

Developing Intentional Statewide Tiered Support Systems Indiana Department of Education

September 2014



Introductions

Teresa Brown - Assistant Superintendent of Outreach -The School Improvement Division

Charlie Geier – Director of Early Learning and Intervention

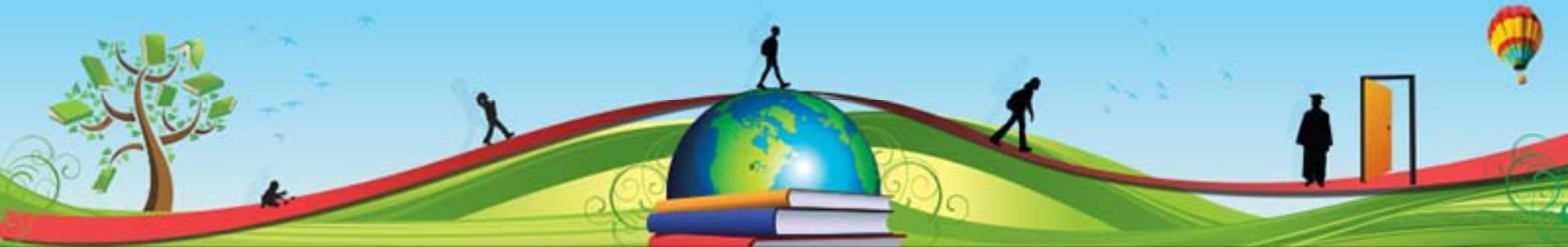
Cindy Hurst – Title I Coordinator



IDOE Mission & Vision

VISION: Imagining the Possibilities, Making Them Happen

MISSION: To build an education system of equity and high quality focused on student-centered accountability.



Essential Question

How do we create an effective intentional tiered system of support that aligns resources and improves schools?



What is the connection?

299 to 204

47 out of 299

155 out of 299



Focus and Priority Schools Monitored (Private Schools Removed)

**108 Schools (B-C) + 204 (312) will need to be monitored for 2013-14 to satisfy the exit criteria in the ESEA Waiver.

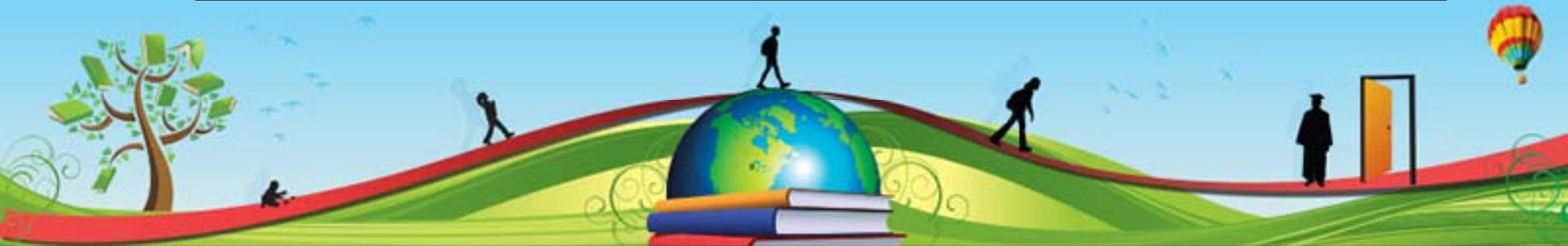
	2013-2014	2012-13
Focus Schools (D)	127	98
Priority Schools (F)	77	201
Total	204 **32% Fewer	299



Focus and Priority Schools Moving to A, B or C

**155 Schools moved from D/F to A, B, or C

	A (Exit From Focus and Priority)	B (Do not exit from Focus/Priority: Need two years)	C(Do not exit from Focus/Priority: Need two years)
Focus Schools (D)	22 D to A	14 D to B	30 D to C
Priority Schools (F)	25 F to A	23 F to B	41 F to C
Total	47 D/F to A	37 D/F to B	71 D/F to C



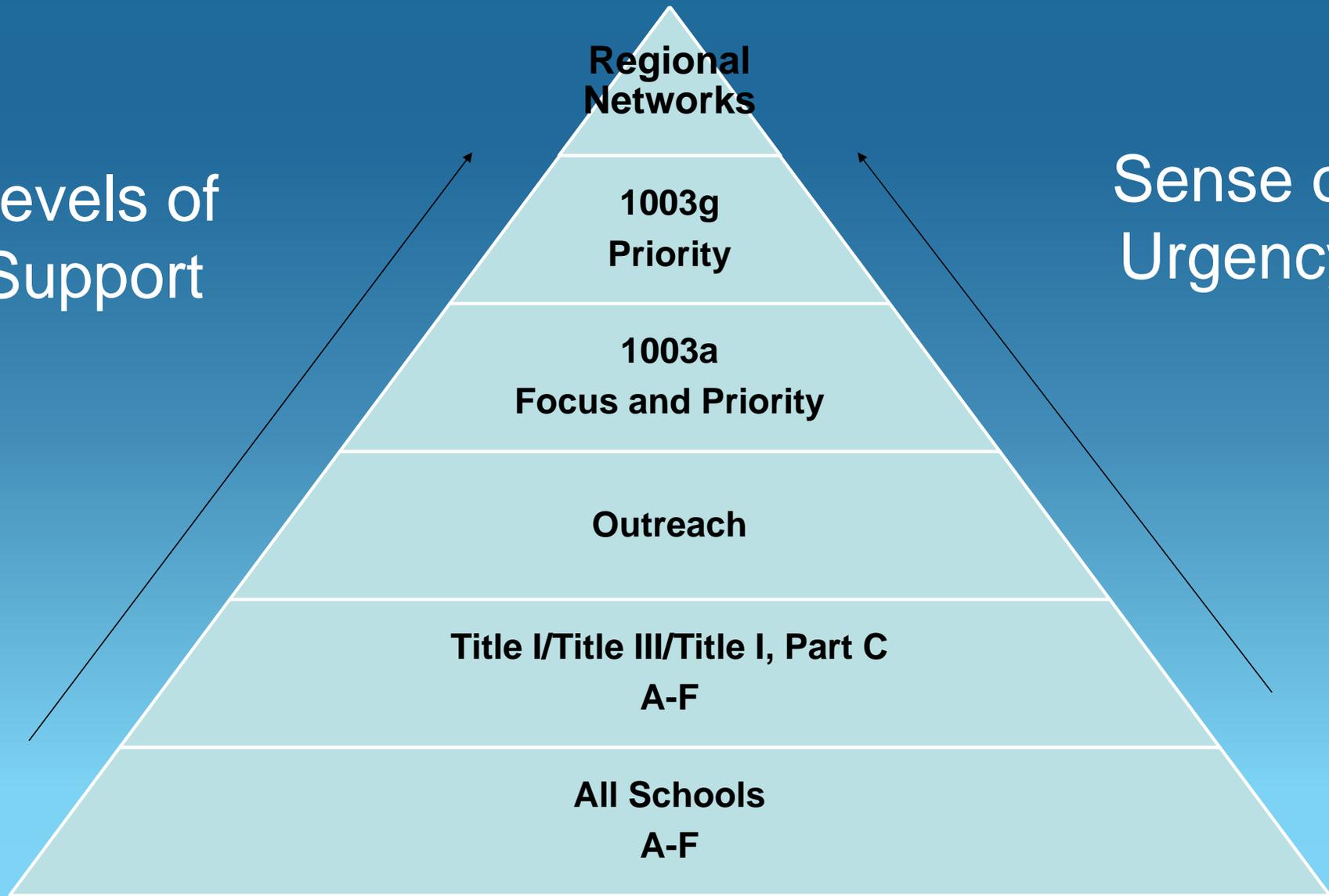
The Reality

- In 2013-2014:
 - Priority schools
 - Focus
 - Focus-Targeted Schools
- Implementation of Indiana's ESEA Waiver (support to schools)
- Allocation of resources, including federal school improvement funds and department staff



Levels of Support

Sense of Urgency



Outreach Vision: Creating an *equitable* and *high quality* system of learning focused on student-centered accountability. Providing grassroots levels of support and intervention to Indiana schools.

Outreach Mission: Regional Outreach Staff, Specialists, and Outreach Leadership *will serve all Indiana schools* within the Title I School Improvement Framework: Reward, Focus and Priority.



Outreach Division of School Improvement



Outreach Coordinators:

IDOE staff will work from the Service Centers within each Region to provide levels of support for Indiana schools:

Reward: Schools requiring minimal support

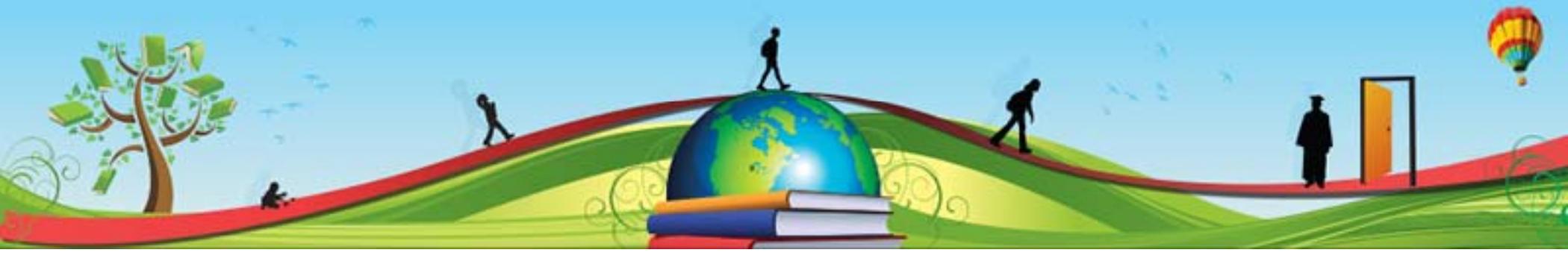
Focus: Schools needing extra intervention

Priority: Schools needing a large commitment of time, resources, and intentional support to assist with challenges.



REGIONS– THE NUMBERS

Region	Priority Schools	Focus Schools
1	19	23
2	4	19
3	4	21
4	8	15
5	6	12
6	25	25
7	15	42
8	6	25
9	46	48



The 8 Turnaround Principles

- 1. School Leadership:** Ensuring that the principal has the ability to lead the turnaround effort;
- 2. School Climate and Culture:** Establishing school environments with a climate conducive to learning and a culture of high expectations;
- 3. Effective Instruction:** Ensuring teachers utilize research-based effective instruction to meet the needs of all students;
- 4. Curriculum, Assessment, and Intervention System:** Ensuring teachers have the foundational documents and instructional materials needed to teach to the rigorous college and career ready standards that have been adopted;



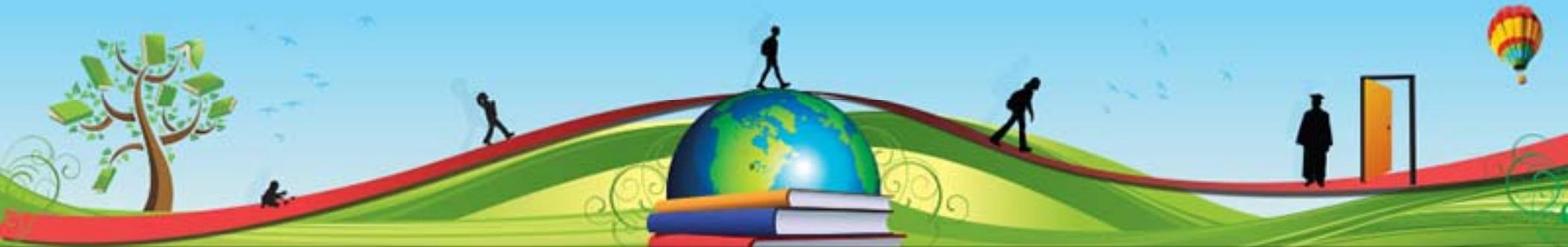
The 8 Turnaround Principles

- 5. Effective Staffing Practices:** Developing the skills to better recruit, retain and develop effective teachers;
- 6. Enabling the Effective Use of Data:** Ensuring school-wide use of data focused on improving teaching and learning, as well as climate and culture;
- 7. Effective Use of Time:** Redesigning time to better meet student needs and increase teacher collaboration focused on improving teaching and learning; and
- 8. Effective Family and Community Engagement:** Increasing academically focused family and community engagement.



Supporting our Schools with Intentional School Improvement Planning

- ✓ Created a Student Achievement Plan to supplement the School Improvement Plan for all Focus and Priority Schools.



Student Achievement Plan (Year)

(Name), Principal

(School Address)

School Name _____

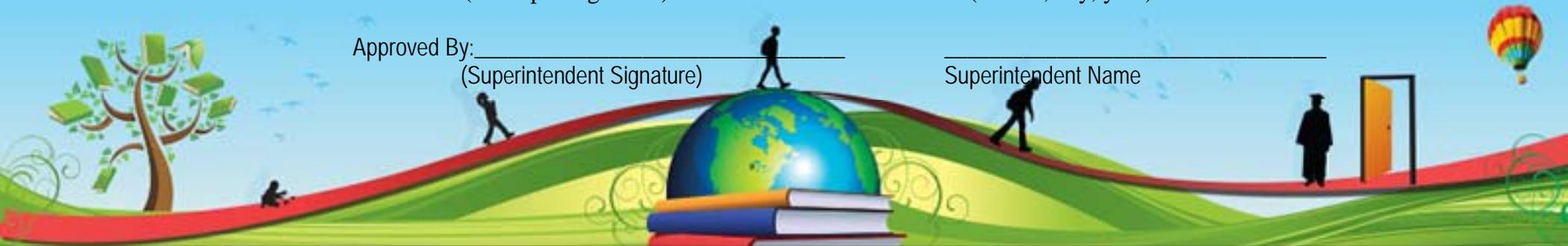
Corporation: _____

Approved By: _____
(Principal Signature)

Date: _____
(Month, day, year)

Approved By: _____
(Superintendent Signature)

Superintendent Name



Developing SMART Goals

Creating S.M.A.R.T. Goals

Specific
Measurable
Attainable
Realistic (or Results Oriented)
Timely

Specific: A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six “W” questions:

*Who: Who is involved?

*What: What do I want to accomplish?

*Where: Identify a location.

*When: Establish a time frame.

*Which: Identify requirements and constraints.

*Why: Specific reasons, purpose or benefits of accomplishing the goal.

EXAMPLE: A general goal would be, “Get in shape.” But a specific goal would say, “Join a health club and workout 3 days a week.”

Measurable: Establish concrete criteria for measuring progress toward the attainment of each goal you set.

When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.

To determine if your goal is measurable, ask questions such as.....

How much? How many? How will I know when it is accomplished?

Attainable: When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

Realistic/Results Oriented: To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress.

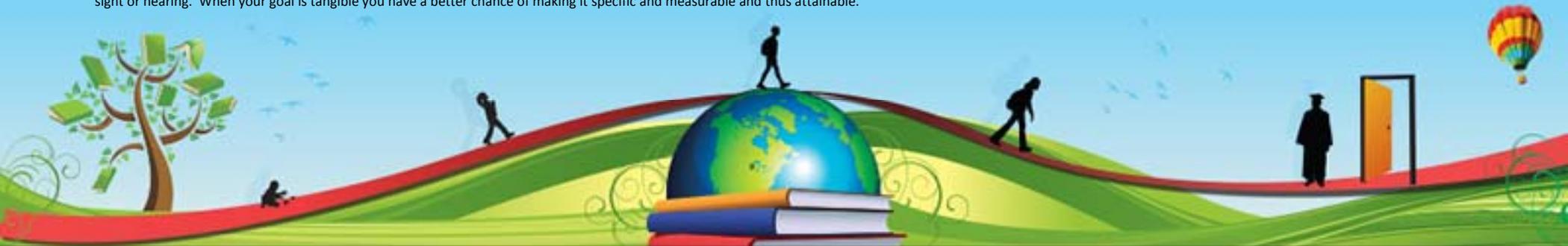
A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.

Timely: A goal should be grounded within a time frame. With no time frame tied to it there’s no sense of urgency. If you want to lose 10 lbs., when do you want to lose it by? “Someday” won’t work. But if you anchor it within a timeframe, “by May 1st”, then you’ve set your unconscious mind into motion to begin working on the goal.

Your goal is probably realistic if you truly *believe* that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

T can also stand for Tangible – A goal is tangible when you can experience it with one of the senses, that is, taste, touch, smell, sight or hearing. When your goal is tangible you have a better chance of making it specific and measurable and thus attainable.

IDOE
Assisted
LEAs
In
Identifying
SMART
Goals
Driven by
Data



DATA

SMART GOALS

Academic Achievement Goals:

1. *Example:* By May 2014, ___ School will raise 3rd grade reading proficiency by 5% (75% Prof./Advanced to 80% Prof./Advanced) as measured by _____.
2. *Example:* By May 2014, ___ School will raise 5th grade math proficiency by 4% (79% Prof./Advanced to 83% Prof./Advanced) as measured by _____.



Root Cause Analysis Priority Area for Improvement – PAI # _____

Using the provided 2012-2013 student data on the school's A-F Report Card, identify a PAI based on low levels of student proficiency or growth, low graduation rates, or low College and Career Readiness indicators (*You should have two or three PAI's in total*).

I. PAI Focus	<i>(Select One)</i> <input type="checkbox"/> Student Proficiency (Pass Rate) <input type="checkbox"/> Student Growth <input type="checkbox"/> Graduation Rate <input type="checkbox"/> College and Career Readiness
I. Subject	<i>(Select One)</i> <input type="checkbox"/> Math <input type="checkbox"/> English/Language Arts <input type="checkbox"/> English 10 <input type="checkbox"/> Algebra I
I. Grade(s)	
I. Subgroup or Improvement Focus	<i>(Select One)</i> <input type="checkbox"/> Bottom 25% (Elementary and Middle School only) <input type="checkbox"/> Top 75% (Elementary and Middle School only) <input type="checkbox"/> Improvement from 8 th to 10 th Grade (High School only) <input type="checkbox"/> Improvement from 10 th to 12 th Grade (High School only)
I. Description of PAI – What Do We Notice as THE PROBLEM?	
I. Root Cause of PAI – The Most Important WHY?	



Instructions for completing Interventions aligned to Turnaround Principles

- Priority Schools – ALL 8 principles should have interventions that align to the bullet points
- Focus Schools – Following an analysis of data and identification of specific populations performing below expected growth or achievement levels, interventions should align with those specific Turnaround Principles that address the disaggregated data needs identified.

On each page, there are multiple tables as shown below. You are free to copy/paste extra tables for more interventions. As you select your interventions, please include those that are pertinent to the goals and PAIs. The intent of this is for schools to be focused and intentional about what they are doing to drive the school improvement work. It is also important to note that the Outreach Coordinators will monitor progress based upon the interventions that are listed.

Intervention	PAI Addressed	1 2 3	Driver	Name/Title	
	Provide a brief description of your intervention				
	Evidence – What evidence will you utilize to show success for the intervention?				
Action Steps – Provide specific action steps to implement the intervention				Target Date	Status

PAI Addressed – please mark which PAI this particular intervention addresses.

Driver – who is the person responsible for leading this intervention and checking the progress?

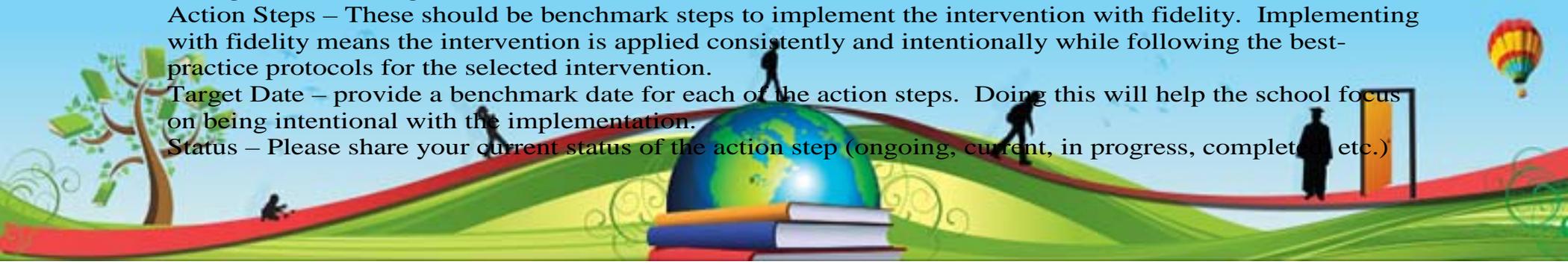
Intervention Description – a brief description of the research-based intervention should be provided.

Evidence – The evidence that is chosen for this intervention should be shown to the Outreach Coordinator during the monitoring visits.

Action Steps – These should be benchmark steps to implement the intervention with fidelity. Implementing with fidelity means the intervention is applied consistently and intentionally while following the best-practice protocols for the selected intervention.

Target Date – provide a benchmark date for each of the action steps. Doing this will help the school focus on being intentional with the implementation.

Status – Please share your current status of the action step (ongoing, current, in progress, completed, etc.)



TURNAROUND PRINCIPLE #1: SCHOOL LEADERSHIP

Ensure that the principal has the ability to lead the turnaround effort. Under the definition of “turnaround principles” in the document titled ESEA flexibility, an LEA that has reviewed the performance of the current principal in a priority school and determined that it would like to retain that principal to lead the turnaround effort must “demonstrate to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort” The SEA has the responsibility of ensuring that an LEA has either made this demonstration or replaced the principal for each priority school that is implementing interventions aligned with the turnaround principles.

Strategies must be included for the following:

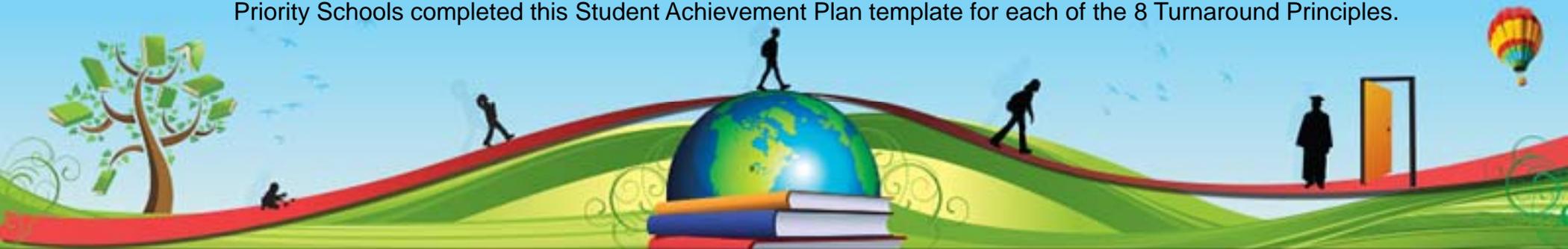
- Principal must be provided with operational flexibility in the areas of scheduling, staff, curriculum, and budget
 - The principal uses data to establish a coherent vision that is understood and supported by the entire school community
 - The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement.
 - The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment.
 - The principal communicates high expectations to staff, students and families, and supports students to achieve them.
 - The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.
 - The principal ensures that classroom level instruction is adjusted based on formative and summative results from aligned assessments.
 - The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELLs).
 - The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.
 - The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation, tenure review) in order to continuously improve instructional and meet student learning goals.
- The principal uses data and research-based best practices to work with staff to increase academically-focused family and community engagement.

Intervention	PAI Addressed	1 2 3	Driver	Name/Title		
	Provide a brief description of your intervention					
	Evidence – What evidence will you utilize to show success for the intervention?					
Action Steps – Provide specific action steps to implement the intervention				Target Date	Status	

Intervention	PAI Addressed	1 2 3	Driver	Name/Title
	Provide a brief description of your intervention			
	Evidence – What evidence will you utilize to show success for the intervention?			
Action Steps – Provide specific action steps to implement the intervention			Target Date	Status

Intervention	PAI Addressed	1 2 3	Driver	Name/Title
	Provide a brief description of your intervention			
	Evidence – What evidence will you utilize to show success for the intervention?			
Action Steps – Provide specific action steps to implement the intervention			Target Date	Status

Priority Schools completed this Student Achievement Plan template for each of the 8 Turnaround Principles.



Monitoring Schools and Providing Immediate Feedback on Interventions

- ✓ Created a system to monitor the implementation of interventions with fidelity in all Priority Schools for three years.



Outreach Coordinator Monitoring Protocol

Step 1

•Prepare for Monitoring Visit

- Outreach Coordinator reviews all documents
- Email Principal with date and attachments (principal checklist, calendar template, and implementation plan document)

step 2

•Monitoring Visits

- Focus Schools*
 - Leave copies with principal: classroom observation sheet and preliminary on-site monitoring summary
- Priority Schools*
 - 1st visit - leave copies of classroom observation sheet and preliminary on-site monitoring summary
 - 2nd Visit - leave copies: classroom observation sheet and preliminary on-site monitoring summary

Step 3

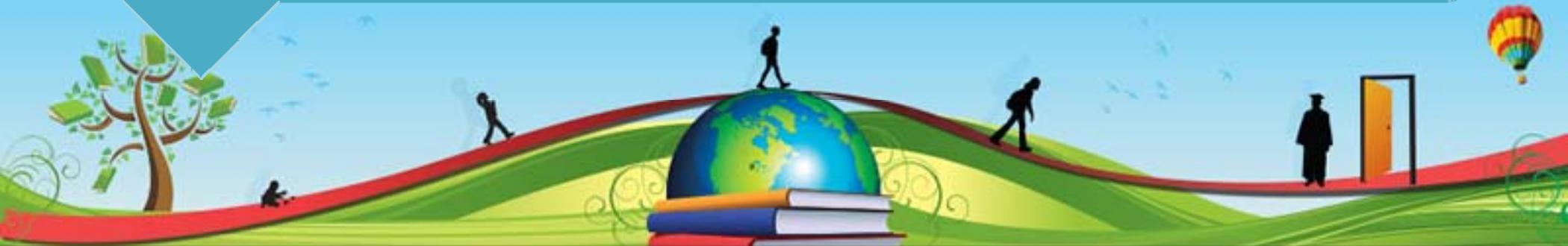
•After Visit

- Priority 1st visit - final report indicating progress on PAIs and follow-up recommendations
- Focus and Priority 2nd visits - final report indicating progress on PAIs and follow-up recommendations, completed Summative Rubric summary page (aligned with Summative Rubric)

Step 4

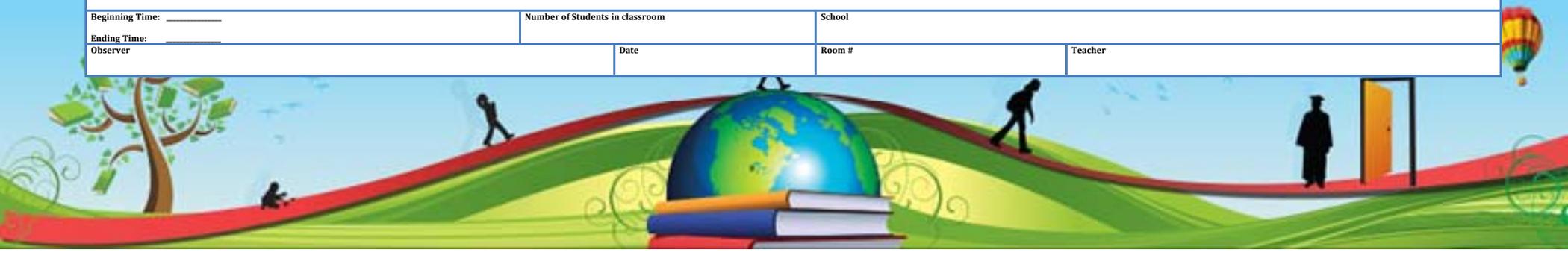
•Submittal of Reports

- Focus/Priority Final Report (shows progress made on PAIs and recommendations)
- One-page Summative Rubric Summary Page (signature page from Outreach Coordinator)
- Summative Rubric Report - highlighted and submitted electronically



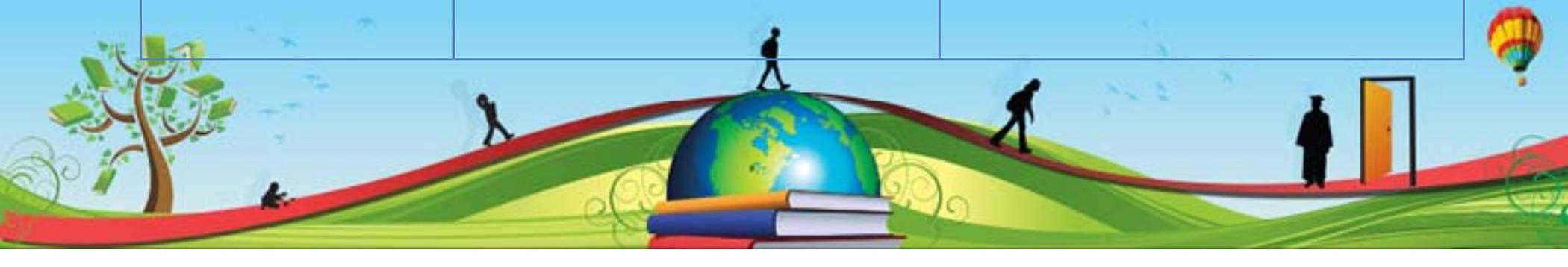
On-Site Monitoring: Classroom Observation Form

Characteristic	Rating	Evidence
Classroom Environment <ul style="list-style-type: none"> • safety • order • visible and invisible structures • academic atmosphere • student-centeredness • peer support • purposeful/practical space arrangement • student-work displays 	1 2 3 4	
Classroom Culture <ul style="list-style-type: none"> • high expectations • achievement • rigor • relationships • respect • tolerance • collaboration • urgency 	Low High 1 2 3 4	
Behavior Management <ul style="list-style-type: none"> • efficiency • effectiveness • respect • rules and routines • consistency • compliance 	Low High 1 2 3 4	
Instructional Execution <ul style="list-style-type: none"> • objective-driven • knowledge or skill development • levels of connections being made • rigor • differentiation • student practice • scaffolding concepts • pacing • progress charting • higher order thinking • students interests and backgrounds 	Low High 1 2 3 4	
Engagement <ul style="list-style-type: none"> • compliance level • "on-task" • students' personal interest level • making relevant connections 	Low High 1 2 3 4	
<small>1 - Very little or no evidence observed that the practice presently exists 2 - Some evidence observed, but there are a number of practices needing improvement or opportunities for strengthening 3 - Much evidence observed, but there are a few practices that could be strengthened 4 - Much evidence observed and it would be difficult to find ways to improve</small>		
Additional Comments:		
Beginning Time: _____	Number of Students in classroom	School
Ending Time: _____	Date	Room #
Observer		Teacher



Preliminary On-Site Monitoring Summary

<i>Turnaround Principle</i>	<i>Rating</i>	<i>Evidence</i>
TURNAROUND PRINCIPLE 1: School Leadership	1 Ineffective 2 Improvement Necessary 3 Effective/Implemented with Fidelity 4 Highly Effective	
TURNAROUND PRINCIPLE 2: School Climate and Culture	1 Ineffective 2 Improvement Necessary 3 Effective/Implemented with Fidelity 4 Highly Effective	
TURNAROUND PRINCIPLE 3: Effective Instruction	1 Ineffective 2 Improvement Necessary 3 Effective/Implemented with Fidelity 4 Highly Effective	
TURNAROUND PRINCIPLE 4: Curriculum, Assessment & Intervention System	1 Ineffective 2 Improvement Necessary 3 Effective/Implemented with Fidelity 4 Highly Effective	



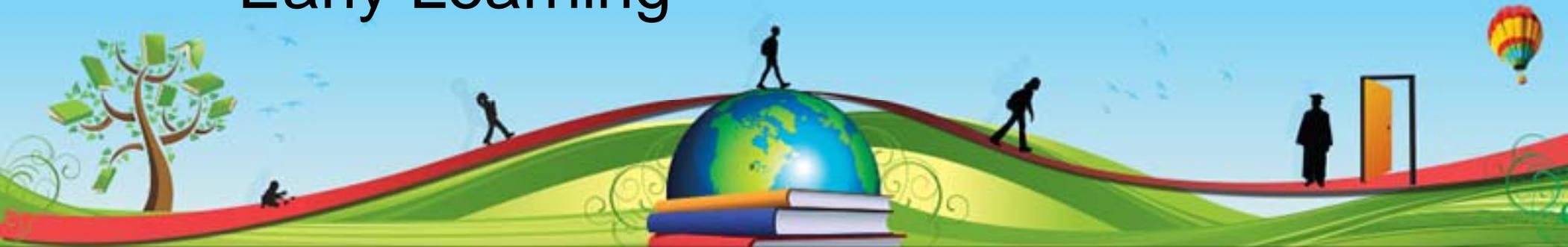
Reflection #1

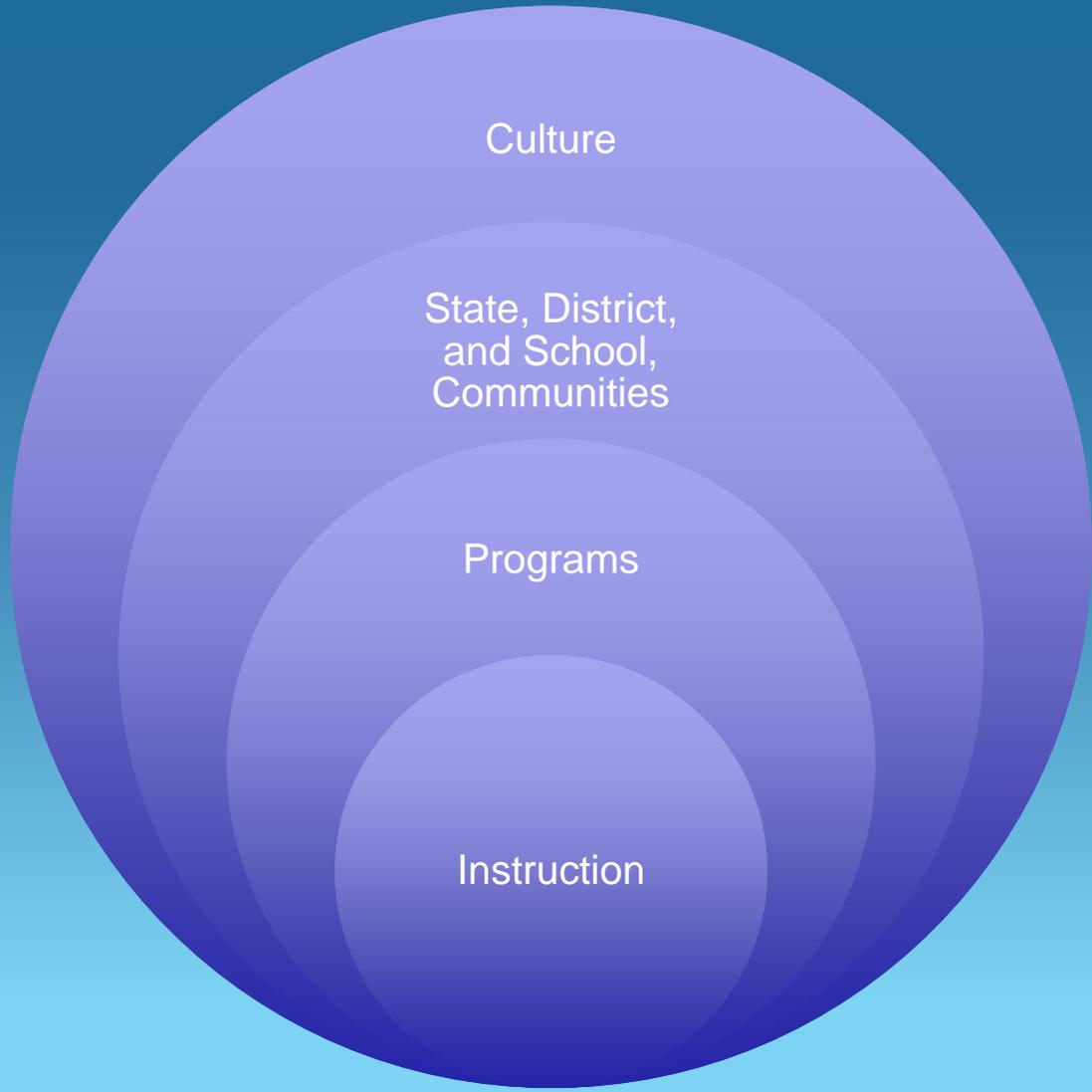
What effective systems do you have or planning to have at the grassroots level that support all schools at a high level?



Office of Early Learning and Intervention

- Title I, Part A
- Title I School Improvement
- Title III
- Title I, Part C
- Early Learning





School Improvement Grants

- Division of Early Learning and Intervention (ELI) oversees federal school improvement grants, including 1003(g) SIG and 1003(a) school improvement



Tier Based School Improvement Grants

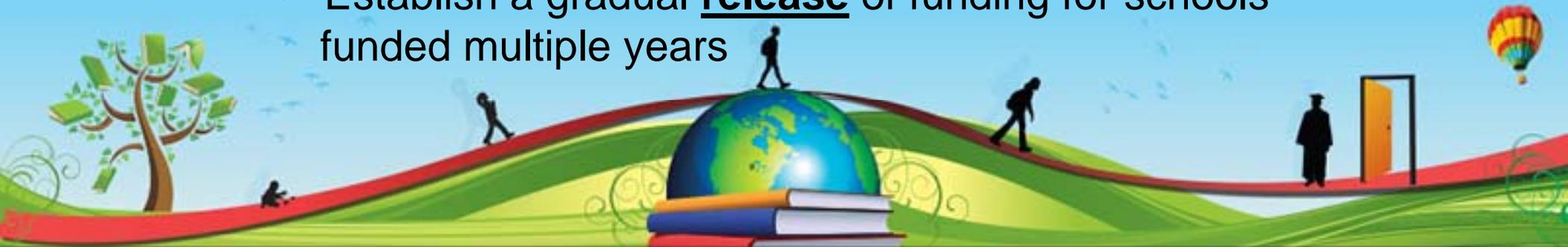
Purpose of Title I 1003(a) Funding

Designed to support school improvement plans that take a *new, innovative and systemic approach to improving student achievement and school quality and meet all federally identified turnaround principles for one year*



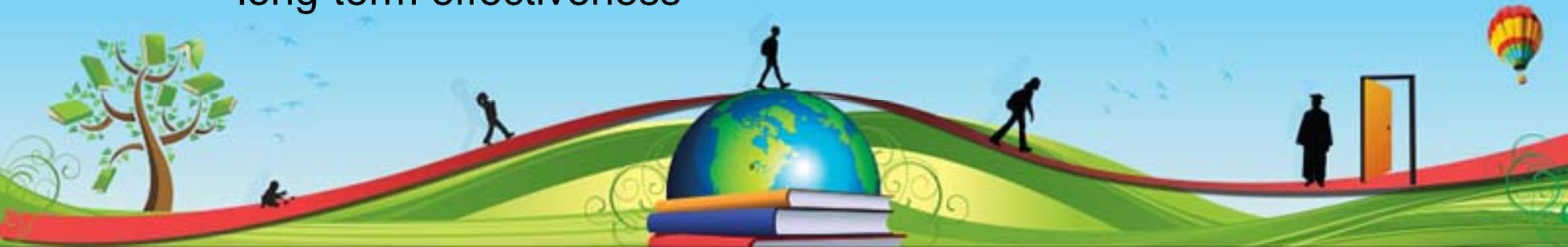
Tier Based School Improvement Grants

- Invest in sustainable **practices, policies, and procedures** that can be replicated
- Focus on **Intervention** vs. Remediation
- Expand **equitable** support to Title I Focus and Priority schools
- Ensure **conservative use of funds**
 - ✓ Determine a **funding cap** that creates sustainability
 - ✓ Establish a gradual **release** of funding for schools funded multiple years



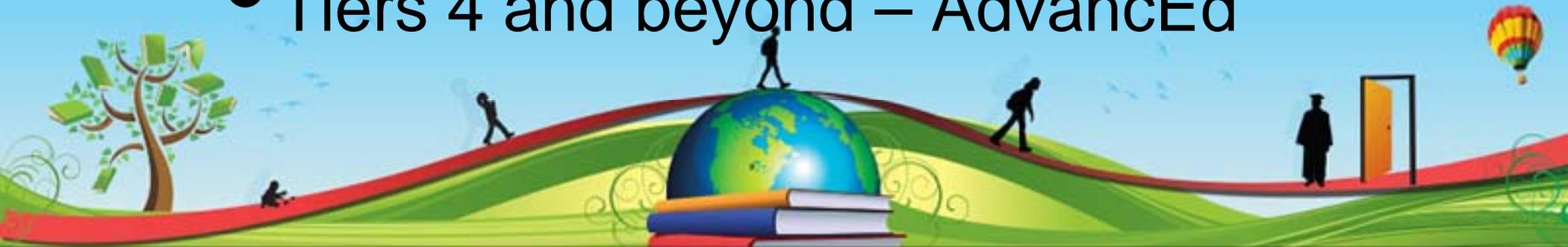
Tier Based School Improvement Grants

- Promote a selected **menu of research based interventions** targeted to identified school improvement areas (early learning, literacy, leadership, positive school wide behavior, family/community involvement, etc.)
- Develop **school turnaround networks** on common issues and work (region, leadership, effective math programs, RTI, etc.)
- Maximize **monitoring and accountability** for short-term and long-term effectiveness



Tier Based School Improvement Grants

- 1003(a) funds are awarded on a tier basis
- Turnaround Academies – state intervention
- Tiers 2 and 3 – Menu Options
- Tiers 4 and beyond – AdvancEd



Tier Based School Improvement Grants

USDOE Turnaround Principles	Possible Interventions	
<p>Principle 1: Ensure that the principal has the ability to lead the turnaround effort.</p>	<ul style="list-style-type: none">• Complete a school audit of the use of school funds to guide staffing decisions and implement findings• Reallocate resources to increase support for direct instruction of students at-risk of failure• Provide building administrators the authority and autonomy to hire, manage teacher placement, budget, and school schedule• Implement a culturally competent tiered system of support focused on student psycho-social health• Contract with a vendor or partner with a track record of success to support the school (i.e. – lead partner, external provider, university)	



Highest Priority 5 years of F rating

Higher Priority 4 years of F rating

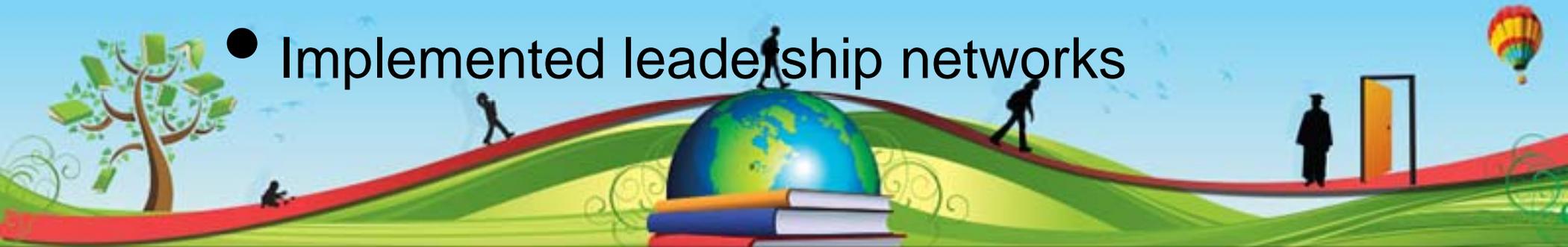
High Priority 3 years of F rating

**2 years of F rating in
a F district**

Other

SIG – 1003(g)

- In 2014, a new process was utilized to notify, support, review, and award SIG grants to schools
- Revision of the application, including 4th year sustainability plan
- Pre-submission consultation with prospective schools
- Updated evaluation rubric
- Phone Interviews with finalists
- Implemented leadership networks



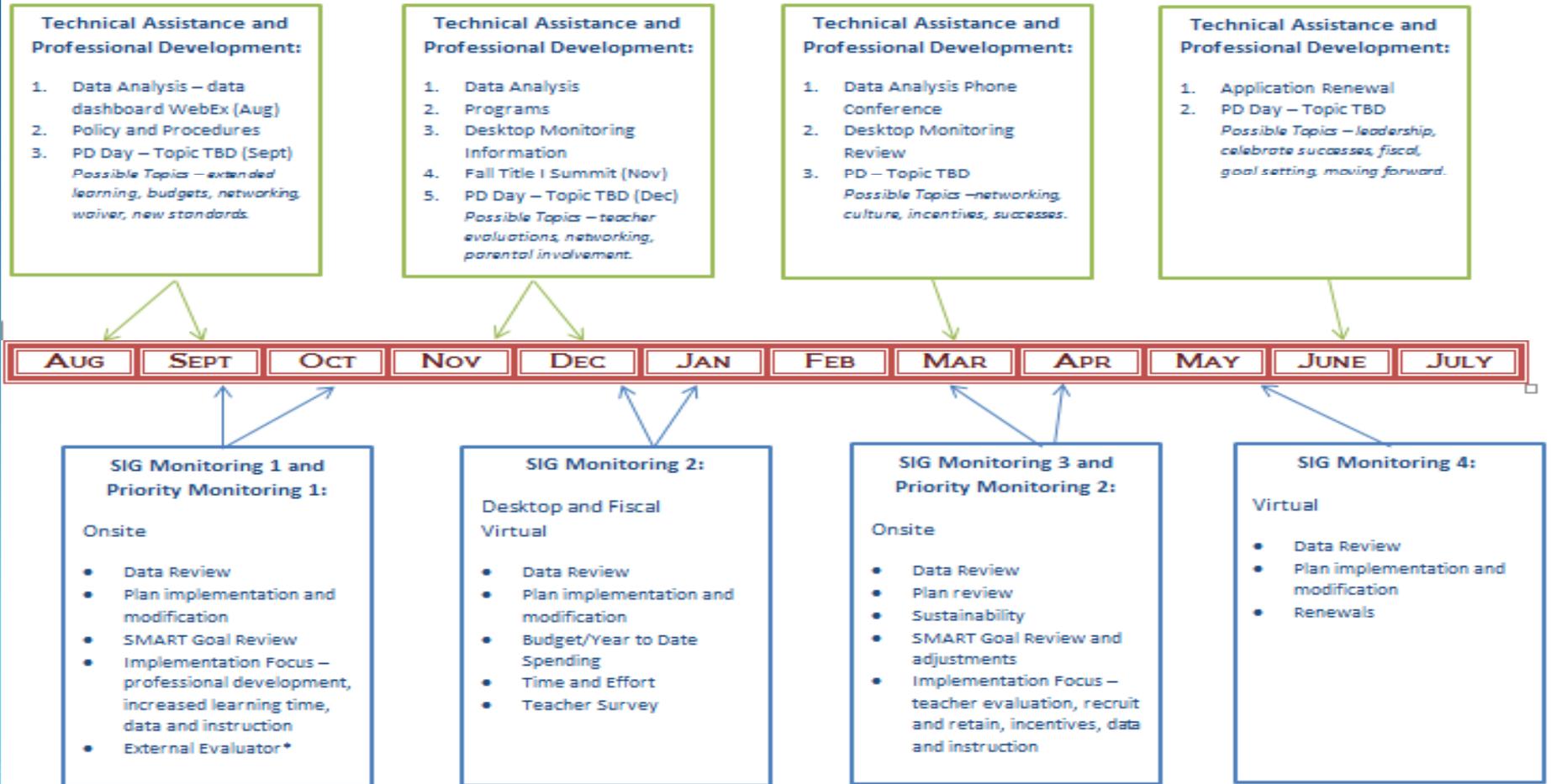
SUSTAINABILITY Academic Goal - Year 4

Action Steps	Person(s) Responsible	Timeline	Partnerships	Transformation Principles
				<i>Use data to implement an aligned instructional program</i>
				<i>Promote the use of data to inform and differentiated instruction</i>
				<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>



SIG – 1003(g)

*monthly data-dashboard submissions and check-in calls – beginning in September



Aligning Resources

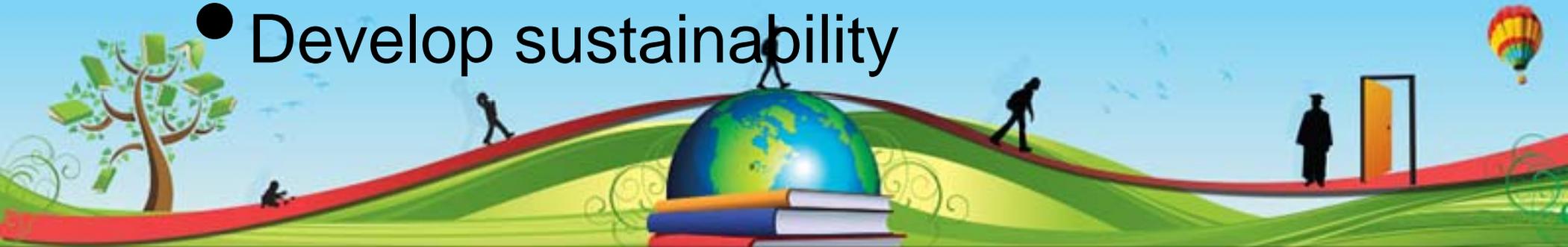
Working together internally to align:

- Personnel
- Offices
- Financial resources
- Systems
- Monitoring
- Technical Assistance
- Expertise



Aligning Resources

- Improve instruction
- Enhance school improvement
- Create community
- Change culture
- Improve technical assistance
- Provide clarity
- Develop sustainability



Reflection #2

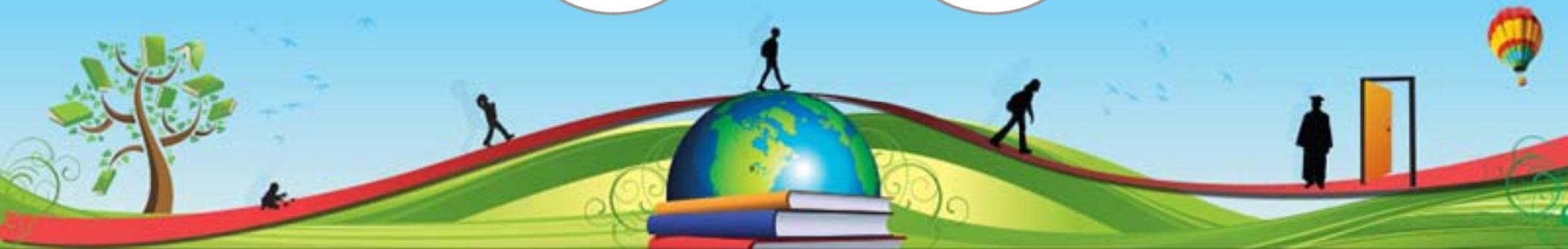
How do you align resources (personnel and financial) to an intentional support system?



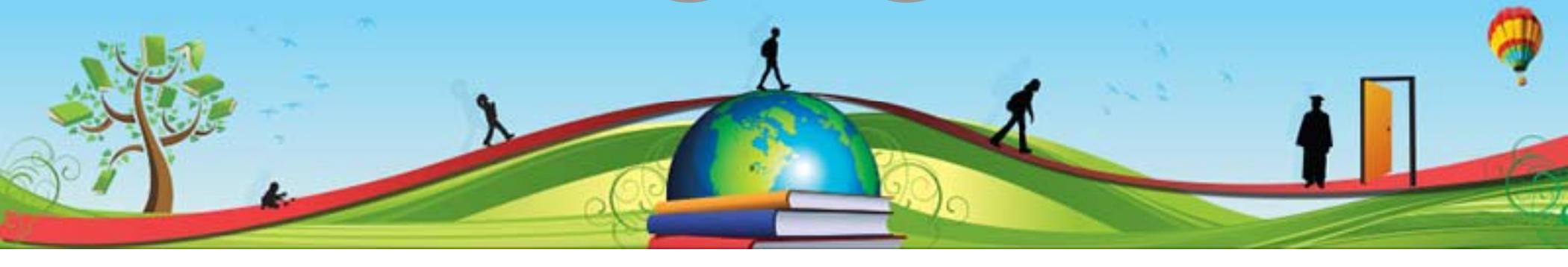
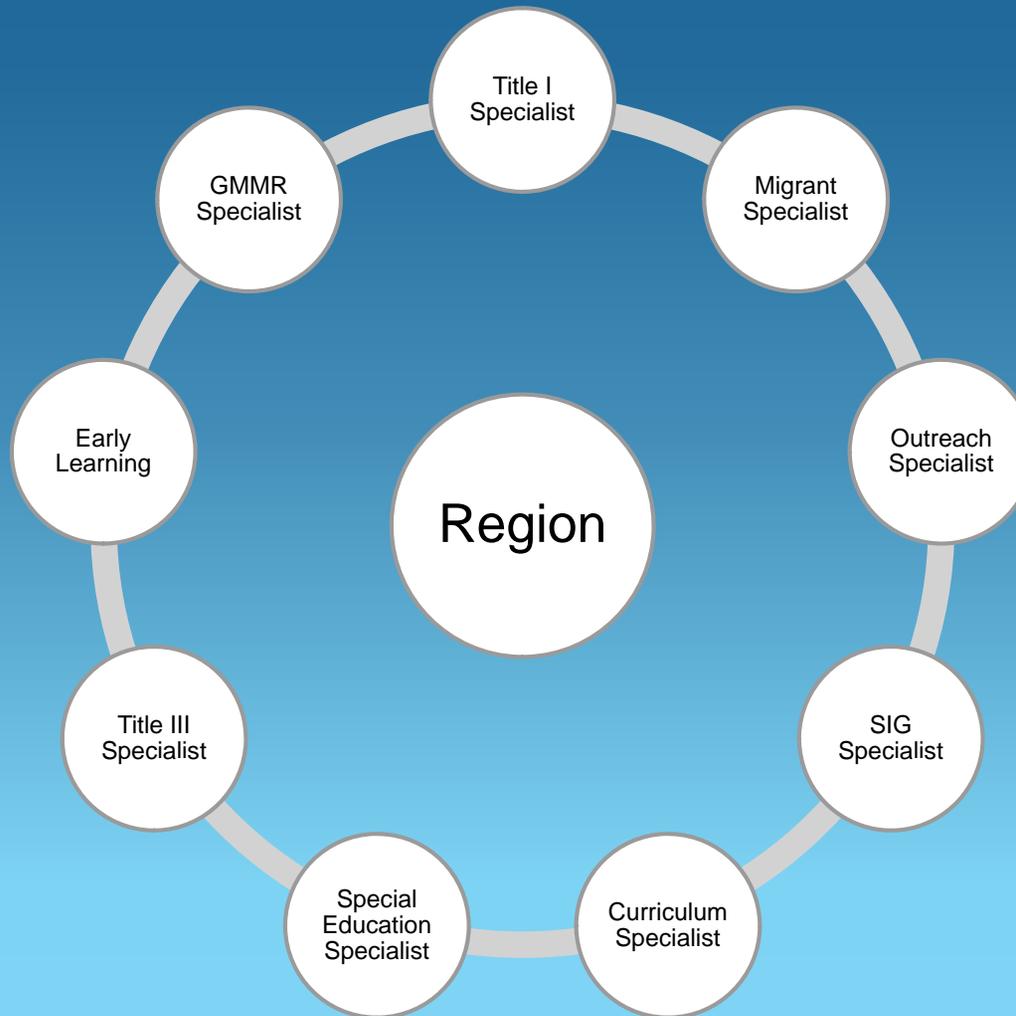
Next Steps/ Successes/ Opportunities for Improvement



Redesign and Reorganization



Convergent Teams



Please help us...

How can you connect what you have heard to your work?

What suggestions or recommendations do you have for Indiana's work?



Questions

