<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.

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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The LEA may receive up to 2 million per school over the period of availability.

Part 3 – Assurances –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.

Part 4: Waivers (if applicable)

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.

- Extending the period of availability of school improvement funds.
- “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 school that does not meet the 40 percent poverty eligibility threshold.
- Serving a Tier II school.



2010-2011

District Level School Improvement Grant Application (LEA)

**Title I
School
Improvement
Grant
ESEA 1003(g)**

**TITLE PROGRAM & SERVICES
TEAM**

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 in May, 2010, 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 (attached as Appendix A), states that school improvement funds are to be focused on persistently lowest-achieving schools. 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.

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 B, 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, pg. 15 and 16.

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. 19.

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. 21.

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. 23.

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) Extend the period of availability of SIG funds until September 30, 2013.
- 2) “Start over” in the school improvement timeline for Tier I schools implementing a turnaround or restart model.
- 3) Implement a schoolwide program in a Tier I school that does not meet the 40 percent poverty eligibility threshold.
- 4) Serve a Tier II school.

**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>	

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

A. SCHOOLS TO BE SERVED

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school. Please check (√) the appropriate boxes.

School Name	NCES #	Identified Tier	Identify a Model (Tier I & II Only)	Requested Amount
		<input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> School Closure <input type="checkbox"/> Transformation	
		<input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> School Closure <input type="checkbox"/> Transformation	
		<input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> School Closure <input type="checkbox"/> Transformation	
		<input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> School Closure <input type="checkbox"/> Transformation	
		<input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> School Closure <input type="checkbox"/> Transformation	
		<input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> School Closure <input type="checkbox"/> Transformation	
		<input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> School Closure	

School Name	NCES #	Identified Tier	Identify a Model (Tier I & II Only)	Requested Amount
		<input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3	<input type="checkbox"/> Transformation <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> School Closure <input type="checkbox"/> Transformation	
		<input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> School Closure <input type="checkbox"/> Transformation	
		<input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> School Closure <input type="checkbox"/> Transformation	
		<input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> School Closure <input type="checkbox"/> Transformation	
		<input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> School Closure <input type="checkbox"/> Transformation	
		<input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> School Closure <input type="checkbox"/> 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. District Information (To be filled out by district):

Discuss the role the district played in the Exploration and Adoption of the Model(s) with schools in your district. (See Process Timeline based on the Six Steps of Implementation in Appendix C.)

Exploration and Adoption

1. Needs Assessment using the Innovation Configuration Matrix (ICM) for Schools
 - Achievement Data
 - School Leading Indicator Report
 - School AYP Data
 - School Report Card Data
 - Perception Data
 - Contextual (school processes/ programs)
 - Demographic Data
2. Selection of Model
 - School Improvement Model Selection Rubrics
3. Capacity of District
 - 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 Steps 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

- a. KSDE in cooperation with Cross and Joftus, LLC will work with the districts to determine district capacity to serve Tier I and Tier II schools. This This includes reviewing district appraisal and grant application to determine capacity. The districts should respond to the Systemic Coherence and Capacity Addendum to the District Effectiveness Appraisal and how it will drive changes and support to schools in your district. (See Appendix D) This will be done after the oral presentation to KSDE.
- b. Provide an explanation of the capacity of the district to serve each of its schools in Tier I and Tier II.
- c. If the LEA is not applying to each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.
- d. How many Tier III schools in your district? How many are you estimating will adopt a model? (Application for Tier III schools will come out in May if funding is available.)

DESCRIPTIVE INFORMATION (TO BE FILLED OUT BY EACH SCHOOL):

Needs Assessment, Selection of the Identified Intervention Model, School and District Capacity, Timeline and Goal Setting

Part 1:

The LEA must provide the following for each Tier I and Tier II school(s) identified to serve:

Step One: Needs Assessment

1. Describe the **needs assessment process** that the school went through before selecting the Intervention Model. A resource on needs assessment is provided in the Kansas Improvement Notebook located at:
<http://www.ksde.org/Default.aspx?tabid=405>
2. Write a brief summary of the school's data analysis results/findings. Include:
 - a. **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**
3. Based on the school's data analysis results, describe the root cause(s) that support the selection of an appropriate intervention model.
 - a. **Root Cause Analysis**

Step Two: Using the needs assessment results, select the Appropriate Intervention Model:

1. Elaborate on how the district utilized the School Intervention Model Selection Rubrics to choose a model. (See Appendix B.)
2. Describe why the model will be an appropriate fit for the school.
3. Describe the actions the district will take to design and implement interventions consistent with the final requirements of the grant. (See Appendix A.)
4. Describe the actions the district will take to recruit, screen and select external providers, if applicable to ensure their quality.
5. Describe how the district will align other resources with the interventions at the school.
6. Explain what practices or policies, if necessary, will need to be modified to enable the school to implement the interventions fully and effectively.

7. Explain how the district will sustain the reforms after the funding period ends at the school.

Step Three: Using the Needs Assessment and the Selected School Intervention Model, Assess the District and School Capacity:

1. Elaborate on how the school used the Innovation Configuration Matrix (ICM) for Schools. It is located at:
<http://www.kansasmtss.org/resources.htm>
2. Discuss the strengths and weaknesses identified in the capacity appraisal that was done for the school using the Innovation Configuration Matrix (ICM) for Schools.
3. 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.

Step Four: Timeline and Goal Setting – Utilizing the Kansas School Improvement Process, finish Stages 1 through 4 of the School Improvement Plan and complete the following:

1. A timeline delineating the steps the school will take to implement the selected intervention in each Tier I and Tier II School
2. A description of the annual goals for student achievement that the school has established based on the State's assessments in both reading/language arts and mathematics.
3. A description of other annual goals tied to the implementation of the model.
4. Identify the relevant stakeholders, both internal and external, who were consulted by the school when completing Stages 1 through 4 of the school improvement plan.

Part 2: After each school has selected an intervention model, please answer the questions specific to the model selected. These should be done in conjunction with the district staff.

The LEA must provide the following information about the School Intervention Model selected for each Tier I and Tier II school(s). Please write your responses under each question.

The Turnaround Model

1. How will the LEA and school select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?
2. How will the LEA and school assign effective teachers and leaders to the lowest achieving schools?
3. How will the LEA and school begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?
4. How will staff replacement be executed—what is the process for determining which staff remains in the school and for selecting replacements?
5. How will the language in collective bargaining agreements be negotiated to ensure the most talented teachers and leaders remain in the school?
6. What supports will be provided to staff being assigned to other schools?
7. What are the budgetary implications of retaining surplus staff within the LEA and school if that is necessary?
8. What is the LEA's and schools own capacity to execute and support a turnaround? What organizations are available to assist with the implementation of the turnaround model?
9. What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the infusion of human capital?
10. What changes in operational practice must accompany the infusion of human capital, and how will these changes be brought about and sustained?

The Restart Model

1. Are there qualified charter management organizations (CMOs) or education management organizations (EMOs) willing to partner with the LEA to start a new school (or convert an existing school) in this location?
2. Will qualified community groups initiate a home grown charter school? The LEA is best served by developing relationships with community groups to prepare them for operating charter schools.
3. Based on supply and capacity, which option is most likely to result in acceptable student growth for the student population to be served—homegrown charter school, CMO, or EMO?
4. How can statutory, policy, and collective bargaining language relevant to the school be negotiated to allow for closure of the school and restart?
5. How will support be provided to staff that are reassigned to other schools as a result of the restart?
6. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
7. What is the LEA's own capacity to support the charter school with access to contractually specified district services and access to available funding?
8. How will the SEA assist with the restart?
9. What performance expectations will be contractually specified for the charter school, CMO, or EMO?
10. Is the LEA (or other authorizer) prepared to terminate the contract if performance expectations are not met?

The Transformation Model

1. How will the LEA select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?
2. How will the LEA enable the new leader to make strategic staff replacements?
3. What is the LEA's own capacity to support the transformation, including the implementation of required, recommended, and diagnostically determined strategies?
4. What changes in decision making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the transformation?
5. What changes in operational practice must accompany the transformation, and how will these changes be brought about and sustained?

School Closure Model

1. What are the metrics to identify schools to be closed?
2. What steps are in place to make certain closure decisions are based on tangible data and readily transparent to the local community?
3. How will the students and their families be supported by the LEA through the re-enrollment process?
4. Which higher-achieving schools have the capacity to receive students from the schools being considered for closure?
5. How will the receiving schools be staffed with quality staff to accommodate the increase in students?
6. How will current staff be reassigned—what is the process for determining which staff members are dismissed and which staff members are reassigned?
7. Does the statutory, policy, and collective bargaining context relevant to the school allow for removal of current staff?

What supports will be provided to recipient schools if current staff members are reassigned?

9. What safety and security considerations might be anticipated for students of the school to be closed and the receiving school(s)?
10. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
11. How will the LEA track student progress in the recipient schools?
12. What is the impact of school closure to the school's neighborhood, enrollment area, or community?
13. How does school closure fit within the LEA's overall reform efforts?

Budget:

1. Each district will have a district budget (combined from all Tier I and Tier II schools) and individual budgets from each school.
2. The district must provide a budget that indicates an amount of school improvement the district will use each year to implement the selected model in each Tier I and Tier II it expects to serve.
3. Each budget line item will have a detailed explanation of all activities associated with the grant.

Note: An LEA's budget must cover the period of availability, including any extension, granted through a waiver, 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.

**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 Consultants, subcontracts, mini-grants, counseling, guidance, and accounting services.
400	Purchased Property Services <i>Lease, repair, maintain, & rent property & equipment, owned or used by the district.</i>
500	Other Purchased Services Staff travel, workshops/conference registrations, per diem, mileage, lodging, staff development.
600	Supplies & Materials <i>Items that can be consumed, worn out, or deteriorated through use.</i>
700	Property <i>Initial, additional or replacement equipment.</i>
2000 Support Services	
2100	Support Services --Students Attendance, health services, & parent involvement.
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.)
2700	Student Transportation Services <i>Providing transportation for students.</i>
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.

**KANSAS STATE DEPARTMENT OF EDUCATION
Title I School Improvement Grant
ESEA 1003(g)
PROJECTED DISTRICT BUDGET FOR JULY 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	
2329 Other Executive Administration 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, 2011 TO JUNE 30, 2012
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	
2329 Other Executive Administration 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, 2011 TO JUNE 30, 2012
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	
2329 Other Executive Administration 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 SCHOOL BUDGET FOR JULY 1, 2011 TO JUNE 30, 2012
Replicate for each Building
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	
2329 Other Executive Administration 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 SCHOOL BUDGET FOR JULY 1, 2011 TO JUNE 30, 2012
Replicate for each Building
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	
2329 Other Executive Administration 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 SCHOOL BUDGET FOR JULY 1, 2011 TO JUNE 30, 2012
Replicate for each Building
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	
2329 Other Executive Administration 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.

The schools an LEA commits to serve for each year may not exceed the number of Tier I and Tier III schools serve multiplied by \$500,000.

Part 3 – Assurances –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.

Part 4: Waivers (if applicable)

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.

- Extending the period of availability of school improvement funds.
- “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 school that does not meet the 40 percent poverty eligibility threshold.
- Serving a Tier II school.

APPENDICES

APPENDIX A: Final Requirements for School Improvement Grants

APPENDIX B: Intervention Models Rubrics

APPENDIX C:

APPENDIX A

Final Requirements for School Improvement Grants

I. SEA Priorities in Awarding School Improvement Grants:

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

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

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

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

(c) **Tier III schools:** A Tier III school is a Title I school in improvement, corrective action, or restructuring that is not a Tier I school. An SEA may establish additional criteria to use in setting priorities among LEA applications for funding and to encourage LEAs to differentiate among these schools in their use of school improvement funds.

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

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

(i) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;

(ii) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,

(A) Screen all existing staff and rehire no more than 50 percent; and

(B) Select new staff;

(iii) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;

(iv) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

(v) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

(vi) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;

(vii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;

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

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

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

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

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

(b) Restart model: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process.

(A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

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

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

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

(i) Required activities. The LEA must--

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

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

(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and

(2) Are designed and developed with teacher and principal involvement;

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

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

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

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

(C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

(2) Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

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

(A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

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

(C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

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

(E) In secondary schools--

(1) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;

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

(3) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or

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

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

(i) Required activities. The LEA must--

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

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

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

(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or

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

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

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

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

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

3. Definitions.

Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.¹

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

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

¹ Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (See Frazier, Julie A.; Morrison, Frederick J. "The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School." *Child Development*. Vol. 69 (2), April 1998, pp.495-497 and research done by Mass2020.) Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition with encouragement to closely integrate and coordinate academic work between in school and out of school. (See James-Burdumy, Susanne; Dynarski, Mark; Deke, John. "When Elementary Schools Stay Open Late: Results from The National Evaluation of the 21st Century Community Learning Centers Program." *Educational Evaluation and Policy Analysis*, Vol. 29 (4), December 2007, Document No. PP07-121.) <http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296>

(i) Is among the lowest-achieving five percent of 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.

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

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

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

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

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

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

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

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

(iv) Align other resources with the interventions;

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

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

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

B. Providing flexibility.

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

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

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

4. An SEA may seek a waiver from the Secretary to enable an LEA to use school improvement funds to serve a Tier II secondary school.

5. An SEA may seek a waiver from the Secretary to extend the period of availability of school improvement funds beyond September 30, 2011 so as to make those funds available to the SEA and its LEAs for up to three years.

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

II. Awarding School Improvement Grants to LEAs:

A. LEA requirements.

1. An LEA may apply for a School Improvement Grant if it has one or more schools that qualify under the State's definition of a Tier I or Tier III school. An eligible LEA may also apply to serve Tier II schools.

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

(a) The LEA must--

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

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

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

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

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

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

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

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

4. The LEA's budget for each Tier I and Tier II school it commits to serve must be of sufficient size and scope to ensure that the LEA can implement one of the rigorous interventions identified in section I.A.2 of these requirements. The LEA's budget must cover the period of availability of the school improvement funds, taking into account any waivers extending the period of availability received by the SEA or LEA. The LEA's budget may, and likely would, exceed \$500,000 per year for each Tier I and Tier

II school that implements an intervention in section I.A.2(a), 2(b), or 2(d) in order to reform the school consistent with the LEA's application and these requirements. The LEA's budget may include less than \$500,000 per year for a Tier I or Tier II school for which it proposes to implement the school closure intervention in section I.A.2(c) (which would typically be completed within one year) or if the LEA's budget shows that less funding is needed to implement its selected intervention fully and effectively.

5. The LEA's budget for each Tier III school it commits to serve must include the services it will provide the school, particularly if the school meets additional criteria established by the SEA, although those services do not need to be commensurate with the funds the SEA provides the LEA based on the school's inclusion in the LEA's School Improvement Grant application.

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

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

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

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

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

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

B. SEA requirements.

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

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

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

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

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

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

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

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

(d) An SEA may not require an LEA to implement a particular model in one or more schools unless the SEA has taken over the LEA or school.

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

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

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

(b) Amount of each LEA's grant.

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

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

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

5. An SEA must award a School Improvement Grant to an LEA in an amount that is of sufficient size and scope to support the activities required under section 1116 of the ESEA and these requirements.

The LEA's total grant may not be less than \$50,000 or more than \$500,000 per year for each Tier I and Tier III school that the LEA commits to serve.

6. (a) In awarding school improvement funds to an LEA, an SEA must allocate \$500,000 per year for each Tier I school that will implement a rigorous intervention under section I.A.2(a), 2(b), or 2(d) for which the LEA has requested funds in its budget and for which the SEA determines the LEA has the capacity to serve, unless the SEA determines on a case-by-case basis, considering such factors as school size, the intervention selected, and other relevant circumstances, that less funding is needed to implement the intervention fully and effectively.

(b) The SEA must allocate sufficient school improvement funds in total to the LEA, consistent with section 1003(g)(5) of the ESEA, to meet, as closely as possible, the LEA's budget for implementing one of the four interventions in each Tier I and Tier II school it commits to serve, including the costs associated with closing such schools under section I.A.2(c), as well as the costs for serving participating Tier III schools, particularly those meeting additional criteria established by the SEA.

7. If an SEA does not have sufficient school improvement funds to allocate to each LEA with a Tier I or Tier II school an amount sufficient to enable the school to implement fully and effectively the specified intervention throughout the period of availability, including any extension afforded through a waiver, the SEA may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.

8. If an SEA has provided a School Improvement Grant to each LEA that has requested funds to serve a Tier I or Tier II school in accordance with these requirements, the SEA may award remaining school improvement funds to an LEA that seeks to serve only Tier III schools that applies to receive those funds.

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

10. (a) If not every Tier I school in a State is served with FY 2009 school improvement funds, an SEA must carry over 25 percent of its FY 2009 funds, combine those funds with FY 2010 school improvement funds (depending on the availability of appropriations), and award those funds to eligible

LEAs consistent with these requirements. This requirement does not apply in a State that does not have sufficient school improvement funds to serve all the Tier I schools in the State.

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

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

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

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

C. Renewal for additional one-year periods.

(a) If an SEA or an individual LEA requests and receives a waiver of the period of availability of school improvement funds, an SEA--

(i) Must renew the School Improvement Grant for each affected LEA for additional one-year periods commensurate with the period of availability if the LEA demonstrates that its Tier I and Tier II schools are meeting the requirements in section II.A.7 and that its Tier III schools are meeting the goals in their plans developed under section 1116 of the ESEA; and

(ii) May renew an LEA’s School Improvement Grant if the SEA determines that the LEA is making progress toward meeting the requirements in section II.A.7.

(b) If an SEA does not renew, in whole or in part, an LEA’s School Improvement Grant because one or more of the LEA’s participating schools is not meeting the requirements in section II.A.7, the SEA may reallocate those funds to other eligible LEAs, consistent with these requirements.

D. State reservation for administration, evaluation, and technical assistance.

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

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

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

III. Reporting and Evaluation:

A. Reporting metrics.

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

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

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

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

Metric	Source	Achievement Indicators	Leading Indicators
SCHOOL DATA			
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	NEW SIG		
AYP status	<u>EDFacts</u>	✓	
Which AYP targets the school met and missed	<u>EDFacts</u>	✓	
School improvement status	<u>EDFacts</u>	✓	
Number of minutes within the school year	NEW SIG		✓
STUDENT OUTCOME/ACADEMIC PROGRESS DATA			
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup	<u>EDFacts</u>	✓	
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup	<u>EDFacts</u>		✓
Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup	NEW SIG	✓	
Percentage of limited English proficient students who attain English language proficiency	<u>EDFacts</u>	✓	
Graduation rate	<u>EDFacts</u>	✓	
Dropout rate	<u>EDFacts</u>		✓
Student attendance rate	<u>EDFacts</u>		✓
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	NEW SIG HS only		✓
College enrollment rates	NEW SFSF Phase II HS only	✓	
STUDENT CONNECTION AND SCHOOL CLIMATE			

Metric	Source	Achievement Indicators	Leading Indicators
Discipline incidents	<u>EDFacts</u>		✓
Truants	<u>EDFacts</u>		✓
TALENT			
Distribution of teachers by performance level on LEA's teacher evaluation system	NEW SFSF Phase II		✓
Teacher attendance rate	NEW SIG		✓

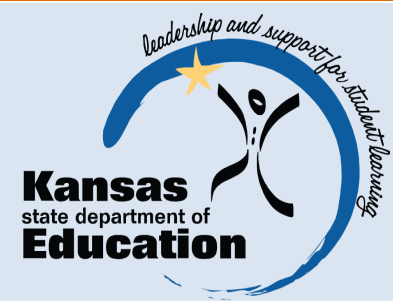
4. An SEA must report these metrics for the school year prior to implementing the intervention, if the data are available, to serve as a baseline, and for each year thereafter for which the SEA allocates school improvement funds under section 1003(g) of the ESEA. With respect to a school that is closed,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

B. Evaluation.

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

Appendix B

Intervention Models Rubrics



TITLE PROGRAM & SERVICES TEAM

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:* ✓ 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:

- (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				
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
Operational flexibility oriented services* and supports to students.	The school has adopted and implemented community-oriented services at every level of the process.	The school has adopted and implemented community-oriented services at every level of the process but was not hired before the actual process began.	The school is investigating community-oriented services and supports to students or was involved in only parts of the process.	The school offers no community-oriented services and supports to students.
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 of 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.

**A “competency,” which is a part of a rigorous recruitment process, help ensure a strong match between teachers’ competencies and the setting. Although an LEA is not obligated to ensure that all teachers have the competencies specifically listed for students and staff, and the guidance document for recruitment.

An LEA is not obligated to ensure that all teachers have the competencies specifically listed for students and staff, and the guidance document for recruitment.

*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 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 	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.

	<p>Organization Management</p> <ul style="list-style-type: none">✓ Organization hires a School Leader to manage the school.✓ There is no decision made by the local board✓ The management organization uses their board.			
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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
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* <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	3	2	1
	Exemplary level of development and implementation	Full function and operational level of development and implementation	Limited development and partial implementation	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 ✓ Title I Issues ✓ Records ✓ Fiscal Services ✓ Accreditation Issues ✓ Communication with state 	<p>The district has a written plan on how all these issues will be dealt for closing the school.</p>	<p>The district has dealt with most of these issues in a written plan for closing the school.</p>	<p>The district has a written plan for some of these issues for closing the school.</p>	<p>The district has no written plan and has not addressed these issues for closing the school.</p>

Appendix C

Process Timeline based on the Six Steps of Implementation

Implementation Steps	Timeline
<p>Exploration and Adoption</p> <p>10. Needs Assessment using the Innovation Configuration Matrix (ICM) for Schools</p> <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 <p>11. Selection of Model</p> <ul style="list-style-type: none"> o School Improvement Model Selection Rubrics <p>12. Capacity of District</p> <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 <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>February 2010 through May 2010</p>
<p>Program Installation</p> <p>1. Completion of Stages 5 through 8 in School Improvement Process</p> <p>2. Peer Review of School Improvement Plan</p> <p>3. Resource Realignment</p> <p>4. Initial Training of School Staff on Identified Model</p> <p>5. Family and Community Information Sessions</p>	<p>May 2010 through August 2010</p>
<p>Initial Implementation</p> <p>1. Continuation of School Staff Training</p> <p>2. Beginning of School Year</p> <p>3. Student Orientation Sessions on School Changes</p> <p>4. Families and Community Orientation Sessions on School Changes</p>	<p>August 2011</p>
<p>Full Operation</p> <p>1. Continuation of School Staff Training</p> <p>2. IC's Bi-Weekly Meetings on Fidelity of Implementation of School Improvement Plan</p> <p>3. Bi-Monthly Monitoring by KSDE Staff</p> <p>4. Student Orientation Sessions on School Changes</p> <p>5. Family and Community Orientation Sessions on School Changes</p>	<p>August 2010 through May 2011</p>
<p>Innovation</p> <p>1. Analysis of Year One Data</p> <p>2. Revisions to School Improvement Plan</p> <p>3. Continuation of School Staff Training</p>	<p>June 2011</p>
<p>Sustainability</p> <p>1. Evaluation</p> <p>2. Resource Alignment</p>	<p>August 2011</p>

Appendix D

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 E 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 F
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

Status of District: (Circle One): Not in Improvement In Improvement Corrective Action

Reviewer Name:		District Name/USD#:
Section A: District Information – 5 Points	Points Awarded	Comments:
Cover Sheet with District Information 2.5 pts	____/2.5	
Schools Identified by Tier and Model 2.5 pts	____/2.5	
<u>Total Section A: District Information – 10 Points</u>		
Section B: District Information – 20 Points	Points Awarded	Comments:
The district has explained how it assisted the schools through the <i>Exploration and Adoption Process.</i> 1. Needs Assessment 2. Selection of Model 3. Capacity of School 4. Goal Setting 5. Completing 1-4 Stages on School Improvement Plan 6. Budget 4 pts	____/4	

<p>The district has explained the results of the <i>Systemic Coherence and Capacity Addendum to the District Appraisal</i> and how it will utilize the results.</p> <p>4 pts</p>	<p>___/4</p>	
<p>The district has provided an explanation of its capacity to serve Tier I and Tier II schools and the tools utilized in order to make this determination.</p> <p>4 pts</p>	<p>___/4</p>	
<p>The district has provided an explanation for it is not serving Tier I schools.</p> <p>4 pts</p>	<p>___/4</p>	
<p>The district has estimated the number of Tier III schools and how many may be adopting a model.</p> <p>4 pts</p>	<p>___/4</p>	
<p><u>Total Section B: District Information –</u> <u>20 Points</u></p>	<p>___/20</p>	

PART ONE: A Scoring Form will be Completed for Each School.

Section C: Descriptive Information for Each School –30Points	Points Awarded	Comments:
NEEDS ASSESSMENT		
<p>The School has explained the <i>Exploration and Adoption Process</i></p> <ul style="list-style-type: none"> • Needs Assessment • Selection of Model • Capacity of School • Goal Setting • Completing 1-4 Stages on School Improvement Plan • Budget <p>2 pts</p>	<p>___/2</p>	
<p>Data has been displayed and analyzed.</p> <ul style="list-style-type: none"> • Achievement Data • School Leading Indicator Report • School AYP Data • School Report Card Data • Perception Data • Contextual • Demographic Data <p>Innovation Configuration Matrix for School</p> <p>2 pts</p>	<p>___/2</p>	
<p>A root cause analysis has been conducted.</p> <p>1 pt</p>	<p>___/1</p>	

SELECTION OF INTERVENTION MODEL		
<p>School explained how it used needs assessment in helping to select model.</p> <p>1 pt</p>	<p>___/1</p>	
<p>School described why the model will be an appropriate fit for the school.</p> <p>2 pts</p>	<p>___/2</p>	
<p>School described how it used the School Intervention Model Selection Rubrics to choose a model.</p> <p>2 pts</p>	<p>___/2</p>	
<p>The school described the actions the school will take to design and implement interventions consistent with the final requirements of the grant.</p> <p>2 pts</p>	<p>___/2</p>	
<p>The school described how the school will align other resources with the interventions?</p> <p>2 pts</p>	<p>___/2</p>	
<p>The school described what practices or policies, if necessary, will need to be modified to enable the school to implement the interventions fully and effectively.</p> <p>2 pts</p>	<p>___/2</p>	

<p>Explain how the school will sustain the reforms after the funding period ends.</p> <p>2 pts</p>	<p>___/2</p>	
<p>SCHOOL CAPACITY</p>		
<p>The school described how the school used the Innovation Configuration Matrix (ICM) for Schools to access capacity.</p> <p>2 pts</p>	<p>___/2</p>	
<p>The school provided 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.</p> <p>2 pts</p>	<p>___/2</p>	
<p>TIMELINE AND GOAL SETTING</p>		
<p>A timeline was delineated the steps the school will take to implement the selected intervention in each Tier I and Tier II School .</p> <p>2 pts</p>	<p>___/2</p>	
<p>The school wrote description of the annual goals for student achievement that the school has established based on the State's assessments in both reading/language arts and mathematics.</p> <p>2 pts</p>	<p>___/2</p>	

<p>The school wrote a description of other annual goals tied to implementation of the model.</p> <p>2 pts</p>	<p>___/2</p>	
<p>The school identified the relevant stakeholders, both internal and external, who were consulted by the school when completing Stages 1 through 4 of the school improvement plan.</p> <p>2 pts</p>	<p>___/2</p>	
<p><u>Total Part One, Section C: Descriptive Information</u> <u>- 30 Points</u></p>	<p>___/30</p>	

The school selected the following model: _____

PART TWO: Questions Specific to Intervention Model – Turnaround Model
Complete questions for appropriate model.

Section D: Descriptive Information for Each School – 25 Points	Points Awarded	Comments:
Turnaround Model		
<p>How will the LEA and school select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?</p> <p>3 pts</p>	<p>___/3</p>	
<p>How will the LEA and school assign effective teachers and leaders to the lowest achieving schools?</p> <p>3 pts</p>	<p>___/3</p>	
<p>How will the LEA and school begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?</p> <p>2 pts</p>	<p>___/2</p>	

<p>How will staff replacement be executed—what is the process for determining which staff remains in the school and for selecting replacements?</p> <p>2 pts</p>	<p>___/2</p>	
<p>How will the language in collective bargaining agreements be negotiated to ensure the most talented teachers and leaders remain in the school?</p> <p>2 pts</p>	<p>___/2</p>	
<p>What supports will be provided to staff being assigned to other schools?</p> <p>3 pts</p>	<p>___/3</p>	
<p>What are the budgetary implications of retaining surplus staff within the LEA and school if that is necessary?</p> <p>2 pts</p>	<p>___/2</p>	
<p>What is the LEA’s and schools own capacity to execute and support a turnaround? What organizations are available to assist with the implementation of the turnaround model?</p> <p>3 pts</p>	<p>___/3</p>	

<p>What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the infusion of human capital?</p> <p>2 pts</p>	<p>___/2</p>	
<p>What changes in operational practice must accompany the infusion of human capital, and how will these changes be brought about and sustained?</p> <p>3 pts</p>	<p>___/3</p>	
<p><u>Total Part Two, Section D: Descriptive Information – 25 Points</u></p>	<p>___/25</p>	

PART TWO: Questions Specific to Intervention Model – Restart Model

Section D: Descriptive Information for Each School – 25 Points	Points Awarded	Comments:
Restart Model		
<p>Are there qualified charter management organizations (CMOs) or education management organizations (EMOs) willing to partner with the LEA to start a new school (or convert an existing school) in this location?</p> <p>3 pts</p>	<p>___/3</p>	
<p>Will qualified community groups initiate a home grown charter school? The LEA is best served by developing relationships with community groups to prepare them for operating charter schools.</p> <p>2 pts</p>	<p>___/2</p>	
<p>Based on supply and capacity, which option is most likely to result in acceptable student growth for the student population to be served— homegrown charter school, CMO, or EMO?</p> <p>2 pts</p>	<p>___/2</p>	
<p>How can statutory, policy, and collective bargaining language relevant to the school be negotiated to allow for closure of the school and restart?</p> <p>2 pts</p>	<p>___/2</p>	

<p>How will support be provided to staff that are reassigned to other schools as a result of the restart?</p> <p>3 pts</p>	<p>___/3</p>	
<p>What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?</p> <p>3 pts</p>	<p>___/3</p>	
<p>What is the LEA's own capacity to support the charter school with access to contractually specified district services and access to available funding?</p> <p>2 pts</p>	<p>___/2</p>	
<p>How will the SEA assist with the restart?</p> <p>3 pts</p>	<p>___/3</p>	
<p>What performance expectations will be contractually specified for the charter school, CMO, or EMO?</p> <p>3 pts</p>	<p>___/3</p>	
<p>Is the LEA (or other authorizer) prepared to terminate the contract if performance expectations are not met?</p> <p>2 pts</p>	<p>___/2</p>	
<p><u>Total Part Two, Section D: Descriptive Information – 25 Points</u></p>	<p>___/25</p>	

PART TWO: Questions Specific to Intervention Model – Transformation Model

Section D: Descriptive Information for Each School –25 Points	Points Awarded	Comments:
Transformation Model		
<p>How will the LEA select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?</p> <p>5 pts</p>	<p>___/5</p>	
<p>How will the LEA enable the new leader to make strategic staff replacements?</p> <p>5 pts</p>	<p>___/5</p>	
<p>What is the LEA’s own capacity to support the transformation, including the implementation of required, recommended, and diagnostically determined strategies?</p> <p>5 pts</p>	<p>___/5</p>	
<p>What changes in decision making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the transformation?</p> <p>5 pts</p>	<p>___/5</p>	

What changes in operational practice must accompany the transformation, and how will these changes be brought about and sustained 5 pts	___/5	
<u>Total Part Two, Section D: Descriptive Information – 25 Points</u>	___/25	

PART TWO: Questions Specific to Intervention Model – School Closure Model

Section D: Descriptive Information for Each School – 25 Points	Points Awarded	Comments:
School Closure Model		
<p>What are the metrics to identify schools to be closed? 2 pts</p>	<p>___/2</p>	
<p>What steps are in place to make certain closure decisions are based on tangible data and readily transparent to the local community? 2 pts</p>	<p>___/2</p>	
<p>How will the students and their families be supported by the LEA through the re-enrollment process? 2 pts</p>	<p>___/2</p>	
<p>Which higher-achieving schools have the capacity to receive students from the schools being considered for closure? 1 pt</p>	<p>___/1</p>	

<p>How will the receiving schools be staffed with quality staff to accommodate the increase in students?</p> <p>2 pts</p>	<p>___/2</p>	
<p>How will current staff be reassigned—what is the process for determining which staff members are dismissed and which staff members are reassigned?</p> <p>2 pts</p>	<p>___/2</p>	
<p>Does the statutory, policy, and collective bargaining context relevant to the school allow for removal of current staff?</p> <p>2 pts</p>	<p>___/2</p>	
<p>What supports will be provided to recipient schools if current staff members are reassigned?</p> <p>2 pts</p>	<p>___/2</p>	
<p>What safety and security considerations might be anticipated for students of the school to be closed and the receiving school(s)?</p> <p>2 pts</p>	<p>___/2</p>	

<p>What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?</p> <p>2 pts</p>	<p>___/2</p>	
<p>How will the LEA track student progress in the recipient schools?</p> <p>2 pts</p>	<p>___/2</p>	
<p>What is the impact of school closure to the school's neighborhood, enrollment area, or community?</p> <p>2 pts</p>	<p>___/2</p>	
<p>How does school closure fit within the LEA's overall reform efforts?</p> <p>2 pts</p>	<p>___/2</p>	
<p><u>Total Part Two, Section D: Descriptive Information – 25 Points</u></p>	<p>___/25</p>	

Section E: Budget – 20 Points	Points Awarded	Comments:
<p>The district provided a district budget (combined from all Tier I and Tier II schools)</p> <p>5 pts</p>	<p>___/5</p>	
<p>Individual budgets for each school were provided.</p> <p>5 pts</p>	<p>___/5</p>	
<p>Each line item for the district and school budgets had a detailed explanation of all activities associated with the grant.</p> <p>10 pts</p>	<p>___/10</p>	
<p><u>Total Section E: Budget – 20 Points</u></p>	<p>___/20</p>	

Note: An LEA’s budget must cover the period of availability, including any extension, granted through a waiver, and be of sufficient size and scope to implement the selected the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

APPENDICES

- APPENDIX A:** Final Requirements for School Improvement Grants
- APPENDIX B:** Intervention Models Rubrics
- APPENDIX C:** Title Program & Service Team (Turnaround Model, Transformation Model, Restart Model, School Closure Model)
- APPENDIX D:** Systemic Coherence and Capacity Addendum
- APPENDIX E:** School Leading Indicator Report
- APPENDIX F:** LEA Application Scoring Form

APPENDIX A

Final Requirements for School Improvement Grants

I. SEA Priorities in Awarding School Improvement Grants:

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

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

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

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

(c) **Tier III schools:** A Tier III school is a Title I school in improvement, corrective action, or restructuring that is not a Tier I school. An SEA may establish additional criteria to use in setting priorities among LEA applications for funding and to encourage LEAs to differentiate among these schools in their use of school improvement funds.

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

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

(i) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;

(ii) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,

(A) Screen all existing staff and rehire no more than 50 percent; and

(B) Select new staff;

(iii) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;

(iv) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

(v) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

(vi) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;

(vii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;

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

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

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

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

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

(b) Restart model: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process.

(A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

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

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

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

(i) Required activities. The LEA must--

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

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

(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and

(2) Are designed and developed with teacher and principal involvement;

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

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

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

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

(C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

(2) Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

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

(A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

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

(C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

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

(E) In secondary schools--

(1) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;

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

(3) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or

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

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

(i) Required activities. The LEA must--

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

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

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

(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or

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

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

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

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

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

3. Definitions.

Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.¹

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

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

¹ Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (See Frazier, Julie A.; Morrison, Frederick J. "The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School." *Child Development*. Vol. 69 (2), April 1998, pp.495-497 and research done by Mass2020.) Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition with encouragement to closely integrate and coordinate academic work between in school and out of school. (See James-Burdumy, Susanne; Dynarski, Mark; Deke, John. "When Elementary Schools Stay Open Late: Results from The National Evaluation of the 21st Century Community Learning Centers Program." *Educational Evaluation and Policy Analysis*, Vol. 29 (4), December 2007, Document No. PP07-121.) <http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296>

(i) Is among the lowest-achieving five percent of 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.

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

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

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

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

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

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

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

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

(iv) Align other resources with the interventions;

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

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

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

B. Providing flexibility.

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

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

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

4. An SEA may seek a waiver from the Secretary to enable an LEA to use school improvement funds to serve a Tier II secondary school.

5. An SEA may seek a waiver from the Secretary to extend the period of availability of school improvement funds beyond September 30, 2011 so as to make those funds available to the SEA and its LEAs for up to three years.

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

II. Awarding School Improvement Grants to LEAs:

A. LEA requirements.

1. An LEA may apply for a School Improvement Grant if it has one or more schools that qualify under the State's definition of a Tier I or Tier III school. An eligible LEA may also apply to serve Tier II schools.

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

(a) The LEA must--

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

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

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

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

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

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

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

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

4. The LEA's budget for each Tier I and Tier II school it commits to serve must be of sufficient size and scope to ensure that the LEA can implement one of the rigorous interventions identified in section I.A.2 of these requirements. The LEA's budget must cover the period of availability of the school improvement funds, taking into account any waivers extending the period of availability received by the SEA or LEA. The LEA's budget may, and likely would, exceed \$500,000 per year for each Tier I and Tier

II school that implements an intervention in section I.A.2(a), 2(b), or 2(d) in order to reform the school consistent with the LEA's application and these requirements. The LEA's budget may include less than \$500,000 per year for a Tier I or Tier II school for which it proposes to implement the school closure intervention in section I.A.2(c) (which would typically be completed within one year) or if the LEA's budget shows that less funding is needed to implement its selected intervention fully and effectively.

5. The LEA's budget for each Tier III school it commits to serve must include the services it will provide the school, particularly if the school meets additional criteria established by the SEA, although those services do not need to be commensurate with the funds the SEA provides the LEA based on the school's inclusion in the LEA's School Improvement Grant application.

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

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

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

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

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

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

B. SEA requirements.

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

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

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

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

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

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

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

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

(d) An SEA may not require an LEA to implement a particular model in one or more schools unless the SEA has taken over the LEA or school.

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

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

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

(b) Amount of each LEA's grant.

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

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

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

5. An SEA must award a School Improvement Grant to an LEA in an amount that is of sufficient size and scope to support the activities required under section 1116 of the ESEA and these requirements.

The LEA's total grant may not be less than \$50,000 or more than \$500,000 per year for each Tier I and Tier III school that the LEA commits to serve.

6. (a) In awarding school improvement funds to an LEA, an SEA must allocate \$500,000 per year for each Tier I school that will implement a rigorous intervention under section I.A.2(a), 2(b), or 2(d) for which the LEA has requested funds in its budget and for which the SEA determines the LEA has the capacity to serve, unless the SEA determines on a case-by-case basis, considering such factors as school size, the intervention selected, and other relevant circumstances, that less funding is needed to implement the intervention fully and effectively.

(b) The SEA must allocate sufficient school improvement funds in total to the LEA, consistent with section 1003(g)(5) of the ESEA, to meet, as closely as possible, the LEA's budget for implementing one of the four interventions in each Tier I and Tier II school it commits to serve, including the costs associated with closing such schools under section I.A.2(c), as well as the costs for serving participating Tier III schools, particularly those meeting additional criteria established by the SEA.

7. If an SEA does not have sufficient school improvement funds to allocate to each LEA with a Tier I or Tier II school an amount sufficient to enable the school to implement fully and effectively the specified intervention throughout the period of availability, including any extension afforded through a waiver, the SEA may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.

8. If an SEA has provided a School Improvement Grant to each LEA that has requested funds to serve a Tier I or Tier II school in accordance with these requirements, the SEA may award remaining school improvement funds to an LEA that seeks to serve only Tier III schools that applies to receive those funds.

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

10. (a) If not every Tier I school in a State is served with FY 2009 school improvement funds, an SEA must carry over 25 percent of its FY 2009 funds, combine those funds with FY 2010 school improvement funds (depending on the availability of appropriations), and award those funds to eligible

LEAs consistent with these requirements. This requirement does not apply in a State that does not have sufficient school improvement funds to serve all the Tier I schools in the State.

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

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

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

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

C. Renewal for additional one-year periods.

(a) If an SEA or an individual LEA requests and receives a waiver of the period of availability of school improvement funds, an SEA--

(i) Must renew the School Improvement Grant for each affected LEA for additional one-year periods commensurate with the period of availability if the LEA demonstrates that its Tier I and Tier II schools are meeting the requirements in section II.A.7 and that its Tier III schools are meeting the goals in their plans developed under section 1116 of the ESEA; and

(ii) May renew an LEA's School Improvement Grant if the SEA determines that the LEA is making progress toward meeting the requirements in section II.A.7.

(b) If an SEA does not renew, in whole or in part, an LEA's School Improvement Grant because one or more of the LEA's participating schools is not meeting the requirements in section II.A.7, the SEA may reallocate those funds to other eligible LEAs, consistent with these requirements.

D. State reservation for administration, evaluation, and technical assistance.

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

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

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

III. Reporting and Evaluation:

A. Reporting metrics.

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

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

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

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

Metric	Source	Achievement Indicators	Leading Indicators
SCHOOL DATA			
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	NEW SIG		
AYP status	<u>EDFacts</u>	✓	
Which AYP targets the school met and missed	<u>EDFacts</u>	✓	
School improvement status	<u>EDFacts</u>	✓	
Number of minutes within the school year	NEW SIG		✓
STUDENT OUTCOME/ACADEMIC PROGRESS DATA			
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup	<u>EDFacts</u>	✓	
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup	<u>EDFacts</u>		✓
Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup	NEW SIG	✓	
Percentage of limited English proficient students who attain English language proficiency	<u>EDFacts</u>	✓	
Graduation rate	<u>EDFacts</u>	✓	
Dropout rate	<u>EDFacts</u>		✓
Student attendance rate	<u>EDFacts</u>		✓
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	NEW SIG HS only		✓
College enrollment rates	NEW SFSF Phase II HS only	✓	
STUDENT CONNECTION AND SCHOOL CLIMATE			

Metric	Source	Achievement Indicators	Leading Indicators
Discipline incidents	<u>EDFacts</u>		✓
Truants	<u>EDFacts</u>		✓
TALENT			
Distribution of teachers by performance level on LEA's teacher evaluation system	NEW SFSF Phase II		✓
Teacher attendance rate	NEW SIG		✓

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

B. Evaluation.

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

Appendix B

Intervention Models Rubrics



TITLE PROGRAM & SERVICES TEAM

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:* ✓ 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:

- (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 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				
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
Operational flexibility oriented services and supports to students.	The school has adopted and implemented community-oriented services and supports to students.	The school has adopted and implemented 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.
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 of 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.

**A “competency,” which is a part of a rigorous recruitment process, help ensure a strong match between teachers’ competencies and the setting. Although an LEA is not obligated to ensure that all teachers have the competencies specifically listed in the guidance document for students and staff, an LEA is not obligated to ensure that all teachers have the competencies specifically listed in the guidance document for students and 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*: <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 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 	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.

	<p>Organization Management</p> <ul style="list-style-type: none">✓ Organization hires a School Leader to manage the school.✓ There is no decision made by the local board✓ The management organization uses their board.			
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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
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* <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	3	2	1
	Exemplary level of development and implementation	Full function and operational level of development and implementation	Limited development and partial implementation	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 ✓ Title I Issues ✓ Records ✓ Fiscal Services ✓ Accreditation Issues ✓ Communication with state 	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.

Appendix C

Process Timeline based on the Six Steps of Implementation

Implementation Steps	Timeline
<p>Exploration and Adoption</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>February 2010 through May 2010</p>
<p>Program Installation</p> <ol style="list-style-type: none"> 1. Completion of Stages 5 through 8 in School Improvement Process 2. Peer Review of School Improvement Plan 3. Resource Realignment 4. Initial Training of School Staff on Identified Model 5. Family and Community Information Sessions 	<p>May 2010 through August 2010</p>
<p>Initial Implementation</p> <ol style="list-style-type: none"> 1. Continuation of School Staff Training 2. Beginning of School Year 3. Student Orientation Sessions on School Changes 4. Families and Community Orientation Sessions on School Changes 	<p>August 2011</p>
<p>Full Operation</p> <ol style="list-style-type: none"> 1. Continuation of School Staff Training 2. IC's Bi-Weekly Meetings on Fidelity of Implementation of School Improvement Plan 3. Bi-Monthly Monitoring by KSDE Staff 4. Student Orientation Sessions on School Changes 5. Family and Community Orientation Sessions on School Changes 	<p>August 2010 through May 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 2011</p>
<p>Sustainability</p> <ol style="list-style-type: none"> 1. Evaluation 2. Resource Alignment 3. Abandonment and Redesign 	<p>August 2011</p>

Appendix D

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 E 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 F
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

Status of District: (Circle One): Not in Improvement In Improvement Corrective Action

Reviewer Name:		District Name/USD#:
Section A: District Information – 5 Points	Points Awarded	Comments:
Cover Sheet with District Information 2.5 pts	____/2.5	
Schools Identified by Tier and Model 2.5 pts	____/2.5	
<u>Total Section A: District Information – 5 Points</u>		
Section B: District Information – 20 Points	Points Awarded	Comments:
The district has explained how it assisted the schools through the <i>Exploration and Adoption Process</i> . 1. Needs Assessment 2. Selection of Model 3. Capacity of School 4. Goal Setting 5. Completing 1-4 Stages on School Improvement Plan 6. Budget 4 pts	____/4	

The district has explained the results of the *Systemic Coherence and Capacity Addendum to the District Appraisal* and how it will utilize the results.

4 pts

___/4

The district has provided an explanation of its capacity to serve Tier I and Tier II schools and the tools utilized in order to make this determination.

4 pts

___/4

The district has provided an explanation for it is not serving Tier I schools.

4 pts

___/4

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

4 pts

___/4

Total Section B: District Information –
20 Points

___/20

PART ONE: A Scoring Form will be Completed for Each School.

Section C: Descriptive Information for Each School –30Points	Points Awarded	Comments:
NEEDS ASSESSMENT		
<p>The School has explained the <i>Exploration and Adoption Process</i></p> <ul style="list-style-type: none"> • Needs Assessment • Selection of Model • Capacity of School • Goal Setting • Completing 1-4 Stages on School Improvement Plan • Budget <p>2 pts</p>	<p>___/2</p>	
<p>Data has been displayed and analyzed.</p> <ul style="list-style-type: none"> • Achievement Data • School Leading Indicator Report • School AYP Data • School Report Card Data • Perception Data • Contextual • Demographic Data <p>Innovation Configuration Matrix for School</p> <p>2 pts</p>	<p>___/2</p>	
<p>A root cause analysis has been conducted.</p> <p>1 pt</p>	<p>___/1</p>	

SELECTION OF INTERVENTION MODEL		
<p>School explained how it used needs assessment in helping to select model.</p> <p>1 pt</p>	<p>___/1</p>	
<p>School described why the model will be an appropriate fit for the school.</p> <p>2 pts</p>	<p>___/2</p>	
<p>School described how it used the School Intervention Model Selection Rubrics to choose a model.</p> <p>2 pts</p>	<p>___/2</p>	
<p>The school described the actions the school will take to design and implement interventions consistent with the final requirements of the grant.</p> <p>2 pts</p>	<p>___/2</p>	
<p>The school described how the school will align other resources with the interventions?</p> <p>2 pts</p>	<p>___/2</p>	
<p>The school described what practices or policies, if necessary, will need to be modified to enable the school to implement the interventions fully and effectively.</p> <p>2 pts</p>	<p>___/2</p>	

<p>Explain how the school will sustain the reforms after the funding period ends.</p> <p>2 pts</p>	<p>___/2</p>	
<p>SCHOOL CAPACITY</p>		
<p>The school described how the school used the Innovation Configuration Matrix (ICM) for Schools to access capacity.</p> <p>2 pts</p>	<p>___/2</p>	
<p>The school provided 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.</p> <p>2 pts</p>	<p>___/2</p>	
<p>TIMELINE AND GOAL SETTING</p>		
<p>A timeline was delineated the steps the school will take to implement the selected intervention in each Tier I and Tier II School .</p> <p>2 pts</p>	<p>___/2</p>	
<p>The school wrote description of the annual goals for student achievement that the school has established based on the State's assessments in both reading/language arts and mathematics.</p> <p>2 pts</p>	<p>___/2</p>	

<p>The school wrote a description of other annual goals tied to implementation of the model.</p> <p>2 pts</p>	<p>___/2</p>	
<p>The school identified the relevant stakeholders, both internal and external, who were consulted by the school when completing Stages 1 through 4 of the school improvement plan.</p> <p>2 pts</p>	<p>___/2</p>	
<p><u>Total Part One, Section C: Descriptive Information</u> <u>– 30 Points</u></p>	<p>___/30</p>	

The school selected the following model: _____

PART TWO: Questions Specific to Intervention Model – Turnaround Model
Complete questions for appropriate model.

Section D: Descriptive Information for Each School – 25 Points	Points Awarded	Comments:
Turnaround Model		
<p>How will the LEA and school select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?</p> <p>3 pts</p>	<p>___/3</p>	
<p>How will the LEA and school assign effective teachers and leaders to the lowest achieving schools?</p> <p>3 pts</p>	<p>___/3</p>	
<p>How will the LEA and school begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?</p> <p>2 pts</p>	<p>___/2</p>	

<p>How will staff replacement be executed—what is the process for determining which staff remains in the school and for selecting replacements?</p> <p>2 pts</p>	<p>___/2</p>	
<p>How will the language in collective bargaining agreements be negotiated to ensure the most talented teachers and leaders remain in the school?</p> <p>2 pts</p>	<p>___/2</p>	
<p>What supports will be provided to staff being assigned to other schools?</p> <p>3 pts</p>	<p>___/3</p>	
<p>What are the budgetary implications of retaining surplus staff within the LEA and school if that is necessary?</p> <p>2 pts</p>	<p>___/2</p>	
<p>What is the LEA's and schools own capacity to execute and support a turnaround? What organizations are available to assist with the implementation of the turnaround model?</p> <p>3 pts</p>	<p>___/3</p>	

<p>What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the infusion of human capital?</p> <p>2 pts</p>	<p>___/2</p>	
<p>What changes in operational practice must accompany the infusion of human capital, and how will these changes be brought about and sustained?</p> <p>3 pts</p>	<p>___/3</p>	
<p><u>Total Part Two, Section D: Descriptive Information – 25 Points</u></p>	<p>___/25</p>	

PART TWO: Questions Specific to Intervention Model – Restart Model

Section D: Descriptive Information for Each School – 25 Points	Points Awarded	Comments:
Restart Model		
<p>Are there qualified charter management organizations (CMOs) or education management organizations (EMOs) willing to partner with the LEA to start a new school (or convert an existing school) in this location?</p> <p>3 pts</p>	<p>___/3</p>	
<p>Will qualified community groups initiate a home grown charter school? The LEA is best served by developing relationships with community groups to prepare them for operating charter schools.</p> <p>2 pts</p>	<p>___/2</p>	
<p>Based on supply and capacity, which option is most likely to result in acceptable student growth for the student population to be served— homegrown charter school, CMO, or EMO?</p> <p>2 pts</p>	<p>___/2</p>	
<p>How can statutory, policy, and collective bargaining language relevant to the school be negotiated to allow for closure of the school and restart?</p> <p>2 pts</p>	<p>___/2</p>	

<p>How will support be provided to staff that are reassigned to other schools as a result of the restart? 3 pts</p>	<p>___/3</p>	
<p>What are the budgetary implications of retaining surplus staff within the LEA if that is necessary? 3 pts</p>	<p>___/3</p>	
<p>What is the LEA's own capacity to support the charter school with access to contractually specified district services and access to available funding? 2 pts</p>	<p>___/2</p>	
<p>How will the SEA assist with the restart? 3 pts</p>	<p>___/3</p>	
<p>What performance expectations will be contractually specified for the charter school, CMO, or EMO? 3 pts</p>	<p>___/3</p>	
<p>Is the LEA (or other authorizer) prepared to terminate the contract if performance expectations are not met? 2 pts</p>	<p>___/2</p>	
<p><u>Total Part Two, Section D: Descriptive Information – 25 Points</u></p>	<p>___/25</p>	

PART TWO: Questions Specific to Intervention Model – Transformation Model

Section D: Descriptive Information for Each School –25 Points	Points Awarded	Comments:
Transformation Model		
<p>How will the LEA select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?</p> <p>5 pts</p>	<p>___/5</p>	
<p>How will the LEA enable the new leader to make strategic staff replacements?</p> <p>5 pts</p>	<p>___/5</p>	
<p>What is the LEA’s own capacity to support the transformation, including the implementation of required, recommended, and diagnostically determined strategies?</p> <p>5 pts</p>	<p>___/5</p>	
<p>What changes in decision making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the transformation?</p> <p>5 pts</p>	<p>___/5</p>	

<p>What changes in operational practice must accompany the transformation, and how will these changes be brought about and sustained</p> <p>5 pts</p>	<p>___/5</p>	
<p><u>Total Part Two, Section D: Descriptive Information – 25 Points</u></p>	<p>___/25</p>	

PART TWO: Questions Specific to Intervention Model – School Closure Model

Section D: Descriptive Information for Each School – 25 Points	Points Awarded	Comments:
School Closure Model		
<p>What are the metrics to identify schools to be closed? 2 pts</p>	<p>___/2</p>	
<p>What steps are in place to make certain closure decisions are based on tangible data and readily transparent to the local community? 2 pts</p>	<p>___/2</p>	
<p>How will the students and their families be supported by the LEA through the re-enrollment process? 2 pts</p>	<p>___/2</p>	
<p>Which higher-achieving schools have the capacity to receive students from the schools being considered for closure? 1 pt</p>	<p>___/1</p>	

<p>How will the receiving schools be staffed with quality staff to accommodate the increase in students?</p> <p>2 pts</p>	<p>___/2</p>	
<p>How will current staff be reassigned—what is the process for determining which staff members are dismissed and which staff members are reassigned?</p> <p>2 pts</p>	<p>___/2</p>	
<p>Does the statutory, policy, and collective bargaining context relevant to the school allow for removal of current staff?</p> <p>2 pts</p>	<p>___/2</p>	
<p>What supports will be provided to recipient schools if current staff members are reassigned?</p> <p>2 pts</p>	<p>___/2</p>	
<p>What safety and security considerations might be anticipated for students of the school to be closed and the receiving school(s)?</p> <p>2 pts</p>	<p>___/2</p>	

<p>What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?</p> <p>2 pts</p>	<p>___/2</p>	
<p>How will the LEA track student progress in the recipient schools?</p> <p>2 pts</p>	<p>___/2</p>	
<p>What is the impact of school closure to the school's neighborhood, enrollment area, or community?</p> <p>2 pts</p>	<p>___/2</p>	
<p>How does school closure fit within the LEA's overall reform efforts?</p> <p>2 pts</p>	<p>___/2</p>	
<p><u>Total Part Two, Section D: Descriptive Information – 25 Points</u></p>	<p>___/25</p>	

Section E: Budget – 20 Points	Points Awarded	Comments:
<p>The district provided a district budget (combined from all Tier I and Tier II schools)</p> <p>5 pts</p>	<p>___/5</p>	
<p>Individual budgets for each school were provided.</p> <p>5 pts</p>	<p>___/5</p>	
<p>Each line item for the district and school budgets had a detailed explanation of all activities associated with the grant.</p> <p>10 pts</p>	<p>___/10</p>	
<p><u>Total Section E: Budget – 20 Points</u></p>	<p>___/20</p>	

Note: An LEA’s budget must cover the period of availability, including any extension, granted through a waiver, and be of sufficient size and scope to implement the selected the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

APPENDIX K

SUMMARY PAGE

<p>Reviewer Name:</p> <p>USD Name and USD #:</p> <p>Grant Application Name:</p>
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Section	Points Awarded
<p>Section A: District Information - 5 Points</p> <ul style="list-style-type: none"> ✓ Cover Page ✓ Schools Identified by Tier & Model 	/5
<p>Section B: District Information - 20 Points</p> <ul style="list-style-type: none"> ✓ Explanation of Exploration & Adoption Process (6 Steps) 	/20
<p>Part One: Section C - 30 Points</p> <ul style="list-style-type: none"> ✓ 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
<p>Part Two: Section D - 25 Points</p> <ul style="list-style-type: none"> ✓ Questions Specific to the Intervention Model <ul style="list-style-type: none"> ▪ Turnaround Model ▪ Restart Model ▪ Transformation Model ▪ School Closure Model 	/25
<p>Section E: Budget - 20 Points</p> <ul style="list-style-type: none"> ✓ District Budget Provided ✓ Individual School Budgets Provided ✓ Detailed Explanation for each line item in the budget 	/20
TOTAL SCORE FOR APPLICATION-100	/100

Status of District: (Circle One): Not in Improvement In Improvement Corrective Action

Reviewer Name:		District Name/USD#:
Section A: District Information – 5 Points	Points Awarded	Comments:
Cover Sheet with District Information 2.5 pts	___/2.5	
Schools Identified by Tier and Model 2.5 pts	___/2.5	
<u>Total Section A: District Information – 5 Points</u>	___/5	
Section B: District Information – 20 Points	Points Awarded	Comments:
The district has explained how it assisted the schools through the <i>Exploration and Adoption Process.</i> 1. Needs Assessment 2. Selection of Model 3. Capacity of School 4. Goal Setting 5. Completing 1-4 Stages on School Improvement Plan 6. Budget 4 pts	___/4	

<p>The district has explained the results of the <i>Systemic Coherence and Capacity Addendum to the District Appraisal</i> and how it will utilize the results.</p> <p>4 pts</p>	<p>___/4</p>	
<p>The district has provided an explanation of its capacity to serve Tier I and Tier II schools and the tools utilized in order to make this determination.</p> <p>4 pts</p>	<p>___/4</p>	
<p>The district has provided an explanation for it is not serving Tier I schools.</p> <p>4 pts</p>	<p>___/4</p>	
<p>The district has estimated the number of Tier III schools and how many may be adopting a model.</p> <p>4 pts</p>	<p>___/4</p>	
<p><u>Total Section B: District Information –</u> <u>20 Points</u></p>	<p>___/20</p>	

PART ONE: A Scoring Form will be Completed for Each School.

Section C: Descriptive Information for Each School –30Points	Points Awarded	Comments:
NEEDS ASSESSMENT		
<p>The School has explained the <i>Exploration and Adoption Process</i></p> <ul style="list-style-type: none"> • Needs Assessment • Selection of Model • Capacity of School • Goal Setting • Completing 1-4 Stages on School Improvement Plan • Budget <p>2 pts</p>	<p>___/2</p>	
<p>Data has been displayed and analyzed.</p> <ul style="list-style-type: none"> • Achievement Data • School Leading Indicator Report • School AYP Data • School Report Card Data • Perception Data • Contextual • Demographic Data <p>Innovation Configuration Matrix for School</p> <p>2 pts</p>	<p>___/2</p>	
<p>A root cause analysis has been conducted.</p> <p>1 pt</p>	<p>___/1</p>	

SELECTION OF INTERVENTION MODEL		
<p>School explained how it used needs assessment in helping to select model.</p> <p>1 pt</p>	<p>___/1</p>	
<p>School described why the model will be an appropriate fit for the school.</p> <p>2 pts</p>	<p>___/2</p>	
<p>School described how it used the School Intervention Model Selection Rubrics to choose a model.</p> <p>2 pts</p>	<p>___/2</p>	
<p>The school described the actions the school will take to design and implement interventions consistent with the final requirements of the grant.</p> <p>2 pts</p>	<p>___/2</p>	
<p>The school described how the school will align other resources with the interventions?</p> <p>2 pts</p>	<p>___/2</p>	
<p>The school described what practices or policies, if necessary, will need to be modified to enable the school to implement the interventions fully and effectively.</p> <p>2 pts</p>	<p>___/2</p>	
<p>Explain how the school will sustain the reforms after the funding period ends.</p> <p>2 pts</p>	<p>___/2</p>	

SCHOOL CAPACITY		
<p>The school described how the school used the Innovation Configuration Matrix (ICM) for Schools to access capacity.</p> <p>2 pts</p>	<p>___/2</p>	
<p>The school provided 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.</p> <p>2 pts</p>	<p>___/2</p>	
TIMELINE AND GOAL SETTING		
<p>A timeline was delineated the steps the school will take to implement the selected intervention in each Tier I and Tier II School .</p> <p>2 pts</p>	<p>___/2</p>	
<p>The school wrote description of the annual goals for student achievement that the school has established based on the State's assessments in both reading/language arts and mathematics.</p> <p>2 pts</p>	<p>___/2</p>	
<p>The school wrote a description of other annual goals tied to implementation of the model.</p> <p>2 pts</p>	<p>___/2</p>	

<p>The school identified the relevant stakeholders, both internal and external, who were consulted by the school when completing Stages 1 through 4 of the school improvement plan.</p> <p>2 pts</p>	<p>___/2</p>	
<p><u>Total Part One, Section C: Descriptive Information – 30 Points</u></p>	<p>___/30</p>	

The school selected the following model: _____

PART TWO: Questions Specific to Intervention Model – Turnaround Model
Complete questions for appropriate model.

Section D: Descriptive Information for Each School – 25 Points	Points Awarded	Comments:
Turnaround Model		
<p>How will the LEA and school select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?</p> <p>3 pts</p>	<p>___/3</p>	
<p>How will the LEA and school assign effective teachers and leaders to the lowest achieving schools?</p> <p>3 pts</p>	<p>___/3</p>	
<p>How will the LEA and school begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?</p> <p>2 pts</p>	<p>___/2</p>	
<p>How will staff replacement be executed—what is the process for determining which staff remains in the school and for selecting replacements?</p> <p>2 pts</p>	<p>___/2</p>	

<p>How will the language in collective bargaining agreements be negotiated to ensure the most talented teachers and leaders remain in the school?</p> <p>2 pts</p>	<p>___/2</p>	
<p>What supports will be provided to staff being assigned to other schools?</p> <p>3 pts</p>	<p>___/3</p>	
<p>What are the budgetary implications of retaining surplus staff within the LEA and school if that is necessary?</p> <p>2 pts</p>	<p>___/2</p>	
<p>What is the LEA's and schools own capacity to execute and support a turnaround? What organizations are available to assist with the implementation of the turnaround model?</p> <p>3 pts</p>	<p>___/3</p>	
<p>What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the infusion of human capital?</p> <p>2 pts</p>	<p>___/2</p>	
<p>What changes in operational practice must accompany the infusion of human capital, and how will these changes be brought about and sustained?</p> <p>3 pts</p>	<p>___/3</p>	
<p><u>Total Part Two, Section D: Descriptive Information – 25 Points</u></p>	<p>___/25</p>	

PART TWO: Questions Specific to Intervention Model – Restart Model

Section D: Descriptive Information for Each School – 25 Points	Points Awarded	Comments:
Restart Model		
<p>Are there qualified charter management organizations (CMOs) or education management organizations (EMOs) willing to partner with the LEA to start a new school (or convert an existing school) in this location?</p> <p>3 pts</p>	<p>___/3</p>	
<p>Will qualified community groups initiate a home grown charter school? The LEA is best served by developing relationships with community groups to prepare them for operating charter schools.</p> <p>2 pts</p>	<p>___/2</p>	
<p>Based on supply and capacity, which option is most likely to result in acceptable student growth for the student population to be served—homegrown charter school, CMO, or EMO?</p> <p>2 pts</p>	<p>___/2</p>	
<p>How can statutory, policy, and collective bargaining language relevant to the school be negotiated to allow for closure of the school and restart?</p> <p>2 pts</p>	<p>___/2</p>	

How will support be provided to staff that are reassigned to other schools as a result of the restart? 3 pts	___/3	
What are the budgetary implications of retaining surplus staff within the LEA if that is necessary? 3 pts	___/3	
What is the LEA's own capacity to support the charter school with access to contractually specified district services and access to available funding? 2 pts	___/2	
How will the SEA assist with the restart? 3 pts	___/3	
What performance expectations will be contractually specified for the charter school, CMO, or EMO? 3 pts	___/3	
Is the LEA (or other authorizer) prepared to terminate the contract if performance expectations are not met? 2 pts	___/2	
<u>Total Part Two, Section D: Descriptive Information – 25 Points</u>	___/25	

PART TWO: Questions Specific to Intervention Model – Transformation Model

Section D: Descriptive Information for Each School –25 Points	Points Awarded	Comments:
Transformation Model		
<p>How will the LEA select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?</p> <p>5 pts</p>	<p>___/5</p>	
<p>How will the LEA enable the new leader to make strategic staff replacements?</p> <p>5 pts</p>	<p>___/5</p>	
<p>What is the LEA’s own capacity to support the transformation, including the implementation of required, recommended, and diagnostically determined strategies?</p> <p>5 pts</p>	<p>___/5</p>	
<p>What changes in decision making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the transformation?</p> <p>5 pts</p>	<p>___/5</p>	
<p>What changes in operational practice must accompany the transformation, and how will these changes be brought about and sustained</p> <p>5 pts</p>	<p>___/5</p>	
<p><u>Total Part Two, Section D: Descriptive Information – 25 Points</u></p>	<p>___/25</p>	

PART TWO: Questions Specific to Intervention Model – School Closure Model

Section D: Descriptive Information for Each School – 25 Points	Points Awarded	Comments:
School Closure Model		
<p>What are the metrics to identify schools to be closed?</p> <p>2 pts</p>	<p>___/2</p>	
<p>What steps are in place to make certain closure decisions are based on tangible data and readily transparent to the local community?</p> <p>2 pts</p>	<p>___/2</p>	
<p>How will the students and their families be supported by the LEA through the re-enrollment process?</p> <p>2 pts</p>	<p>___/2</p>	
<p>Which higher-achieving schools have the capacity to receive students from the schools being considered for closure?</p> <p>1 pt</p>	<p>___/1</p>	
<p>How will the receiving schools be staffed with quality staff to accommodate the increase in students?</p> <p>2 pts</p>	<p>___/2</p>	

<p>How will current staff be reassigned—what is the process for determining which staff members are dismissed and which staff members are reassigned?</p> <p>2 pts</p>	<p>___/2</p>	
<p>Does the statutory, policy, and collective bargaining context relevant to the school allow for removal of current staff?</p> <p>2 pts</p>	<p>___/2</p>	
<p>What supports will be provided to recipient schools if current staff members are reassigned?</p> <p>2 pts</p>	<p>___/2</p>	
<p>What safety and security considerations might be anticipated for students of the school to be closed and the receiving school(s)?</p> <p>2 pts</p>	<p>___/2</p>	
<p>What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?</p> <p>2 pts</p>	<p>___/2</p>	
<p>How will the LEA track student progress in the recipient schools?</p> <p>2 pts</p>	<p>___/2</p>	

<p>What is the impact of school closure to the school's neighborhood, enrollment area, or community?</p> <p>2 pts</p>	<p>___/2</p>	
<p>How does school closure fit within the LEA's overall reform efforts?</p> <p>2 pts</p>	<p>___/2</p>	
<p><u>Total Part Two, Section D: Descriptive Information – 25 Points</u></p>	<p>___/25</p>	

Section E: Budget – 20 Points	Points Awarded	Comments:
<p>The district provided a district budget (combined from all Tier I and Tier II schools)</p> <p>5 pts</p>	<p>___/5</p>	
<p>Individual budgets for each school were provided.</p> <p>5 pts</p>	<p>___/5</p>	
<p>Each line item for the district and school budgets had a detailed explanation of all activities associated with the grant.</p> <p>10 pts</p>	<p>___/10</p>	
<p><u>Total Section E: Budget – 20 Points</u></p>	<p>___/20</p>	

Note: An LEA’s budget must cover the period of availability, including any extension, granted through a waiver, and be of sufficient size and scope to implement the selected the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

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

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
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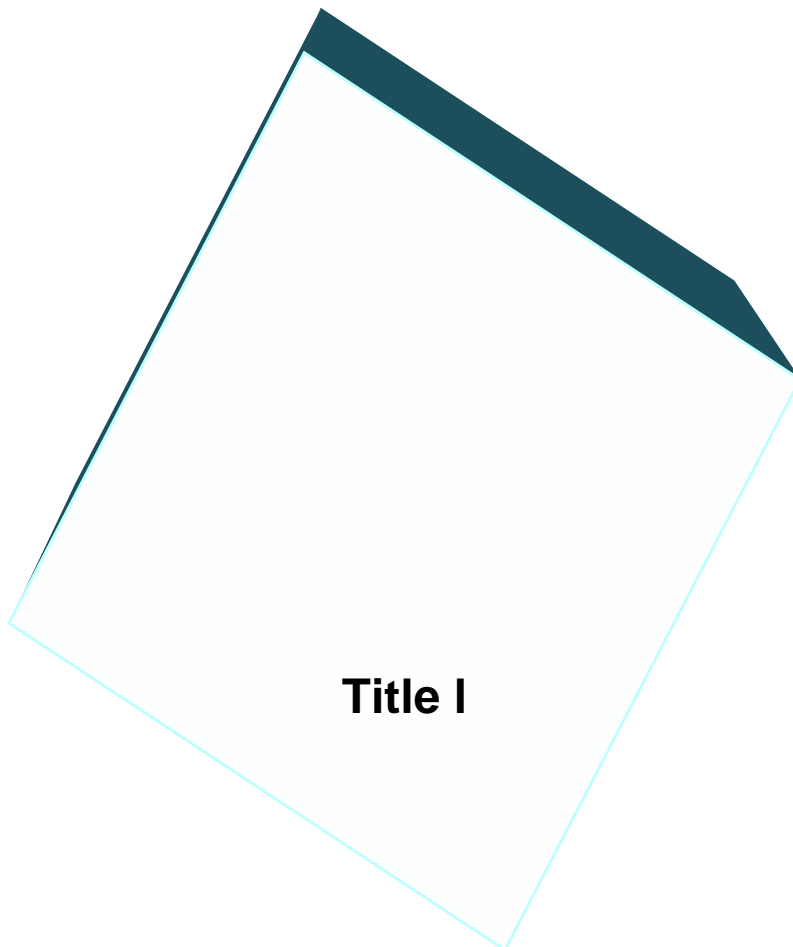
Curriculum and Assessment

- Aligned district curriculum
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- Aligned assessments, including diagnostic, formative, summative, etc.
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2010-2011

Kansas School Improvement Tier III Grant



**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
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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 identified 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 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	

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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