SUMMARY OF STATES' STRATEGIES AND CONSEQUENCES FOR ESEA FOCUS SCHOOLS

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The Question

What are states, which have been granted ESEA waivers, doing to assist focus schools and what consequences will be imposed if focus schools fail to improve?

Introduction

As of January 1, 2013, 34 states and the District of Columbia have been granted waivers from certain provisions of ESEA. Part of each successful flexibility application was a state accountability system that could identify priority schools (the lowest performing 5% of Title 1 schools) and focus schools (those with the greatest achievement gaps or in which subgroups are furthest behind). This document was written in response to a request made of the Building State Capacity and Productivity Center by a state education agency for information on what other states are doing to assist focus schools and what consequences will be imposed if focus schools fail to improve.

This document is an attempt to summarize the states' strategies and consequences for focus schools, primarily from their responses to section 2.3.iii of the flexibility request:

> Describe the process and timeline the SEA will use to ensure that each LEA that has one or more focus schools will identify the specific needs of the LEA's focus schools and their students. Provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Additional material is drawn from sections 1A, Adopt college-and career-ready standards; 2A, Develop and implement a State-based system of differentiated recognition, accountability, and support; 2.D, Priority Schools; 2F, Provide incentives and supports for other Title I schools; and 2G, Build SEA, LEA, and school capacity to improve student learning.
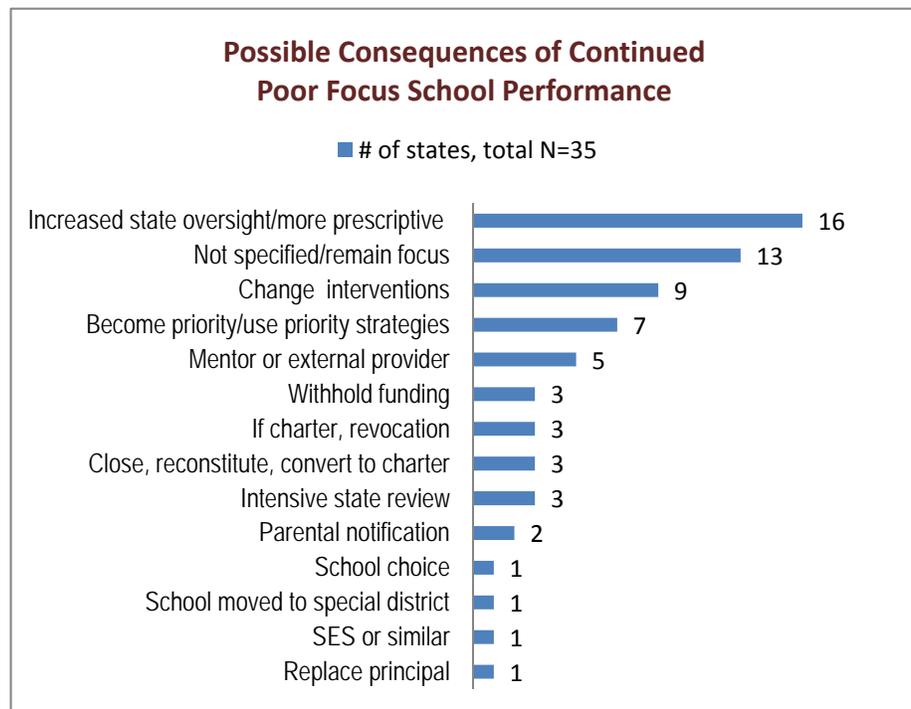

Insofar as possible, the text in the following tables comes directly from the states' flexibility requests, although in some instances language in the flexibility requests has been edited, paraphrased or summarized. For readers seeking additional information, a link to each state's approved flexibility request is given. Links to relevant state documents and resources mentioned in the requests have been provided wherever possible. The summaries in this document cannot reflect the totality of states' flexibility requests. Readers who are interested in more detail should consult the actual approved requests.

The strategies used with focus schools generally include a needs assessment, development and implementation of a school improvement plan that specifically targets the groups with the greatest achievement gaps, monitoring implementation of the plan, and the provision of technical assistance by the SEA, LEA, regional service center, or outside partner. Often the alignment between budgets and identified needs is also checked and some additional funding provided. The reader should note that states varied enormously in the degree of detail provided for their proposed focus school interventions; the summaries in this document will, of course, reflect that. Strategies for special populations tended to focus more on students with disabilities and English Language Learners than on other low-achieving groups or high schools with gaps in graduation rate.

A Note on Consequences

States vary considerably in the consequences imposed on focus schools that fail to reduce the achievement gaps or increase the graduation rates that resulted in their being classified as focus schools . Some possible consequences are shown in the chart below; note that many states specified multiple possible consequences from which they have discretion to choose.

Of the 34 states and District of Columbia, just over a third (13) do not specify any penalties for focus schools that fail to meet exit criteria within a specified amount of time. Nine of the states are silent on the subject, while four state that schools will remain in focus status until they improve (one of those four, Washington, reported that it is looking into seeking authority for

Possible Consequences of Continued Poor Focus School Performance

■ # of states, total N=35

Consequence	# of states
Increased state oversight/more prescriptive	16
Not specified/remain focus	13
Change interventions	9
Become priority/use priority strategies	7
Mentor or external provider	5
Withhold funding	3
If charter, revocation	3
Close, reconstitute, convert to charter	3
Intensive state review	3
Parental notification	2
School choice	1
School moved to special district	1
SES or similar	1
Replace principal	1

stronger action). Of the remaining 22 states, the most common consequences of failure to improve are increased state oversight (N=16) and/or a requirement that new interventions be used (N=9). Some of the possible sanctions are fairly severe. A fifth of the states (Arizona, Florida, Idaho, Louisiana, New York, Rhode Island and South Dakota) can either change the schools' status to priority or else make the schools subject to the same interventions as priority schools; Colorado, the District of Columbia and Mississippi have the option of forcing closure, state takeover, and/or conversion to charter status. Other consequences include contracting with an external provider (Arkansas, District of Columbia, Kentucky, Mississippi), Supplemental Educational Services or something similar (Georgia), school choice (Arizona), parental notification (Indiana, Tennessee and North Carolina for schools failing to get 95% participation), and withholding school funding (Arizona, Idaho, Florida). In Louisiana, a school may be moved into the state's Recovery School District, a consequence for both the school and the district.

Other possible consequences for districts whose focus schools fail to improve in a timely way are:

- Remove school from district control (Colorado)

- Audit (Arizona)

- Loss or delay of funding (District of Columbia, Louisiana, Minnesota, Virginia)

- Increased SEA oversight (District of Columbia)

- SEA can intervene in LEA governance, including replacing school board (Idaho)

- LEA must update its improvement plan (Minnesota)

- Title I funds will be deferred from LEAs that fail to comply with the school improvement requirements at Focus Schools until they have taken positive steps such as submitting an improvement plan, completing a Title I budget that reflects the priorities in the improvement plan, or begun implementing activities included in the improvement plan. Mandatory set-asides for state-approved district improvement activities may be put in place if LEAs with Focus Schools persistently fail to improve student achievement. (Minnesota)

- LEAs with identified schools that do not exit this status must establish a School Implementation Team with a designated coordinator for each Focus School. (North Carolina)

- LEAs that received funding for focus schools through the competitive grant process will have set a timeline for results in their application. If there is insufficient progress in these focus schools, TDOE has the right to revoke the grant. (Tennessee)

In general, states with multiple options at their disposal have a fair amount of latitude in determining which sanctions to impose against schools that fail to meet focus exit criteria and

their LEAs. The most extreme measures can be reserved for those instances in which more conservative strategies have failed to yield results.

List of Tables

Table 1. Arizona

Web site	http://www2.ed.gov/policy/eseaflex/approved-requests/az.pdf
General	For focus schools:

For focus schools:

Technical Assistance

- Phone calls and e-mails
- 1–2 site visits per year (per LEA)
- Website access to improvement tools

Professional Development

- Quarterly regional professional development
- Connections made to other professional development offerings within agency
- E-learning opportunities

Progress Monitoring

- Bi-annual progress monitoring
- LEA responsible for monitoring and reporting progress

Compliance Monitoring

- Desk audit
- Cash management review
- Grant Amendment Review Completion Report

LEAs with focus schools will receive implementation checks 1-2 times a year from the SEA, which will use the Revised Tier III Progress Monitoring Instruments, which monitor the progress of the LEA to implement the selected interventions and the school's progress on closing identified gaps. The instrument was designed by SEA staff based on the Six Quality Indicators of Effective Schools and the research of Dr. Dean Fixsen.

The SEA's School Improvement and Intervention Section makes the following available at the SEA's web site:

Standards and rubrics for improvement and self-assessment for LEAs and schools, progress monitoring tools, and links to the latest evidence-based resources. The SII Section will provide tools to support the LEA and school analyses of SWD and ELL.

The SEA provides school improvement plan training materials for schools and twice-yearly conferences aimed at assisting LEAs write improvement plans.

The SEA is in the process of establishing five regional centers that will provide technical assistance.

SEA has a list of vetted providers. There is no requirement to bring external providers to focus schools, but the LEA may engage them. Before an external provider can be hired with School Improvement Funds, the LEA needs to submit a scope of work, how they will evaluate the effectiveness of the provider, and how the provider addresses one or more needs address in their improvement plan. The SEA is developing a tool to evaluate the impact of external providers on school achievement.

Strategies for special populations	The SEA provides tools to support the LEAs' and schools' analysis of its SWD and ELL. Schools have access to a variety of resources provided throughout the LEA that address SWD, ELL, students at risk for dropping out, migrant, homeless and Native Americans.

The LEA has primary responsibility for providing support to Focus schools. Among the interventions included in the school improvement plan may be:

1. A curriculum that provides flexibility to meet the needs of all students including special education, gifted and talented, culturally and linguistically diverse, and economically disadvantaged students.

2. Extended learning time based on identified achievement gaps

3. Implement Response to Intervention model

4. Provide additional assistance for low-performing students in the classroom and/or through out-of-classroom or after-school programs.

5. Evidence-based interventions shown to be effective with at-risk students, including students with disabilities and students with limited English proficiency. These interventions must be supported by evidence to reduce the learning gap and improve student learning.

6. All LEAs with a focus school must schedule a continuous, data-based curriculum review to evaluate:

   • If instructional resources (both core and supplemental) align to standards, including ELP standards, in all curricular areas

   • If instructional resources (both core and supplemental) are up-to-date and sufficient in quantity.

   • If curriculum implementation is producing high academic outcomes and narrowing the gap for all grades and subgroups, including SWD and students with limited English proficiency.

7. Implement clear expectations for allocation of instructional time in all core subject areas, including the four-hour English language development model required under state law for ELL and additional supports as outlined in the RTI system for SWD.

Consequences	The school may be converted to Priority status. If it is a charter school, the charter authorizer and the state charter schools board will be notified.

LEAs will be required to offer and set aside funds for school choice. Even if a school exits focus status, school choice and transportation must still be provided to students participating in school choice.

Consequences for LEAs that don't fully implement interventions, are resistive to implementing the interventions, or do not make progress towards earning a Letter Grade of C or better within two years:

• Conduct a Systems Audit at the LEA and school levels. Determine if the school should be reclassified to Priority School status based on the thorough examination of the LEA and school systems.

• If the LEA does not provide evidence of quality implementation and results within six months, School Improvement Grant funding will be discontinued and/or Title IA funds will be placed on a programmatic hold.

Table 2. Arkansas

Web site	http://www2.ed.gov/policy/eseaflex/approved-requests/ar.pdf
General	Note:

SIS—School Improvement Specialist

External providers

If used, they must meet same requirements as SIG providers.

- External providers will demonstrate expertise in evidence-based practices to build internal leadership capacity (scaffolded supports).

- External providers will provide evidence of effectiveness in improving school performance (student and adult learning).

- External providers will provide evidence of effectiveness in closing achievement gaps.

- External providers will demonstrate how they will collaborate with other partners and community on a frequent basis.

- External providers will demonstrate how they will collaborate with districts and schools in the development a TIP or PIP within the ACSIP framework.

- External providers must provide evidence of a proven track record—credible/valid results in other systems.

- External providers will be required to use a systemic approach at school, district, board, community and state level that is likely to build capacity at the local level when the external provider completes its partnership with the district.

- The external provider's systemic approach shall:

  o Be grounded in effective school improvement research.

  o Develop instructional leadership at all levels of the system.

  o Provide timely, frequent (weekly) support and reports to district and state.

  o Incorporate a system for adult learning (Professional Development).

- External providers shall provide appropriate credentials and prior experience of staff.

- External providers shall engage in collaborative, formative evaluation of the provider, district, and school's effectiveness by ADE Learning Services Division.

The external provider will be expected to engage the school and district leadership team and school board in ongoing development/training to include regular community engagement opportunities.

The external provider reports monthly to the SEA School Improvement Specialist (SIS) and district superintendent detailing the school's and district's progress in implementing the TIP, persistent Obstacles, and next steps to support continued progress and address obstacles.

Strategies for special populations	Students with Disabilities

Focus schools participate in OSEP-funded State Personnel Development Grand

(SPDG) providing intensive professional development and targeted technical assistance in leadership, literacy and math instruction, intervention, positive behavior support, social skills/self-management instruction, cognitive-behavioral interventions, closing the achievement gap, response to intervention, and data-based problem solving, and parent and community involvement. Assistance is also provided in special education teacher recruitment.

One objective currently of the SPDG is the development of a web-based mathematics intervention matrix that will help educators across the state identify and implement evidence-based instruction and intervention strategies at different levels of need and intensity for students who are underachieving, unsuccessful or unresponsive in the different facets of mathematics across the school-age spectrum. Supporting this web-based application will be professional development training that will teach educators both how to use the website and how to identify, implement and evaluate the specific evidence-based instruction and intervention strategies cited. In addition, the SPDG literacy intervention matrix is currently being updated. All of these materials and professional development opportunities will be organized and guided by their respective CCSS.

Several of the most significant accomplishments and data-based outcomes from the first two and one-half years of the SPDG include:

- The establishment of an integrated statewide professional development network;

- Strategic monitoring, planning and implementation of scientifically-based interventions/strategies to meet identified needs of target schools in school improvement status; and

- Aggressive recruitment, training and capacity building to achieve 100 percent fully licensed special education teachers and to increase retention for special education teachers.

The SEA is incorporating Universal Design for Learning Principles (UDL) within the professional development for all teachers and leaders to support districts and schools through the transition to the CCSS and PARCC assessments. ADE is working with committees of Arkansas educators to develop instructional and local assessment resources to support ELs and SWD during core instruction (SCASS ASES and ELL SCASS).

Further consultation with teachers serving ELs and SWD identified the need for ADE to provide additional resources through SSOS to assist all general education, EL and SWD teachers and instructional facilitators with specific instructional challenges in implementing CCSS. Specifically, teachers have asked ADE to develop and provide resources to help ELs and SWD use key ideas and details from text to gain meaning, and resources to match appropriate informational texts with language and reading levels of ELs. These resources will provide critical statewide support to teachers implementing the shift to using much a higher proportion of informational text in literacy instruction.

English Language Learners

Focus schools will be given preference for participation in the two-week summer EL Academy to support teacher and leader development of best practices for EL students, based on the Common Core Standards.

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ADE contracts with an EL specialist through the Mid-Continent Comprehensive Center to develop and provide professional development to teachers working with ELs. These professional development opportunities are offered throughout the year. ADE monitoring of Focus and Priority School ACSIP plans will allow ADE to provide directive support to connect these most needy schools with these resources as a priority for participation. For all other Title I schools, the ACSIP process allows districts and schools to align their resources to support other expenses such as travel or the cost of substitute teachers for their teachers' and leaders' participation in professional development provided through ADE's SSOS efforts.

Consequences	Persistent lack of progress will result in any or all of turnaround principles applied to school(s) including replacing the leader and/or staff using teacher and leader evaluation information.
	If a focus school does not make progress after the first year of implementation, the district will be required to contract with an external provider to ensure appropriate revisions of interventions and to monitor implementation.
	Focus schools that fail to make progress after the second year of TIP implementation will be required to implement actions aligned with the turnaround principles as directed by SEA, to include leader replacement and/or removal of staff following appropriate evaluation. School and district leadership sign Memorandum of Understanding that outlines accountability and sanctions for implementation of TIP and failure to meet interim and/or summative measurable objectives.
Examples	A critical component of technical assistance to Focus Schools will be ensuring congruence between the factors identified as potentially contributing to large and persistent achievement gaps, and the interventions and actions developed in the TIP. Below are two contextual examples of needs assessment findings and subsequent interventions that Focus Schools may be required to implement based on different types of achievement gaps and different needs.

<u>Example 1</u>

District A has a middle school designated as a Focus School due to a large TAGG/Non-TAGG gap. The All Students group had 59 percent of students scoring Proficient or Advanced in 2011. However, the Focus School needs assessment revealed a 24 percentage point gap for African American students, as well as a gap for SWD twice the size (50 percentage points) of the African American students' gap. Analysis by the district leadership team revealed a problem with alignment of expectations for SWD and AA students that extends into the feeder elementary schools. Further analysis revealed the middle school was not implementing a response to intervention (RTI) framework for its students to address the needs of learners within core instruction, identify students needing additional support, and identify students needing intensive intervention. Progress

of students most at risk of not meeting grade level standards was not being monitored on a frequent basis. The ADE SIS guided the district and school leadership teams to develop district and school level interventions to address this in the TIP. The following are examples of possible required interventions.

   a. District leadership was charged with assessing the implementation of an RTI framework in district schools, starting with the schools in the middle school feeder pattern.

   b. Due to the size of the gap for SWD, the district planned to assign the school a designated Master Principal with a track record for closing achievement gaps within high poverty, high minority settings who had successfully implemented an RTI framework in previous settings.

   c. District leadership provided the support to enable the formation of professional learning communities whose focus would be on implementing an RTI framework to close the achievement gaps.

   d. The school's TIP outlined a plan for participation of teachers and instructional support staff in the SPDG program provided through ADE. This program provides development and targeted assistance to the school in the areas of leadership, literacy and math instruction, appropriate learning interventions, progress monitoring, establishing PBSS, social and self-management skills, instruction, etc. within a RTI framework.

   e. The school's TIP included the implementation of universal screening in math and reading to identify students requiring intervention and progress monitoring and to inform students' needs within the RTI framework.

<u>Example 2</u>

District B has a junior high school and a high school designated as Focus Schools based on 30 and 33 percentage point TAGG/Non-TAGG gaps, respectively. The Focus School needs assessment revealed poverty achievement gaps in both schools and larger achievement gaps for the ELs and SWD. Under prior accountability, the schools did not meet the minimum N for accountability for SWD but did have at least 40 ELs. The Scholastic Audit revealed concerns with all three areas of Academic Performance and concerns with School Culture, specifically teacher beliefs and practices for high achievement. Collaborative structures and resources to support the needs of ELs and SWD within core instruction in the general education classroom were also deficient. The ADE SIS guided the district and school leadership teams to develop district and school level interventions to address this in the TIP. An evidence-based theory of action was developed to guide the TIP. The following are examples of possible required interventions.

   a. The district and school leadership teams develop and implement a plan to redesign the school day to ensure time for collaboration through multidisciplinary professional learning communities. Redesigning the schedule will facilitate collaborative job-embedded professional development and provide a vehicle for RTI collaborative discussions to identify and meet the needs of these special populations.

   b. The schools' TIPs outlined a plan for participation of teachers and instructional support staff in the SPDG and the EL Academy professional development programs provided through ADE. This program provides development and targeted assistance to the school in the areas of leadership, literacy and math instruction, appropriate learning interventions, progress monitoring, establishing PBSS, social and self-

management skills instruction, etc. within a RTI framework.

c. The school's TIP included the implementation of universal screening in math and reading to identify students requiring intervention and progress monitoring and to inform students' needs within the RTI framework.

d. The district evaluates its existing protocols for ELs and SWD screening and intervention and revises these processes to ensure a RTI framework within and across schools to support the needs of ELs and SWD.

e. The district uses Title I, Part A funds to provide instructional coaches at the junior high and high school to support instruction, particularly for ELs and SWD.

f. Multidisciplinary teams participate in EL and/or SWD professional development to differentiate cultural and linguistic differences from disabilities in special education.

g. Alternately, a district may elect to work with an approved external provider with expertise in ELs to address the systemic needs identified, and/or with an external provider with expertise in SWD to address systemic needs identified for this group.

Notes   See pages 133–134 of the flexibility request for information on regional center structure and responsibilities.

Table 3. Colorado

Web site	http://www2.ed.gov/policy/eseaflex/approved-requests/co.pdf
General	Note: Colorado's focus schools are classified as "Turnaround" or "Priority Improvement" schools under the state accountability system.

Focus schools must implement the following required interventions:

- Unified Improvement Plan (UIP) requirements
- Parent notifications
- Turnaround actions
- Choice and SES

A State Review Panel reviews all school Turnaround plans and has the option of reviewing Priority Improvement plans. The State Review Panel is charged with considering the following:

- Whether the school's/district's leadership is adequate to implement change to improve results;
- Whether the school's/district's infrastructure is adequate to support school improvement;
- The readiness and apparent capacity of the school/district personnel to plan effectively and lead the implementation of appropriate actions to improve student academic performance;
- The readiness and apparent capacity of the district/school personnel to engage productively with and benefit from the assistance provided by an external partner;
- The likelihood of positive returns on state investments of assistance and support to improve the district's/school's performance within the current management structure and staffing; and
- The necessity that the district or school remain in operations to serve students.

For those focus schools classified as "Turnaround" in the state accountability system, one or more of the following other interventions are required under state law:

- Employing a lead turnaround partner that uses research-based strategies and has a proven record of success working with schools under similar circumstances, which turnaround partner shall be immersed in all aspects of developing and collaboratively executing the turnaround plan and shall serve as a liaison to other school partners;
- Reorganizing the oversight and management structure within the public school to provide greater, more effective support;
- For a district public school, seeking recognition as an innovation school or clustering with other district public schools that have similar governance or management structures to form an innovation school zone pursuant to state law;
- Hiring a public or private entity that uses research-based strategies and has a proven record of success working with schools under similar circumstances to manage the public school pursuant to a contract with the local school board or the institute;

- For a district public school that is not a charter school, converting to a charter school;

- For a district charter school or an institute charter school, renegotiating and significantly restructuring the charter school's charter contract; and

- Other actions of comparable or greater significance or effect similar to those delineated under NCLB, including turnaround, restart, close/restart and transformation models.

Strategies for special populations	Program staff with expertise on ELs and students with disabilities are included in the UIP reviews of many schools, and provide targeted feedback to schools, specific to their context, of appropriate interventions and supports. However, CDE is developing a plan to better document specific examples that can be replicated in other schools in the bi-monthly "Special Populations UIP Working Group" meeting with the Office of

Unified Improvement Planning and staff from relevant EL and students with disabilities offices.

Schools that are identified specifically for struggles with students with disabilities and English learners will be flagged. These schools will be intentionally invited to access professional development opportunities and other supports provided by CDE regarding effective instructional practices for students with disabilities and English learners.

Expectations for students with disabilities to achieve the college-and-career ready standards are the same as for students without disabilities. Additionally, CDE has designed and adopted alternate achievement standards in mathematics, science, social studies, and reading, writing, and communicating for students with significant cognitive disabilities under section 602(3) of the Individuals with Disabilities Education Act.

All professional development and training for standards is predicated upon the understanding that all standards apply to all students - including those with disabilities and English language learners - and that all content teachers are responsible for the learning of all of their students. The CDE Standards Implementation Team includes representatives from CDE's Exceptional Student Services and Language, Culture, and Equity units allowing for substantial inclusion of support for students with disabilities and English learners in standards implementation planning, including all resources, tools, and professional development. The revised version of the Standards Based Teaching and Learning Guide will serve as the basis of educator professional development. The revision includes differentiation for students with disabilities as well as language learners.

CDE provides online classes, professional development, and instructional tools that target the needs of students with disabilities. To help build local capacity, most utilize a trainer of trainer model. Below is a listing of some of the professional development opportunities. Below are some online classes offered in support of implementation of the Common Core:

- Family, School and Community Partnering: Multi-Tier System of Supports

- Improving Math Outcomes for Students with Disabilities

- Assessment/Progress Monitoring Overview and Preparation in an RtI Model: What You

- Need to Know About Students with Disabilities

- Problem Solving Consultation

- Improving Literacy Outcomes for Students with Disabilities

Regional training is offered in:

- Family, School, and Community Partnership
- Regional development of model autism and significant support needs programs
- Autism Spectrum Disorders
- Specialized Instruction for Elementary and Middle School Students with Math-Related Learning Disabilities
- Improving Reading Comprehension of Students with SLD through Effective Vocabulary and Morphology Instruction
- Mentor Program for Deaf/HH

Strategies for ELL	The Colorado Department of Education adopted new English Language Proficiency Standards and developed a professional development plan that would target not only ESL/ELA teachers but would also include content teachers, specialists, as well as school and district leaders. The State of Colorado adopted the ELP standards developed by the WIDA organization. These standards framed a major change in ELP Standards for Colorado. Thus, a need for intentional professional development throughout the State was identified.
Consequences for school	If a public school fails to make adequate progress under its turnaround plan or continues to operate under a priority improvement or turnaround plan for a combined total of five consecutive school years, the commissioner shall assign the state review panel to critically evaluate the public school's performance and determine whether to recommend:

- For a district public school that is not a charter school, that the district public school should be managed by a private or public entity other than the school district;
- For a charter school, that the public or private entity operating the charter school or the governing board of the charter school should be replaced by a different public or private entity or governing board;
- For a district public school, that the district public school be converted to a charter school if it is not already authorized as a charter school;
- For a district public school, that the district public school be granted status as an innovation school pursuant to state law; or
- That the public school be closed or, with regard to a district charter school or an institute charter school, that the public school's charter be revoked.

Table 4. Connecticut

Web site	http://www2.ed.gov/policy/eseaflex/approved-requests/ct.pdf
General	The CSDE will help build district and school capacity by increasing financial resources to the districts that need it most, partnering with districts as they plan for school intervention, and removing barriers and duplication. The state's 30 lowest-performing districts will receive substantial increases in funding, conditional on district plans for reform in key areas defined by the state. The state's new Turnaround Team will act as a resource to districts as they plan for and monitor interventions in their struggling schools. Finally, the state is working to reduce barriers for districts by reducing unnecessary reporting requirements. To provide support and to hold districts accountable, the CSDE is establishing State Turnaround and Performance Offices whose mandates include ensuring that districts have the information, capacity, and resources they need to intervene effectively in the Focus Schools within their jurisdictions. The CSDE's new Turnaround Team will act as a resource to districts as they plan for and monitor interventions in their struggling schools. The Turnaround Team will work closely with the Performance Team to provide schools and districts with school performance data that delineate schools' areas of strength and areas in need of improvement. This increased transparency will provide districts with the information they will need to target interventions and support to meet the particular needs of their Focus Schools. Each focus school's improvement plan must include the following elements: 1. Data Examination. Focus Schools will vary widely in their needs because they will have different low-performing subgroups: students with disabilities, ELLs, low-income students, or racial or ethnic subgroups. By analyzing data provided by the state's Performance Team, the school will work with its district and RESC to identify which subgroup or subgroups are the lowest performing and which areas of performance warrant the most immediate attention. Additionally, the Performance Team will help schools and districts make sense of the data by identifying the most critical areas for attention and by clearly stating the quantitative improvements (performance targets) necessary to address these problems. 2. Root Cause Analysis/Diagnosis. In Focus Schools, the district will be responsible for conducting the assessment of the school and will use its regional educational service centers for support as needed. 3. Goal Setting 4. Intervention Selection. Each Focus School will work with its home district and RESC (regional center) to select appropriate interventions that are designed to address the needs of the lowest-performing subgroups and to build capacity in the school's weakest areas that the school identified as the root causes of low achievement. The Turnaround Team will provide a list of recommended interventions that have demonstrated success in raising achievement. Alternatively, if the school and district believe that another intervention will better drive student achievement, they are free to select a different intervention and to include it in their School Improvement Plans. Districts will be required to tailor their proposed interventions to meet the needs of Focus Schools and to implement effective practices with proven track records in addressing the identified problems. These specific interventions, which are aimed at particular subgroups, will be included on the Turnaround Team's

recommended menu of interventions and supported by aligned professional development provided by regional centers (RESCs). The regional centers provide workshops that target ELLs, students with disabilities, and culturally responsive education.

Districts will be required to use up to 20% of Title I funds to intervene in and support the Focus Schools; the amount set aside will depend on the number of Focus Schools in their district and the level of intervention required. Federal SIG, Part A funds will also be used to support these schools if necessary. Additionally, all Focus Schools are located in one of the state's 30 lowest performing districts. Each of these districts will receive additional resources, which they will be able to invest in low-performing schools, including Focus Schools.

Under flexibility from the ESEA waiver, the CSDE will continue to require that Alliance Districts and other districts with Review Schools set aside up to 20% of their Title I funds, but these funds can be used to directly support the school reform efforts as outlined in the strategic plans developed by the school and district and approved by the Turnaround Team.

Regional service centers will provide TA to districts to help them support focus schools.

Recognizing the need to differentiate interventions by grade level, the Turnaround Team will also ensure that district strategic plans include interventions that are age-appropriate and likely to succeed with the target population. To do this, the CSDE will build on its experience working with SIG schools. The CSDE has found that effective interventions at the high school level include smaller learning communities, school climate specialists, remedial reading interventions, extended learning time, dropout prevention and credit recovery, and Sheltered Instruction Observation Protocol (SIOP) training. Effective interventions at the elementary and middle school level include extended learning time, tiered intervention, and positive behavioral interventions and supports (PBIS).

Strategies for special populations	Districts will be required to tailor their proposed interventions to meet the needs of Focus Schools and to implement effective practices with proven track records in addressing the identified problems. These specific interventions, which are aimed at particular subgroups, will be included on the Turnaround Team's recommended menu of interventions and supported by aligned professional development provided by RESCs.

Examples of targeted interventions may include requiring that schools support struggling subgroups by partnering with external organizations, implementing a differentiated literacy program with opportunities for remediation, working with executive coaches who have experience leading schools with similar subgroups, utilizing the services of data team facilitators who can work with school and grade-level teams to improve their use of student data in decision making, participating in focus monitoring by the CSDE, or receiving technical assistance from the Office of Special Education at the CSDE.

Additionally, the SIP may specify that the school staff receive professional development targeted to address a deficit in the school that contributes to the low performance of a particular subgroup. Currently, as part of the CALI, RESCs provide professional development modules targeted to address the needs of particular subgroups:

Workshop that targets ELLs:

- *Effective Tier I Instruction for ELLs:* Two-day workshop designed for teams of general education teachers, ESL specialists, and school administrators

that reviews how to use data to enhance ELL instruction and effective practices for instructing ELL students. Participants also learn how to train other teachers using the ELL CALI module.

Workshops that target students with disabilities:

- *Scientific Research-Based Interventions (SRBI):* Two-day training module in which school and district teams understand the components of the SRBI framework, examine their practices, establish priorities, and set goals for the implementation of SRBI in their district or school.

- *Using Differentiated Instruction to Implement the Common Core State Standards:* Two day training module in which participants make connections between SRBI and a differentiated curriculum, analyze a definition of differentiated instruction, and understand that high-quality differentiation is a proactive, decision-making process.

Workshop that targets racial and ethnic subgroups:

- *Culturally Responsive Education:* Participants reexamine both the content of what they teach and how they teach it and learn culturally responsive teaching strategies, better enabling them to work with diverse students.

CSDE, in collaboration with the state educational resource center, has provided a series of job-embedded workshops on assessment methods, IEP alignment, specially designed instruction, and assistive technology use.

Specific training for secondary transition specialists included how to identify transition-related standards and how to access the Occupational Information Network (O*NET) and labor statistics/information from the U.S. and Connecticut Departments of Labor so that transition planning is meaningful and reflected in IEPs.

The CSDE provides trainings for general educators, administrators, and other district staff focused on effective instructional strategies for ELLs and will ensure that these trainings are aligned to the CCSS.

The Turnaround Team will also ensure that district strategic plans include interventions that are age-appropriate and likely to succeed with the target population. To do this, the CSDE will build on its experience working with SIG schools. The CSDE has found that effective interventions at the high school level include smaller learning communities, school climate specialists, remedial reading interventions, extended learning time, dropout prevention and credit recovery, and Sheltered Instruction Observation Protocol (SIOP) training. Effective interventions at the elementary and middle school level include extended learning time, tiered intervention, and positive behavioral interventions and supports (PBIS).

Consequences	Not specified

Table 5. Delaware

Web site	http://www2.ed.gov/policy/eseaflex/approved-requests/de.pdf
General	The DDOE proposes to require LEAs that have an identified Focus school(s) to provide a plan that addresses the needs of the students that resulted in the identification as a Focus school. The funding for schools will not be formula driven as was the case in the past. Instead, the LEA will be required to select one or more interventions from a menu of state provided options as outlined below, or from other interventions that are demonstrated as educationally sound for the population of students the plan addresses, and identify the funding (within a DDOE determined range) to implement the plan. An LEA must outline how the intervention(s) it selects are either new to the school or are a significant expansion to the current practice(s) and that address the targeted identified subgroups. The LEA will be required to demonstrate teacher and parent community engagement in determining specific root causes related to identification and strategies for improvement. Additionally, DDOE intends to require local school boards to participate in the planning process and approve the final plan. Most critical is that plans are data informed and address the needs of the particular Focus school. The DDOE will be looking specifically for strategies that target the underperforming subgroups such as EL, SWD, or low income that led to its identification.

The DDOE is developing a grant application checklist and rubric that will be used to evaluate the LEA's level of commitment to the interventions, the likelihood of its positive impact on student achievement and to ensure the plan and grant include the necessary levels of detail and quality we will expect to see in approvable applications. This process is very similar to School Improvement Grant 1003(g) competition. It is important to note that the competition is not between LEAs but rather against the rubric. LEAs would have the opportunity to receive reviewer feedback and revise and resubmit their plan.

The DDOE is providing the following as a menu of options a Focus School must select (one or more) that appropriately align to the school's needs as identified through a comprehensive needs assessment:

- Extended time (day, week, year) for students with designated intervention strategies
- Partnerships with community – 21st Century Community Learning Center-like (academic + enrichment)
- Strategies to address social, emotional and heath needs
- Job-embedded Professional Development
- Assignment of Leadership Coach to support administrator evaluation/improvement
- Assignment of Development Coach to support educator evaluation/improvement
- Targeted and refocused use of Data Coaches in LEA and school leadership Professional
- Learning Communities (PLC)
- Develop and initiate a comprehensive parent engagement plan; (This item was added as a result of stakeholder input during the application process)
- Use of external provider(s) matched to identified school needs

- Changes to LEA policy, practices, and/or procedures

- Staffing selection and assignment

- Locally developed option(s) that are research based and supported by needs assessment data.

Funding Structure

The funding structure for Title I Focus Schools would include a base state school improvement fund allocation plus the competitive Title I 1003(a) grant funds.

Additional Supports for Focus Schools

The DDOE intends to conduct a comprehensive review of the Focus Schools using a research-based school level diagnostic tool. The review will help identify and prioritize challenges in the areas of Leadership, Budget and Resources, Curriculum and Instruction, Assessment and Accountability, Professional Development, School Environment, and Stakeholder Engagement. The Comprehensive Success Review process has been utilized in other schools and LEAs in Delaware. The DDOE will provide technical assistance to the school and it's LEA in developing strategies to address identified areas of need. The school and LEA will include these needs, strategies, and associated measures in their Success Plans to ensure continuous improvement.

LEA plans for Focus Schools must be submitted to and approved by DDOE prior to implementation.

Monitoring

Each Focus school will have onsite monitoring visits by DDOE staff on an every other month schedule through the duration of the school's designation as a Focus school. Focus schools will be required to identify an individual at the LEA that will be responsible for monitoring the implementation of the school's plan. The DDOE's School Improvement Team as well as the School Turnaround Unit will be responsible for providing technical assistance.

Strategies for special populations	Services provided to focus schools include professional development and multi-session technical assistance programs open to all districts and schools. Programs may focus on school wide implementation strategies such as behavior supports and school climate initiatives, or focus on specific populations such as students at risk for failure due to increased incidence of problem behaviors or instructional and learning strategies for students with and without disabilities. An example of professional development is lead mentor training and an example of technical assistance is the extended time frame planning/development committees for transition to the Common Core Standards.

Teams of general and special educators across the state who are collaborating to develop and pilot these model lessons support our efforts in increasing the number of highly qualified and certified EL and SWD staff; a goal within Delaware's federally supported (OSEP) five year State Personnel Development Grant. During the last two years since accepting the Common Core State Standards, work through the University of Delaware's Center for

Teacher Education and DDOE staff to develop and pilot these lessons has helped build the capacity of staff to support the lowest achieving students, specifically students with disabilities and the English Learners, to ensure access to the general education content and environment in differentiated and accessible, specialized formats. The scope of this year's English Language Arts reading/writing project is attached. The DDOE articulated the explicit commitment to partner with key stakeholders to ensure students with disabilities and other special needs receive the supports they require during the |

development of this application. Other ways in which DDOE has expanded the knowledge of general and special educators to support specialized instruction, accommodations and use scientifically, researched-based practices to scaffold learning for students with disabilities and those who are English Learners is to make professional development, webinars, resources and products available from a variety of our national centers. Some examples of our partners are:

- National Center for Educational Outcomes
- National Post-School Outcomes Center
- National Comprehensive Center on Teacher Quality
- National Community of Practice on Transitions
- National Secondary Transition Technical Assistance Center
- IDEA Partnerships
- Technical Assistance and Dissemination Network
- George Washington Center for Equity and Excellence
- Center for Applied Linguistics
- World-Class Instruction Design and Assessment Consortium
- Mid-Atlantic Equity Consortium
- National Clearinghouse for English Language Acquisition
- National Center on Universal Design for Learning
- Center for Applied Special Technology
- National Center on Accessible Instructional Materials
- Center for Implementing Technology in Education
- WestEd
- Center on Instruction
- What Works Clearinghouse: Institute of Education Services
- National Center on Response to Intervention
- National Dissemination Center for Children with Disabilities

Delaware is committed to and is working towards providing students with disabilities, English Learners, and members of other low achieving subgroups who have different learning styles and needs, differentiated instruction programs within the classroom. This is provided through professional development and curricular materials to support these differentiated needs. This effort will be a standard integral part of all curriculum development within DDOE and DDOE will encourage and supported strongly this initiative throughout Delaware's LEAs and schools.

<u>Positive Behavior Supports</u>

The DE-PBS Project provides professional development, technical assistance, and resources such as curriculum materials and progress monitoring tools to guide school teams' implementation and evaluation of targeted behavior supports for students with and without disabilities.

<u>English Learners Supports</u>

Delaware is initiating in the spring of 2012 a Comprehensive Needs Assessment for the Title III English learner program. George Washington University's Center

for Equity and Excellence will conduct the CNA in conjunction with the Title III program office, district/charter school EL educators, Delaware Department of Education EL data team members, and professional learning community data coaches. George Washington University's own researchers, linguists, and second language acquisition experts will form a part of the team. As a part of the process, it is the intention of the Title III program to include an analysis of the linguistic demands of the content standards for EL students. Although social and instructional language, the language of language arts, mathematics, science, and social studies are included within the WIDA English language proficiency standards, a plan for differentiated instruction by general education and content area teachers is needed to ensure that EL students will be successful in acquiring academic language. The linguistic demands analysis will result in a plan with specific strategies for both the regular education and EL teachers with a shared responsibility for equipping EL students with vocabulary and language needed in the core curriculum. It is the intent of the Title III program to share the results of the linguistic study to the EL and general education teachers, curriculum coordinators, and district staff to generate support and commitment of EL students. A clearly articulated delivery with expectations for both content area teachers and EL teachers will be developed with a timeline established for formative progress checks throughout the academic year.

To provide the international teaching staff required for strong immersion programs, it is the intent of the Title III program to recruit additional teachers through the Bi-national Migrant Education Program (BMEP) and through Delaware's initiative with Spain in conjunction with the World Language program. Through the teacher exchange program, it is intended that visiting international teachers will work within districts assisting students from their home country and serve to inform Delaware educators of their country's education system. In reciprocity, it is the intent for Delaware educators traveling to the exchange country to also benefit from exposure to international education systems and gain understanding of the cultural and academic challenges the at-risk EL students face. Delaware intends to prepare its EL students to be competitive in a global job market, and to represent both the state and the U.S. in the international arena. To make use of and acknowledge the multilingual competencies that EL students arrive with, Delaware intends to support and promote the retention of native language, while ensuring the acquisition of new languages needed to represent the U.S. EL students' literacy and proficiency in their native language, English as a second language, and foreign/world language is intended to assist them and complement their pursuit of business, science, engineering and technology in college.

Recently arrived immigrant and refugee students who are at risk may require newcomer program enrollment to facilitate language acquisition. One of the Delaware districts has created a parent information center and newcomer program to assist the EL population to make the transition into the community and school.

The Title III program is working to create mentorships between international students enrolled in Delaware's institutes of higher education and K-12 English language learners. The intent is to forge an alliance with international student organizations and to increase college enrollment among EL students with shared international origins. The Title III program office is creating a partnership with local community colleges and universities and plans to host an annual series of informational meetings with international student advisors, students, parents, and K-12 EL students. The initial meeting is intended to provide a general orientation and to motivate secondary EL students and his/her parents prior to high school graduation by providing information regarding academic requirements.

Delaware partners with various agencies to enlist their support and expertise for bilingual, EL, and migrant (farm worker) students. The Center for Applied Linguistics and George Washington University's Center for Equity and Excellence have been contracted to conduct evaluations of district ESL programs. The Mid-Atlantic Equity Consortium is also utilized to increase cross-cultural understanding and improve student outcomes. ESCORT provides teaching strategies for migrant youth, EL students and assistance with service delivery plans for summer migrant projects. The National Clearinghouse of English Language Acquisition (NCELA), West Ed, and local in-state agencies form a network from which the continuous improvement of the EL program is drawn.

Delaware, a partner in the Harvard Strategic Data Project plans to complete a College Going Diagnostic, using historical data from Delaware students. These data could be used by LEAs and schools in order to inform decisions regarding supports and interventions to increase graduation for all students with reduced remediation rates at the postsecondary level. In addition, from this work, early indicators will help to drive the definition for College- and Career- Readiness. The College-Going Diagnostic offers a much longer view of the education pipeline than simply college enrollments directly after high school. College- and career- readiness is explored by paying special attention to two critical junctures in students' high school careers: the progression from 9th to 10th grade and the progression from 9th grade to high school graduation. From there, college enrollment patterns of graduates, including students' initial post-secondary enrollment patterns and their persistence to the second year of college are reviewed in the context of their prior preparation. Indicators that are analyzed in the diagnostic include: On Track to Graduate, Graduation, College Enrollment, College Persistence, P-20 and Remediation. The Diagnostic, due for a Summer 2012 completion will be a resource in our work in making all students college-and career-ready.

Consequences	DDOE intends to follow future guidance from USDOE on how to address Focus Schools that have not met their targets after the term of our approved ESEA Flexibility application expires. In the absence of such guidance, DDOE will require LEAs to conduct another comprehensive needs assessment for the school and select a new intervention option(s) to address the identified needs. DDOE also intends to continue to support the LEA in addressing school- specific needs through its School Turnaround Office and Statewide System of Support.

Table 6. District of Columbia

Web site	http://www2.ed.gov/policy/eseaflex/approved-requests/dc.pdf
General	Note: The following abbreviations are used:

DC OSSE—the SEA is the District of Columbia Office of the State Superintendent of Education

PSCB—Public Charter School Board (an LEA)

DCPS—District of Columbia Public Schools (an LEA)

INI—Innovation and Improvement Team, part of the DC OSSE

The Division of Elementary and Secondary Education (ELSEC) within the DC OSSE has recently established the IN) as part of RTTT. The INI is responsible for managing the school improvement process for the DC OSSE, including:

- Partnering with the DCPS and the PCSB to assist schools with their needs assessment, coordination, and development of programs and use of federal funds;

- Reviewing and providing recommendations to the DCPS and the PCSB regarding interventions for focus and priority schools;

- Providing on-going training, technical assistance and guidance to the DCPS and the PCSB regarding school improvement strategies;

- Developing, collecting, and disseminating progress reports through the DCPS and the PCSB on a bi-annual basis for focus and priority schools;

- Monitoring services provided by the DCPS and the PCSB as these entities implement interventions to focus and priority schools; and

- Convening a Cross-Functional Team (CFT) of key leadership from other divisions within the DC OSSE.

The role of the CFT is to advise the INI on how best to leverage state-level resources to assist school improvement efforts within focus and priority schools, and assist in the review of school plans submitted by the DCPS and the PCSB.

The DC OSSE will require the DCPS and the PCSB to develop a two-year improvement plan for each focus school. To assist in the development process, a school-level needs assessment or quality school review will be conducted in each focus school by a visiting review team led by the DCPS Office of School Turnaround (for DCPS schools) or the PCSB (for public charter schools) that includes staff from the DC OSSE. Information gathered from the needs assessment will inform the selection of the targeted interventions and the school's two-year plan. As part of its quality monitoring function, the INI will then make recommendations taking into account the advice of CFT and provide guidance to the DCPS and PCSB around the development and implementation of its school improvement plan.

The identified needs, specific interventions, and progress-monitoring goals will be included in individualized school improvement plans developed for each focus school and approved by the DCPS or the PCSB, as the charter authorizer, taking into account that schools have different quantities and qualities of need. The INI and CFT will review plans and make recommendations as needed; at the same time, the INI will monitor the effectiveness of DCPS's and PCSB's work using a common set of expectations. In addition, the DC OSSE will evaluate, support, and monitor school effectiveness through the DCPS and the PCSB around instructional leadership, curriculum, professional development, instruction,

assessments, staff evaluation, human capital and financial/asset management.

LEAs will have to incorporate the focus schools' individualized improvement plan in a Web-based tool such as Indistar© (a system that enables continuous planning, implementation, monitoring, and course adjustment that empowers the DC OSSE senior staff to make recommendations about changes in practice to achieve desired results in student learning).

The INI will monitor the effective implementation of intervention strategies by the DCPS and the PCSB to prepare all students for college- and career-readiness, including students with disabilities, ELLs, and low-performing students.

The DCPS and the PCSB have the primary responsibility of developing and implementing an intervention and support plan for schools identified as focus. During the first two years of being in focus status, the INI will review the DCPS and the PCSB intervention and supports plans and make recommendations that take into account the advice of the CFT as needed. A reservation of 20 percent of the total Title I allocation will be required at the LEA level for school interventions and supports.

Strategies for special populations	To support students with disabilities, the DC OSSE is committed to high quality professional development of special education teachers. As part of the DC OSSE's CORE professional development series offered by the Training and Technical Assistance Division, the DC OSSE has engaged in a comprehensive professional development model to support access to the CCSS for students with disabilities and to ensure that instruction and assessment for this population is rigorous and relevant. Professional development work includes collaboration with nationally recognized experts on differentiation and curriculum mapping. In addition, the DC OSSE is using RTTT funds to conduct a special education quality review project, which will result in a self-assessment tool for schools and LEAs to use to assess their practices against key indicators of quality for special education practices and identify effective interventions to accelerate progress. Concurrently, the DC OSSE is updating its Special Education Data System (SEDS) to ensure that Individualized Education Plan (IEP) goals are aligned with the CCSS and are standards driven.

- Focus schools that are identified as not meeting the needs of students with disabilities must include one or more of the following targeted intervention strategies:

- Align the curriculum to the CCSS;

- Increase collaboration among teachers;

- Improve use of data for differentiating instruction;

- Build capacity for all teachers, particularly for special education teachers to better understand the rigor of the CCSS; or

- Other promising strategies that differentiate interventions and are sufficient to achieve change and demonstrate progress.

Focus schools identified as not meeting the needs of ELLs must include one or more of the following targeted intervention strategies that:

- Include research-based strategies for teaching academic English;

- Improve the use of native language support;

- Scaffold learning to meet the rigorous requirements of the CCSS;

- Build capacity for all teachers to learn strategies for meeting the content learning needs of ELLs and to better understand the rigorous

requirements of the CCSS; or

- Other promising strategies that differentiate interventions and are sufficient to achieve change and demonstrate progress.

To address the needs of other subgroups of students, the improvement plan must include one or more of the following intervention strategies:

- Build capacity for school leaders focused on instructional leadership including the collection of data and feedback mechanisms for continually improving instruction;

- Provide time for collaboration on the use of data to inform instruction;

- Use formative assessment design and data analysis to improve and differentiate instruction;

- Address other non-academic factors that impact student achievement, such as students' social, emotional, and health needs by way of additional counseling, access to additional ancillary services, or other supports;

- Build capacity for all staff on the effective support of students with disabilities and ELLs and their families;

- Build capacity for all staff on the development and implementation of effective, academically-focused family and community engagement;

- Extend learning time before, during, and after school that is aligned to CCSS; or

- Other promising strategies that address the areas of deficiency that placed the school in focus status and are sufficient to achieve change and demonstrate progress.

Consequences	If a focus school fails to meet the exit criteria after two years, the INI will assume approval authority of the school-level plans for interventions and supports. The DCPS and the PCSB will make adjustments to interventions including, but not limited to, the following: a restriction of the flexibility in the use of Title I funds; the suggested redirecting of Title I funds to activities that have a greater likelihood of school improvement, such as hiring a school improvement coach; forming partnerships with external organizations with evidence of effectiveness in the area of school improvement; and the implementation of other SIG requirements such as using the Indistar$^{©}$ tool, or a comparable tool to manage the school improvement plan and activities. If a school that was identified as a focus school remains a focus school for a fourth year, the INI will assess the school's likelihood of future progress and evaluate whether to recommend for closure or alternative governance.

Interventions and supports to address deficiencies in LEA-level practices may include one or more of the following options:

- Focusing on learning and achievement that includes continuously guiding site-based leadership through performance management and addressing barriers to education goals;

- Recruiting, supporting, and retaining highly-effective staff to build capacity and meet organizational expectations;

- Guiding the implementation of curriculum, instruction, and assessment that align to CCSS;

- Using data for planning and accountability, and distributing results to inform decision-making;

- Engaging families and the community to promote positive student achievement and behavior;

- Addressing physical, social, and emotional needs of students to ensure safe and supportive learning environments;

- Ensuring equity and adequacy of fiscal and human resources to meet school and student needs; or

- Other strategies that are specifically required by an action step included in the Title I plan or Title I grant application in support of an objective.

Table 7. Florida

Web site	http://www2.ed.gov/policy/eseaflex/approved-requests/fl-amendment.pdf
General	Schools assigned a grade of "D" would be classified in Focus/Correct status. Additional information is provided in Section 2.E of this document. School improvement measures for Focus/Correct schools include the following:

- The school implements interventions

- The LEA directs interventions

- The LEA monitors progress

- The state provides support through regional teams

LEAs receive technical assistance annually through face-to-face meetings, webinars, and online technical assistance papers (http://flbsi.org/schoolimprove/index.htm). The FDOE also provides a detailed school improvement reporting timeline for the LEAs (http://flbsi.org/SIP/). The timeline and its components serve to ensure that the LEA and schools are clearly defining the needs, aligning resources, and identifying support strategies to ensure positive school improvement outcomes. The overall process consists of four components that are aligned to nationally recognized turnaround principles:

- School Improvement Plan (SIP)

- District Improvement Assistance Plan (DIAP)

- Compliance Checklists

- Progress Monitoring

These mechanisms will continue to apply to Focus/Correct Schools under Florida's flexibility proposal.

Focus schools receive direct technical assistance in a number of ways including:

- Technical assistance provided by the regional Differentiated Accountability (DA) instructional coaching staff in the areas of Reading, Mathematics, Science, Data, Response to Intervention, Career and Technical Education (CTE) and Science, Technology, Engineering, and Mathematics (STEM).

- Site visits aligned to relevant student performance data such as attendance, discipline, failure rates, and/or baseline/mid-year assessments.

- Monthly staff development and support. Each region hosts a monthly coaches training for all DA school and district coaches to promote best practices. Additionally, these meetings will use a combination of recorded lessons and walk/talk approaches to further refine the coaching process.

- The summer Differentiated Accountability (DA) academies will also afford all Focus and Priority/Intervene schools an opportunity to work participate in professional development that will target Lesson Study,

- Response to Intervention, Florida Continuous Improvement model, Effective Instruction, Content Area Literacy, CTE, STEM and Effective Coaching. These sessions combine both research-based content and peer presentations to promote collegial dialogue and reflection.

Differentiated accountability support for focus schools include the areas of school improvement, leadership, educator quality, professional development, Florida's Continuous Improvement Model, and monitoring processes and plans.

School Improvement

1. Creation of LEA-based leadership team

2. Creation of Literacy Leadership Team

3. Development of District Improvement and Assistance Plan (DIAP)

4. Completion of Mid-year Analysis of Progress

5. Review and monitoring of implementation of School Improvement Plan by the school advisory team and the LEA

6. Review of budget allocations and alignment of resources by FDOE

Leadership

1. LEA reviews members of the school leadership team and replaces them as necessary based upon overall school performance

2. LEA includes student achievement in the evaluation process of LEA administrators who supervise persistently lowest-achieving schools and provides performance pay for raising student achievement

3. Principal and assistant principal have a record of increasing student achievement (principal must have a record of turning around a similar school)

4. LEA and FDOE review members of the school leadership team and replace them as necessary based upon overall school performance

5. LEA provides school-based administrators and instructional coaches with performance pay

Educator Quality

1. Teachers must be highly qualified and certified in-field

2. All paraprofessionals must be highly qualified

3. School is fully staffed by the first day of school

4. LEA ensures that performance appraisals of instructional personnel are primarily based on student achievement

5. LEA ensures that performance appraisals of the administrative team include student achievement, as measured by the FCAT, as well as goals related to targeted subgroups and school-wide improvement

6. LEA trains staff on performance appraisal instruments and ensures that the performance appraisal process is implemented

7. LEA provides teachers with performance pay for raising student achievement

8. LEA develops plan to encourage teachers and instructional coaches to remain or transfer to lower-performing schools based on increasing learning gains

9. LEA provides a reading coach, mathematics coach, and science coach to develop and model effective lessons, to lead Lesson Study, to analyze data, and provide professional development on the Common Core State Standards/Next Generation Sunshine State Standards.

10. Instructional coaches maintain a daily log of activities; school and LEA leadership teams monitor

11. LEA, with assistance from FDOE, reviews and replaces teachers who

have not contributed to increased learning gains or those teachers who did not contribute to improving the school's performance

12. FDOE oversees the staffing of the school prior to the start of school

13. LEA implements a differentiated pay policy that includes differentiation based on LEA-determined factors including, but not limited to additional job responsibilities, school demographics, critical shortage areas, and level of job performance difficulties

14. LEA ensures that mid-year vacancies are filled

Professional Development

1. LEA ensures that leadership professional development targets the needs of subgroups

2. LEA provides professional development opportunities for school administrators that target the specific needs of subgroups

3. LEA provides principals and assistant principals with professional development on monitoring classroom instruction and guiding/supporting/monitoring the activities of instructional coaches

4. LEA provides professional development on Florida's Continuous Improvement Model, Common Core State

5. Standards/Next Generation Sunshine State Standards, Response to Intervention, Lesson Study, and School Grade and AMO calculations

6. LEA ensures that Individual Professional Development Plans (IPDPs) for teachers of targeted subgroups include professional development that targets the needs of subgroups

7. LEA participates in a sample of IPDP meetings

8. LEA ensures that appropriate resources are provided to redesign the master schedule to allow for common planning time for data-based decision making within the problem-solving process, job-embedded professional development on the Common Core State Standards/Next Generation Sunshine State Standards, and Lesson Study

9. Common planning time is established within the master schedule to allow grade level meetings to occur daily in elementary schools and by subject area at the secondary level; all grade level and subject area teachers participate at the same time and include Lesson Study; if the master schedule prevents this from occurring, the LEA establishes weekly Lesson Study implementation after school for a minimum of one hour a week on the same day

10. LEA creates and maintains a pool of highly-qualified reading, mathematics, and science teachers and instructional coaches to serve in DA schools.

11. LEA offers a summer professional development academy that is developed in conjunction with FDOE to school administrators, teachers, and instructional coaches; LEA partners with the regional team to encourage school administrators, teachers, and instructional coaches to participate in the DA Summer Academies

12. LEA or school develops instructional pacing guides that are aligned to the Common Core State Standards/Next Generation Sunshine State Standards in reading, writing, mathematics, and science

13. School ensures that students are properly placed in rigorous coursework

14. LEA and school implement the LEA K-12 Reading Plan

15. FDOE reviews instructional pacing guide aligned to the Common Core State Standards/Next Generation Sunshine State Standards

16. LEA reviews data to determine the effectiveness of all instructional programs and class offerings

17. FDOE reviews data to determine the effectiveness of all instructional programs and class offerings

18. LEA extends the learning day

Florida's Continuous Improvement Model

1. School implements Florida's Response to Intervention model

2. LEA implements Florida's Continuous Improvement Model (FCIM)

3. School develops and implements a comprehensive FCIM model which includes an FCIM calendar, FCIM focus lessons (mini-lessons on tested benchmarks), curriculum pacing guide, and progress monitoring data collection/analysis schedule

4. LEA monitors implementation of FCIM

5. LEA ensures real-time access to student achievement data

6. LEA prescribes interim (benchmark baseline, mid-year, and mini-) assessments in reading, writing, mathematics, and science for level 1-3 students

7. LEA administration ensures that data chats are conducted between LEA administration and school administration, school administration and teachers, and teachers and students following baseline, mini-, and mid-year assessments

8. LEA uses the Problem Solving/Response to Intervention process to analyze progress monitoring data in reading, writing, mathematics, and science through interim assessments to inform instruction

9. LEA participates in the Florida Assessments for Instruction in Reading (FAIR) for level 1-3 students

Monitoring Processes and Plans

1. School provides quarterly updates on the implementation of the School Improvement Plan to the School Advisory Council and makes updates to the School Improvement Plan

2. School leadership team monitors implementation of the School Improvement Plan

3. School participates in a comprehensive instructional monitoring process

4. LEA develops a comprehensive instructional monitoring process and follow-up that includes classroom, school leadership team, and school-wide monitoring

5. LEA ensures that schools demonstrating the greatest need, based on data analysis, receive the highest percentage of resources.

6. FDOE reports progress bi-monthly to the State Board of Education

7. Monthly LEA meetings with the Regional Executive Director (RED) and

LEA department leaders held to coordinate strategies and resources to assist lowest-performing schools

8. LEA dedicates a position to lead the turnaround effort at the LEA level; the selected employee will report directly to the superintendent and directly supervise principals at the lowest performing schools

Strategies for special populations	Some strategies focused on increasing the performance of subgroups: 1. The SEA's State Performance Plan (SPP), as required by the federal Office of Special Education Programs, is one way that the SEA tracks LEA performance across key indicators related to outcomes for students with disabilities. Based on LEA performance, technical assistance is provided through the Bureau of Exceptional Education and Student Services (BEESS). Discretionary projects funded by BEESS provide professional development and support to LEAs and schools linked to the SPP indicators and LEA performance. 2. All primary Language Arts teachers, including ESE teachers, must become ESOL endorsed, which requires completion of 300 ESOL in-service training hours. 3. Every LEA has a plan outlining strategies and interventions available for English language learners (ELLs) and students with disabilities. Additionally, each ELL student has an ELL student plan. 4. ELL committees, composed of a student's ESOL teacher(s), home language teacher (if any), administrator or designee, plus guidance counselors, social workers, school psychologists, or other educators as appropriate, are formed to support ELL students. Parents must be invited to attend any committee meetings. 5. All ELLs, including those with disabilities, are required to be assessed annually with the Comprehensive English Language Learning Assessment (CELLA), which measures progress of ELL proficiency in English. Accommodations are based upon Individual Educational Plan documentation. 6. When a student is approved to exit ESOL, they are monitored at regular intervals for up to two years, per State Board of Education rule.
Consequences	In its differentiated accountability system, Florida focuses on providing supports to struggling schools and LEAs; however, there are consequences if schools/LEAs do not act within the terms of the state's DA plan. LEAs must submit an assurance of compliance with requirements outlined in Florida's DA plan and Priority/Intervene schools must submit an Intervention Option Plan to reconstitute the school should it not improve. For all LEAs and schools, non-compliance with any of the required interventions and supports may lead to: • State Board of Education intervention in operations • State funds withheld • Report of non-compliance to the State Legislature with recommended legislative action • Conditions placed on Title I or Title II grant awards • Redirection of Title II, Part A funds • Movement to a more severe category

Table 8. Georgia

Web site	http://www2.ed.gov/policy/eseaflex/approved-requests/ga.pdf
General	Georgia plans to require Priority Schools and Focus Schools to implement alternative supports rather than SES and Public School Choice for students.

Required Interventions for Focus and Priority Schools:

1. All Priority Schools must offer Flexible Learning Program (FLP)

2. All Focus Schools status must offer Flexible Learning Programs (FLP)

3. In addition, all schools must develop a corrective action plan that outlines how the school will implement FLP

4. All Priority Schools and Focus Schools are required to send notices to parents describing the school's status, sharing data and information used to support programming decisions, and explaining how parents may become involved in improving the school.

5. All Priority Schools will be required to set-aside 10% of their school's Title I allocation for professional development.

Once a school has been identified as a Focus School, the GaDOE will work in collaboration with the district to analyze student achievement data to identify the largest gaps between groups of students. Based on the analysis of data, the district and the GaDOE will determine the interventions for the Focus School. Districts will sign a memorandum of agreement with the GaDOE on behalf of Focus Schools. The memorandum of agreement will outline a set of non-negotiable actions and interventions required of each Focus School. These non-negotiable actions and interventions include, but are not limited to, the following. The memorandum of agreement will be developed during the spring of 2012. Meetings will be held and agreements finalized with the superintendent, school principal, GaDOE school improvement staff, and other designated staff from the district or the GaDOE by August 15, 2012. Based on the needs identified in the data, staff with specific expertise (e.g., SWD, EL) as well as Regional Education Service Agency (RESA) specialists will be included in the meeting. RESAs will also provide technical assistance in analyzing disaggregated subgroup data through regional meetings.

Non-negotiable actions and interventions

1. Provide additional learning time for students.

2. Work collaboratively with the GaDOE to analyze data and root causes to identify actions, strategies, and interventions for the school improvement plan that supports the needs of underperforming subgroups and high needs students.

3. Prioritize access to programs and resources to promote achievement based on underperforming subgroups and high needs students.

4. Participate in required professional development and leadership training initiatives to improve teaching and instruction service delivery for high needs students and underperforming subgroups.

5. Provide time during the regular school day for teachers to collaboratively plan instruction to address the content of the CCGPS and student learning needs. Specifically, ensure that regular education teachers have scheduled time to collaborate with special education teachers and English language learners specialists.

6. Develop and implement short-term action plans to achieve the goals for the lowest-performing subgroups and high needs students.

7. Analyze teacher attendance and develop a plan for improvement if needed.

8. Analyze student attendance and develop a plan for improvement if needed.

9. Analyze student discipline referrals and develop a plan for improvement if needed.

10. Develop a leadership team and meet a minimum of two times per month to develop and implement short-term action plans and monitor implementation of actions and interventions to support the lowest-performing subgroups and high needs students.

11. Focus Schools will be required to offer Flexible Learning Programs.

The GaDOE will provide district level support to districts with Focus Schools. The GaDOE will offer support from specialists in the areas of English learners, students with disabilities, and economically disadvantaged students. In addition, the GaDOE will broker services from other support agencies (e.g., Regional Educational Service Agencies (RESAs), Georgia Learning Resource Services (GLRS), etc.) to meet the specific needs of the Focus Schools. Focus Schools will provide additional learning time for students. The additional learning time provided by schools must be in one of the following areas:

a. Core academic areas

b. Enrichment activities

c. Time for teachers to plan, collaborate, review data, and participate in professional development.

GaDOE will work with district level staff to analyze data and root causes to identify actions, strategies, and interventions for the school improvement plan that support the needs of underperforming subgroups and high needs students. The GaDOE will strategically assign staff members with expertise in supporting underperforming subgroups and high needs students to districts with Focus Schools. The GaDOE will prioritize access to programs and resources to promote achievement based on underperforming subgroups and high needs students. Focus Schools will receive immediate access to newly developed tools and resources offered to school in Georgia. Districts will be expected to provide additional resources to Focus Schools.

The GaDOE will facilitate services from GaDOE specialists and other education agencies to support the targeted areas of need for Focus Schools. The targeted services will address research-based strategies and practices for supporting English learners, students with disabilities, and economically disadvantaged students. Specific areas of support will be provided around the following areas that have been identified as key characteristics of schools that are closing the achievement gap.

1. Leadership

2. Effective teaching

3. Data-driven instruction

4. Extended learning time

5. A culture of high expectations

6. Job embedded professional learning

School Improvement Responsibilities for District Leaders

- Analyze data for schools and determine focus for system support
- Identify barriers to the school's efforts and take action to eliminate through change in district policy/procedure
- Analyze feeder school data and develop and implement a vertical plan to address identified needs
- Provide appropriate resources to schools in a timely manner
- Financial
- Personnel (e.g., teaching staff, instructional coaches, etc.)
- Monitor and support implementation of school improvement plan for all schools and ensure that the plan is supported through an aligned budget
- Monitor and ensure implementation of the Short-Term Action Plans for Priority Schools, Focus Schools, and Alert Schools.
- Assign system representatives to serve on school leadership teams
- Participate in on-going professional learning sponsored by the GaDOE

School Improvement Responsibilities for School Leaders

- Establish a school-based leadership team comprised of administrators, instructional coaches, teachers, support staff, etc.
- Guide the development, revision, and implementation of a school improvement plan based on data
  - Academic performance
  - Discipline
  - Attendance
  - Perception
- Monitor and support implementation of
  - Common Core Georgia Performance Standards
  - Professional learning offered by GaDOE School improvement plan
  - Short-term action plans
  - Individual student progress

Once a school has been identified as a Focus School, the GaDOE will work in collaboration with the district to analyze student achievement data to identify the largest gaps between groups of students. Based on the analysis of data, the district and the GaDOE will determine the interventions for the Focus School. Districts will sign a memorandum of agreement with the GaDOE on behalf of Focus Schools. The memorandum of agreement will outline a set of non-negotiable actions and interventions required of each Focus School. These non-negotiable actions and interventions include, but are not limited to, the following. Based on the needs identified in the data, staff with specific expertise (e.g. SWD, EL) as well as RESA specialists will be included in the meeting. RESAs will also provide technical assistance in analyzing disaggregated subgroup data through regional meetings.

<u>Non-Negotiable Actions</u>

1. Provide additional learning time for students.

2. Work collaboratively with the GaDOE to analyze data and root causes to identify actions, strategies, and interventions for the school improvement plan that supports the needs of underperforming subgroups and high needs students.

3. Prioritize access to programs and resources to promote achievement based on underperforming subgroups and high needs students.

4. Participate in required professional development and leadership training initiatives to improve teaching and instruction service delivery for high needs students and underperforming subgroups.

5. Provide time during the regular school day for teachers to collaboratively plan instruction to address the content of the CCGPS and student learning needs. Specifically, ensure that regular education teachers have scheduled time to collaborate with special education teachers and English language learners specialists.

6. Develop and implement short-term action plans to achieve the goals for the lowest-performing subgroups and high needs students.

7. Analyze teacher attendance and develop a plan for improvement if needed.

8. Analyze student attendance and develop a plan for improvement if needed.

9. Analyze student discipline referrals and develop a plan for improvement if needed.

10. Develop a leadership team and meet a minimum of two times per month to develop and implement short-term action plans and monitor implementation of actions and interventions to support the lowest-performing subgroups and high needs students.

11. Focus Schools will be required to offer Flexible Learning Programs. The GaDOE will provide district level support to districts with Focus Schools. The GaDOE will offer support from specialists in the areas of English learners, students with disabilities, and economically disadvantaged students. In addition, the GaDOE will broker services from other support agencies (e.g., Regional Educational Service Agencies (RESAs), Georgia Learning Resource Services (GLRS), etc.) to meet the specific needs of the Focus Schools.

Focus Schools will provide additional learning time for students. The additional learning time provided by schools must be in one of the following areas:

a. Core academic areas

b. Enrichment activities

c. Time for teachers to plan, collaborate, review data, and participate in professional development.

Focus Schools will engage in a review of how current time is being used along with the strategic addition of more time to better meet students' needs.

Upon identification of Focus Schools on or before July 15, 2012, the GaDOE will work with district level staff to analyze data and root causes to identify actions, strategies, and interventions for the school improvement plan that support the

needs of underperforming subgroups and high needs students. The GaDOE will strategically assign staff members with expertise in supporting underperforming subgroups and high needs students to districts with Focus Schools.

The GaDOE will prioritize access to programs and resources to promote achievement based on underperforming subgroups and high needs students. Focus Schools will receive immediate access to newly developed tools and resources offered to school in Georgia. Districts will be expected to provide additional resources to Focus Schools.

Focus Schools will develop and implement short-term action plans which delineate the actions they will take to provide targeted support to underperforming subgroups and high needs students. The short-term action planning process will ensure that Focus Schools immediately take action to implement the non-negotiable actions and interventions. To facilitate prioritizing immediate goals, the following process may be used.

The GaDOE will facilitate services from GaDOE specialists and other education agencies to support the targeted areas of need for Focus Schools. The targeted services will address research-based strategies and practices for supporting English learners, students with disabilities, and economically disadvantaged students. Specific areas of support will be provided around the following areas that have been identified as key characteristics of schools that are closing the achievement gap.

1. Leadership
2. Effective teaching
3. Data-driven instruction
4. Extended learning time
5. A culture of high expectations
6. Job embedded professional learning

In 2012–2013 school year, local education agencies (LEAs) will replace the tutorial services currently conducted by Supplemental Educational Service (SES) providers (additional information provided in Principle 2), with a state-designed Flexible Learning Program (FLP) for Priority School students and Focus School students.

Graduation Alert, Subgroup Alert, and Subject Alert Status

In addition to the Focus Schools identified in this request, Georgia proposes to serve additional Focus, schools falling into one of the three following categories using ESEA disaggregated subgroups or subject performance on both statewide assessments and graduation rate:

1. Graduation Alert Schools: High Schools whose subgroup graduation rate falls at or below the third standard deviation compared to the statewide subgroup average.

2. Subgroup Alert Schools: Schools whose subgroup performance on any statewide assessment falls at or below the third deviation compared to the subgroup's state average;

3. Subject Alert Schools: Schools whose subject area performance on any statewide assessment falls at or below the third deviation compared to the subject's state average;

Schools falling into this Alert Status (as described above) due to either subgroup deficiencies in graduation rates, subgroup deficiencies on assessments, or

subject deficiencies on assessments will be served as Focus Schools and receive three years of state and/or district-level directed support and interventions. The use of the third standard deviation within each subgroup's assessment performance is to identify every school where a subgroup's performance falls at the very bottom of the spectrum. Used within the Performance Flags, the third deviation allows Georgia to identify the lowest achieving subgroups regardless of a school's overall or all student success; thus, not allowing schools to hide extremely underperforming subgroups.

Strategies for special populations

The ESOL unit at the GaDOE has initiated an intense professional development campaign that is blanketing the entire state with educator training related to standards-based instruction of English Learners (ELs). These trainings target classroom teachers and school administrators and are organized by grade level (elementary, middle school, and high school). Recent examples of topics addressed are: Promoting Academic Success for English Learners, Transforming ELA Standards for ELs, Transforming Kindergarten Standards for ELs, Standards & Instructional Practices for ELs, ELs in the Classroom: Recognizing and Encouraging Schoolwide Best Practices. In addition, multiple cohorts of a semester-long Content and Language Integration course continue to be offered throughout the state. Districts participating in this course enroll a group that includes a school or district-level administrator, an ESOL teacher, and two grade-level teachers in order that the impact of the professional learning be more systemic. Plans for spring statewide training include providing districts with data mining workshops intended to increase the depth of analysis of multiple data sets for the purpose of developing targeted interventions for ELs and program monitoring.

The SEA intends to continue ongoing review of research based instructional practices designed to support the provision of the required content for students with disabilities and allowing them access to the college and career ready standards. Technology innovations continue to provide new resources for instruction and support to students with disabilities, English Learners, and low-achieving students. Ensuring adherence to the universal design for learning (UDL) principles in the design of curriculum and in the delivery of content through differentiated instruction is an essential component in providing the opportunity for these students to achieve success. To complement the instructional materials that are being developed to assist teachers in the delivery of instruction for the new Common Core Georgia Performance Standards; the state intends to employ the principles of Universal Design for Learning (UDL) in the design of curricula so that methods, materials, and assessments meet the needs of all students.

The state recognizes the importance of Response to Intervention (RTI) as a critical component of identifying students who may benefit from supplemental, remedial, or enriched instruction. Georgia's RTI process includes several key components including: (1) a 4-Tier delivery model designed to provide support matched to student need through the implementation of standards-based classrooms; (2) evidence-based instruction as the core of classroom pedagogy; (3) evidence-based interventions utilized with increasing levels of intensity based on progress monitoring; and (4) the use of a variety of ongoing assessment data to determine which students are not successful academically and/or behaviorally. Data Teams in each school serve as the driving force for instructional decision making in the building.

Consequences

Consequences for Priority Schools and Focus Schools will require schools to offer programs that are based on Supplemental Education Services (SES) but offer greater flexibility to LEAs. These new programs will improve the quality of service across the state, especially in rural districts, and provide more opportunities for parental involvement and input from local school boards about

the types of interventions that are most appropriate for the schools in their communities.

Georgia LEAs will be required to offer a state-designed Flexible Learning Program (FLP) as a consequence for all Priority Schools and Focus Schools. LEAs implementing FLP will be required to submit a plan utilizing these consequences and a budget for approval by GaDOE Title Programs Division. While students in Priority Schools and Focus Schools will be eligible to receive FLP based on low-income status and their individual student scores on state assessments, LEAs must prioritize Title I FLP funding and services to the students in Priority Schools and Focus Schools based on the following federal rank order:

- First—Students who are eligible for free or reduced priced meals and not meeting standards as identified by state assessment results; and if funding levels allow

- Second—Students who are eligible for free or reduced priced meals and meeting standards as identified by state assessment results; and if funding levels allow

- Third—Students who are not eligible for free or reduced priced meals and not meeting standards as identified by state assessment results; and if funding levels allow

- Fourth—Students who are not eligible for free or reduced priced meals and meeting standards as identified by state assessment results; and if funding levels allow.

Proposed School and District Consequences:

Consequences for Priority Schools and Focus Schools will require schools to offer programs that are based on Supplemental Education Services (SES) but offer greater flexibility to LEAs. These new programs will improve the quality of service across the state, especially in rural districts, and provide more opportunities for parental involvement and input from local school boards about the types of interventions that are most appropriate for the schools in their communities.

Georgia LEAs will be required to offer Flexible Learning Program (FLP) as a consequence for all Priority Schools and Focus Schools. LEAs implementing FLP will be required to submit a plan utilizing these consequences and a budget for approval by GaDOE Title Programs Division.

Table 9. Idaho

Web site	http://www2.ed.gov/policy/eseaflex/approved-requests/id.pdf
General	Each focus school is required to create a Rapid Improvement Plan. Idaho uses the **WISE (Ways to Improve School Effectiveness) Tool** for its school improvement planning. WISE is Idaho's version of the Academic Development Institute's Indistar$^{©}$ online strategic planning and monitoring process. WISE incorporates research-based school improvement strategies and provides the LEA and SEA the opportunity to do real-time monitoring of school improvement plan development and implementation. The Rapid Improvement Plan is made up of a sub-set of approximately 90 indicators within the WISE Tool. These indicators are those which have been identified by ADI as the highest impact strategies to achieve rapid improvement. Not all of the indicators are required in any given year, but the state does review the plans and expects each plan to reflect feedback provided to the school and district through the Instructional Core Focus Visit (see below), if applicable. The state review and the use of the Focus Visit will ensure that the plan addresses any subgroups that are underperforming. The district level Rapid Improvement Plan consists of the same indicators as those within the continuous improvement model. Districts in this planning category are allowed flexibility in the choice of indicators used for planning, but are required to address a few specific indicators deemed critical to rapid improvement. The Statewide System of Support team oversees the implementation of the following services directly: • **Idaho Building Capacity Project (IBC)**—the state partners with three universities to support schools in need of substantial improvement. Cultivation of leadership in rural and remote areas within the state is a key focus. IBC hires highly distinguished educators trained by the state to assist school and district leaders. Capacity Builders (CB) are assigned to all participating schools and districts within the IBC network. CBs coach leaders and leadership teams through the tasks of improvement with monthly training and assist in promoting alignment among the various parts within the school or district system. Capacity Builders are provided with a toolkit of school improvement resources, and, in partnership with school and district leaders, help create and implement a customized school improvement plan. • **Principals Academy of Leadership**—is a professional learning community structured for building administrators in improving outcomes for all students by focusing on the quality of Instruction. Principals participate in a balance of content, professional conversation, and collegial instructional rounds related directly instructional leadership, managing change, and improving the overall effectiveness of instruction. • **Superintendents Network of Support**—A collaboration between the SEA and Boise State University's Center for School Improvement and Policy Studies. The purpose of the project is to support the work of district leaders in improving outcomes for all students by focusing on the quality of instruction. ISDE acts as a resource and provides the necessary research, experts, and planning to bring superintendents from across the state together to discuss self-identified issues. The network also serves as a resource for superintendents with districts with priority and focus schools. • **Response to Intervention**—Idaho has partnered with the National Center

on Response to Intervention (NCRTI) to fine-tune and scale up implementation of RTI practices as part of the Statewide System of Support. Work with NCRTI has helped the state to explicitly tie the essential components of RTI into its larger school improvement model tools and framework: the WISE Tool and the Nine Characteristics of High Performing Schools.

- **Family and Community Engagement**—The Family and Community Engagement Coordinator identifies, plans, and implements methods that would support district leaders and their schools in engaging families and the community at large in the discussion of continuous school improvement. In addition, Idaho has partnered with the Academic Development Institute (ADI), the parent organization for the Center on Innovation and Improvement (CII), to provide the Family Engagement Tool (FET) http://www.families-schools.org/fetindex.htm as a resource to all Idaho schools. The FET guides school leaders through an assessment of indicators related to family engagement policies and practices. The resulting outcome is a set of recommendations that can be embedded in the school's improvement plan. FET is closely aligned with the WISE Tool indicators and planning components related to engaging families and communities in academic improvement planning across the system.

- **Instructional Core Focus Visit**—To determine existing capacity, the State uses the Focus Visit Process, a modification of CII's Patterns of Practice Guide. Focus Visits use 49 indicators from the WISE Tool and collect evidence of practices associated with substantial school improvement. Data are collected by an external team of reviewers who observe 100 percent of teachers, including teachers of special populations. Since the protocol is linked to the WISE Tool, recommendations directly tie back to school and district improvement plans and processes. Recommendations will also include connections to programs, technical assistance, and training opportunities that match the needs of the district or school. All priority schools receive Instructional Core Visits, as do focus schools on an as-needed basis.

- **WISE Tool Improvement Planning Supports: Local Peer Review**—The state expects districts to be the first line of support for the lowest performing schools and provides training to district leadership teams to fulfill this role. Districts provide technical assistance at every point prior to submission of school improvement plans to the state. The State provides a rubric for districts to sue in the review of school plans and requires districts to submit copies of their review rubric to the state to demonstrate that assistance has been provided. The state then conducts an independent review and returns that feedback to the district and school. Where there are differences in state and local scoring of the rubric, the state returns the plan for revisions, which creates a space for conversation around what effective practice and planning truly are and informs the types of assistance the state needs to provide to the district. This design encourages a capacity building relationship between the state and district and district and school.

A district will be required to set aside 10 percent of the Title I-A school allocation for any focus or priority school or of the district allocation if it is a focus or priority district. The district may substitute state or local funds in an equal or greater amount, if it has reason to do so in order to promote financial flexibility. The set-aside is to be used for professional development.

Through its annual review, ISDE will only approve district and school plans that ensure high quality alignment of the following funds with school improvement

plans. Plans deemed to be lacking alignment will not be approved, and districts will be expected to revise them at the district and/or school level as necessary. If a district is unable to create alignment, ISDE will provide technical assistance in how to utilize these funding sources:

- Pay-for-Performance- Hard-to-Fill and Leadership (bonuses should be used to support the turnaround principles where appropriate)

- Pay-for-Performance-Student Achievement

- Technology Funds. Districts with focus or priority schools are required to detail how the use of these funds specifically aligns with the systemic improvement necessary in each school, i.e., how technology will improve curriculum, instruction, assessment, data utilization, etc.

- Dual Credit

- Teacher and Administrator Evaluations. The state will require focus and priority schools to demonstrate how the application of teacher and administrator evaluations enhances their improvement plans. Further, the WISE tool also includes criteria in which these identified schools must describe how they will strategically place teachers in the areas of highest need.

Strategies for special populations

Each indicator in the WISE Tool is tied to researched best practices on how to effectively improve student achievement for all students, including English Language Learners, students with disabilities, and low-achieving students.

$5,000,000 is allocated annually to provide remediation services for students who have not scored proficient on the ESEA accountability assessment. The funding is conditioned on a match of at least one dollar in local expenditures for every two dollars in distributed state funding.

Idaho may pay hiring bonuses for hard-to-fill positions, especially those that involve work with low-achieving, special education, and limited English proficient students.

ISDE has partnered with the University of Idaho's Center on Disabilities and Human Development to create the Idaho Assistive Technology Project (IATP). This project provides training and support statewide concerning Universal Design for Learning as it relates to lesson design and assistive technologies.

The RTI framework is an integral part of the state's efforts to meet the educational needs of all learners, including English language learners and students with disabilities. Idaho's Statewide System of Support embeds the RTI conceptual framework into virtually every program and makes explicit connections to school improvement planning. For example, the clusters and indicators within the WISE Tool are aligned to the RTI framework so that schools and districts can plan for RTI while simultaneously planning for school improvement.

Graduation rates must be included in the diagnostic review process and self-assessments that districts and schools do as part of the planning process. For example, the WISE Tool planning process will require leadership teams to identify areas in the performance framework (e.g., graduation rates) that are low and then develop goals that are matched to the demonstrated areas of need.

Using the RTI framework as part of the Statewide System of Support, ISDE works to ensure solid instruction in the core academic program for all students, intervention and prevention support for those who need it, and intensive support who are most in need.

The state differentiates its support accordingly to assist schools and districts to meet the needs of English Language Learners (ELLs). As with students with disabilities, the State's support programs provide training and coaching for how to meet the needs of all learners. ISDE has provided tool, resources, and guidance in these areas.

The state's support programs broker resources to ensure that schools and districts are matched with the supports they need. For example if a Capacity Builder is working with local leadership and identifies a need to improve outcomes for ELLs, the Capacity Builder would connect the school or district to training opportunities and external expertise available from ISDE or institutions of higher education.

Additionally, if a school is struggling with meeting the needs of ELLs, ISDE will identify this need as it evaluates the local improvement plan. The state's Title III Coordinator participates in review of school improvement plans in order to provide feedback for the needs of the schools and districts.

For students with disabilities (SWDs), ISDE provides similar training and coaching regarding how to best support these students.

Focus high schools will have access to new indicators developed by the Center on Innovation and Improvement. If graduation rates are in need of improvement, the district and school will have specific indicators for which to include objectives and tasks in their improvement plans. For example, the following WISE Tool indicators are available to prompt improvement planning in ways that keep students on track for graduation.

- The school provides all students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.

- The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs) to keep them on track for graduation.

- The school provides all students with opportunities for content and credit recovery that are integrated into the regular school day to keep them on track for graduation.

Consequences	If the rapid improvement plan is found not to be effective, the focus school must work with its district and the state to make changes accordingly.

If a focus school's achievement ranks in the priority category for two years, it will be required to implement the turnaround plan and interventions required of priority schools.

If a focus school has not met exit criteria by the end of the third year in focus status, the state will intervene as appropriate in district governance. If a school has not improved by that time, the district is considered to be responsible. The State will diagnose the level of need for a change in governance based on the Focus Visit, along with other available data to work with the district, the school board, or the community to make whatever changes are appropriate.

At times, districts are in need of improvement due to governance issues that can be changed through coaching of the superintendent and cabinet level staff. For this the state will utilize support mechanisms to provide coaching. In other contexts, district leaders may not have the capacity or may be unresponsive to external support. In this situation, the state will work directly with the local board of trustees to make recommendations regarding staffing. Recommendations may

be paired with positive or negative incentives for change, such as providing extra grant funding to solve specific concerns or withholding funding until conditions are met. In rare cases, district leaders have sufficient capacity and are responsive to supports, but they are constrained by decision making and policies of the local school board.

In severe circumstances, the state will work directly with the community to inform stakeholders about the needs of their district since only the local community can facilitate a change in trustee membership.

Under these conditions, the state reserves the right to withhold any or all federal funding for use in providing services directly to the students, families, and community of that school district in a manner that will ultimately result in turning around the performance of the district. Such services may include, but are not limited to:

- Contracting services, such as before and after school tutoring for students
- Providing transportation of students to other school districts
- Enrolling students in a virtual charter school and redirecting funds to that school
- Reserving a percentage of funds for the state to conduct public meetings, provide public notices, and work with the public to make necessary decisions about yearly school board elections.

Table 10. Indiana

Web site	http://www2.ed.gov/policy/eseaflex/approved-requests/in.pdf
General	Under Indiana's proposal, priority and focus schools will be provided substantive flexibility to implement scientifically-based, student-/school-based data-informed interventions aligned to the turnaround principles. As described below, these interventions will be tied to the turnaround principles and a framework utilized by the IDOE during Technical Assistance Team Quality Review – Mass Insight's "Readiness Model."

Readiness Domain	Intervention Examples
Readiness to Learn • Safety, Discipline, and Engagement • Action Against Adversity • Close Student-Adult Relationships	• School culture specialist • Attendance officer • ELA specialist • Community liaison • Family liaison
Readiness to Teach • Shared Responsibility for Achievement • Personalization of Instruction • Professional Teaching Culture	• 8-step process • Formative assessment training • Revise schedule to build in time for professional learning communities • Restructure the academic schedule to increase core content or remediation time • Tutoring or extended learning time
Readiness to Act • Resource Authority • Resource Ingenuity • Agility in the Face of Turbulence	• Performance incentives tied to high-need areas of instruction and/or student performance Indicators • Replace principal with one who has a track record of success in school turnaround
The LEA may propose an intervention not listed above as long as it is anchored in the "Readiness Model" and turnaround principles.	

The rigor with which an LEA is responsible for implementing interventions will be tied to the "rigor tiers" outlines below.

Tier 1 Implementation Rigor—Overall

- Designed for all students and/or staff

- Considered requisite for the operation of the school

Tier 2 Implementation Rigor – Targeted

- Designed to provide strategic, targeted modifications to one or more constitutive elements of the school, such as the following:

    o Core curriculum

    o Data-driven instruction

    o Community partnerships

Tier 3 Implementation Rigor-Highly-Targeted

- Designed as intense intervention to meet demonstrated individual or subgroup needs, such as the following:

    o English language learner support

- o Exceptional learners support
- o Specialized English/Language arts and/or Mathematics support

In year 1, focus schools must do the following:

- Select at least three interventions aligned to the turnaround principles, at least one from each of the three "readiness" domains (see below) and determine how to implement each intervention with at least "Tier 2" rigor.
- Submit information to IDOE outlining each proposed intervention and a justification for the selections with evidence from School Improvement Plans and/or student-/school-level data
- Subject to IDOE review and requests for revisions, implement the interventions during Year 1.

In year 2, focus schools must do the following:

- Analyze student-school-level data to determine necessary modifications to the interventions, the "rigor tier" or fidelity of implementation.
  - o The number of interventions, aligned to the turnaround principles, and their corresponding domains can be adjusted based on demonstrated needs (i.e., at least three interventions, one from each of the "readiness" domains are no longer required)
  - o All implementation plans for proposed interventions must be at least "Tier 2" rigor
- Submit information to the IDOE outlining each proposed intervention and justifying the selections with evidence from previous year's findings as well as School Improvement Plans and/or student-/school-level data
- Subject to IDOE review and requests for revisions, implement the interventions during Year 2.

In year 3, focus schools must do the following:

- Analyze student-school-level data to determine necessary modifications to the interventions, the "rigor tier" or fidelity of implementation.
  - o The number of interventions, aligned to the turnaround principles, and their corresponding domains can be adjusted based on demonstrated needs (i.e., at least three interventions, one from each of the "readiness" domains are no longer required)
  - o All implementation plans for proposed interventions must be at least "Tier 2" rigor
- Plan to make modifications to proposed interventions based on mid-year findings from IDOE-provided Technical Assistance Team Quality Review
- Submit information to the IDOE outlining each proposed intervention and justifying the selections with evidence from previous year's findings as well as School Improvement Plans and/or student-/school-level data
- Subject to IDOE review and requests for revisions, implement the interventions during Year 3.
- Participate and comply with IDOE-provided Technical Assistance Team Quality Review
- Based on findings from the Quality Review and IDOE review (subject to requests for revisions), adjust interventions accordingly.

In year 4, focus schools must do the following:

- Implement interventions and their corresponding "rigor tier" as stipulated by the IDOE, based on findings from the Technical Assistance Team Quality Review

School Improvement Interventions—Technical Assistance

IDOE's Office of School Improvement and Turnaround (OSIT) will utilize a technical assistance approach consisting of two phases and four total elements to ensure LEAs with priority and/or focus schools select, monitor, and modify school improvement interventions in a manner that improves student achievement and closes achievement gaps.

Phase 1: Selection of School Improvement Intervention

I. Root Cause Analysis—LEAs with priority and/or focus schools will be required to complete a root cause analysis prior to selecting school improvement interventions aligned to the turnaround principles. This analysis will be reviewed, assessed, and returned to the LEA with comments and request for modifications (if needed) by an OSIT school improvement specialist. OSIT will provide LEAs with technical assistance to complete this root cause analysis through guidance documents with exemplars, webinars, and on-site assistance (if needed).

II. Data-Driven Intervention(s) Selection—Upon OSIT approval of the root cause analysis, the LEA will next complete the "data-driven intervention(s) selection form." This analysis will be reviewed,, assessed, and returned to the LEA with comments and requests for modifications (if needed) by an OSIT school improvement specialist. OSIT will provide LEAs with technical assistance to complete this root cause analysis through guidance documents with exemplars, webinars, and on-site assistance (if needed).

III. Development of Logic Model to Guide Implementation—The final phase of the selection process involves the creation of a logic model to guide implementation of the school improvement intervention(s). This logic model will be reviewed, assessed, and returned to the LEA with comments and requests for modifications (if needed). OSIT will provide LEAs with technical assistance to complete this root cause analysis through guidance documents with exemplars, webinars, and on-site assistance (if needed). The objective of the logic model is to ensure district and school leaders have developed, in advance of implementation, lagging and leading indicators of success as well as methods to track progress toward these benchmarks and goals.

Phase 2: Monitoring and Modification of School Improvement Intervention

I. Implementation Monitoring—OSIT school improvement specialists will conduct at least two on-site monitoring visits to each priority school during the academic year. These monitoring visits will utilize a mixed-methods approach to tracking the fidelity with which the interventions are being implemented (e.g., focus group with staff, interview with school leader, classroom observation). Subsequent to these visits, OSIT school improvement specialists will produce reports with actionable feedback for LEAs and schools. Efforts to respond to said feedback will be tracked in a follow-up monitoring visit. The feedback that is provided after the final monitoring visit of the academic year will be expected to be addressed in the LEA's next root cause analysis submission if the school does not exit priority or focus status.

Strategies for special populations

Targeted Interventions and Technical Assistance Resulting From Triggering of Subgroup Checks – English Learners and Special Education		
Intervention or Technical Assistance	*Targeted for English Learners Subgroup*	*Targeted for Special Education Subgroup*
Modifying school improvement plan	Must include professional development that is at least monthly, progress monitored by LEA, provided to all teachers and selected from a menu of approved topics from Title III office (these approved topics will be created with advisement from the committee of practitioners and content experts such as the Center for Applied Linguistics)	Must work with the Indiana Resource Network (i.e. nine resource centers designed to support LEAs not meeting IDEA's federal indicator targets) to complete a needs assessment and create an action plan specifying mandatory interventions for the school that triggered the special education subgroup check
Impact on Federal programs	Technical assistance offered by Title III specialists, in conjunction with assistance from Great Lakes East and the Center for Applied Linguistics, to ensure an LEA's Title III application describes at the school-level how targeted professional development will meet the criteria listed in the table cell above	For LEAs not compliant with their required corrective actions and/or continued issues with their data (i.e. from resource centers for implementation), delay of funding will be considered
Quality review from IDOE	Conducted jointly by representatives from Title III and the Office of School Improvement and Turnaround, utilizing an adapted framework for high-poverty, high-quality schools to reflect English learners' needs (adapted in collaboration with Mass Insight)	Conducted jointly by representatives from Title III and the Office of School Improvement and Turnaround, utilizing the special education program area review of indicators and support from SEA-sponsored special education resource centers

Consequences

If a school's bottom 25% or other subgroup does not receive a grade of "A" or increase at least one letter grade from the 2011-12 baseline, it must modify its school improvement plan for IDOE review and approval to include specific intervention strategies for the subgroup. In addition, the LEA must send notification to all students' parents or guardians indicating that the school did not meet expectations for this subgroup.

In year 4, focus schools must implement interventions and their corresponding "rigor tier" as stipulated by the IDOE, based on findings from the Technical Assistance Team Quality Review. LEAs that choose not to comply with this expectation will not be provided with school improvement funding.

Table 11. Kansas

Web site	http://www2.ed.gov/policy/eseaflex/approved-requests/ks.pdf
General	Note:

DNA—District Needs Assessment

IIT—Integrated Innovation Team—district-level team

KIIT—Kansas Integrated Innovation Team—state-level team

KSDE—Kansas State Department of Education

MTSS—Kansas Multi-Tier System of Supports

KSDE will support districts with Title I Focus Schools at a level nearly as intensive as districts with Priority Schools. With the exception of somewhat less intensive monitoring (one onsite visit instead of two) districts with Focus Schools will be provided the same level of supports as districts with Priority Schools. It is the belief of KSDE that this level of support is warranted to prevent Focus Schools from becoming Priority Schools.

Districts with Title I Focus Schools will be supported in the identification of the root causes of the low achievement and apply meaningful interventions that support the implementation of effective practices to address the areas of need based on data from the District Needs Assessment (DNA). KSDE's School Integrated Innovation Coordinator will facilitate the work of the Kansas Integrated Innovation Team (KIIT) to conduct the DNA, use data from the DNA to develop the District and School Action Plans and review progress of the District and School Action Plans.

Root cause analysis is critical for providing support to Focus Schools. In Kansas, the root cause analysis model used was developed by Paul G. Preuss. In his book, *A School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems*, Preuss offers a variety of tools and a process geared specifically to educational settings. Training on this model of root cause analysis has already been provided for many KSDE and TASN technical assistance providers. Additional professional development, however, will be provided for KSDE to ensure that anyone serving in the role of District Integrated Innovation Coordinator has the skill to support district IITs to engage in effective root cause analysis.

In order to select meaningful interventions that will promote systemic change to benefit all student populations, including students with disabilities and English Language Learners, districts with Title I Focus Schools must implement strategies and interventions that are evidenced-based and appropriate in delivery and intensity as included in the District Action Plans and School Action Plans. One of the goals of the Kansas State Board of Education is to support the implementation of the Kansas Multi-Tier System of Supports (MTSS). The MTSS is a systemic approach used in effective Kansas schools to support the learning of all students by helping districts/schools builds a continuum of increasingly intense, evidence-based interventions designed to match students' academic and behavioral needs.

Many of the principles and practices included within an MTSS align with and support the turnaround principles. Both MTSS and the turnaround principles focus on system-level change across the classroom, school, and district. Together these models encompass the important roles of professional development/technical assistance, culture, leadership, teaching and learning in all student learning experiences. Effective schools that have implemented MTSS

principles with fidelity have improved how Kansas districts serve students with disabilities and English language learners. Implemented with fidelity, MTSS results in higher graduation rates and, conversely, a lower dropout rate for all students.

The KSDE understands that in order to achieve the desired student learning and outcomes for all students, each level of Kansas' education system has overlapping responsibilities. As a result, while the point of state identification of reward, making progress, not making progress, priority, and Focus Schools is made at the building level, the point of state intervention is at the district level. It is the belief of the KSDE that the responsibility of the state is to provide leadership and direction to districts, including the provision of technical assistance at the district level to develop the capacity of districts to support schools. Districts have the responsibility of providing leadership and direction to schools, including the provision of technical assistance at the building level to develop the capacity of schools to meet the needs of all learners.

Districts with Focus Schools are required to work with KSDE to select strategies and interventions to address the needs and issues identified in the District and School Needs Assessments. KSDE recommends that districts select interventions for the Focus Schools from the following *Menu of Meaningful Interventions* which is aligned with the turnaround principles and the MTSS Innovation Configuration Matrix (ICM). The Self-Correcting Feedback loop described above will enhance the collaboration between KSDE and the district leading to improved student outcomes.

Menu of Meaningful Interventions

Turnaround Principle: Provide Strong Leadership

Ensure that leaders are effective:

- Review the performance of the current principal

- Replace the principal if such a change is necessary to ensure strong and effective leadership; or demonstrate to the KSDE that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort.

- Provide the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.

- Ensure that formal leadership teams exist at district, building and site levels and include representation from: administration, staff, learners, families, community collaborators.

- Identify and communicate the roles and responsibilities for each district/building leader.

- Ensure that each leadership team meets regularly to address learner academic success in an integrated manner and shares information with district, building and community.

- Provide professional development for leadership teams with a focus on instructional leadership based on data and input from staff and community.

- Require professional development for the school's leadership team on effective staffing practices.

- Ensure that leadership teams regularly engage in formal problem solving using district/building/site level data that allows for data-based decision making for both academics and behavior.

- Ensure that the leadership teams clearly identify the implement multiple indicators of academic and behavioral success and formally communicate those indicators as measures of learning.
- Provide professional development for principal on the collection, analysis and use of instructional data.
- Implement targeted technical assistance and professional development that is based on data from the District Needs Assessment.

Turnaround Principle: Enable Effective Educator

Allow all teachers to be effective and able to improve instruction:

- Review the quality of all staff and retain only those who are determined to be effective and have the ability to be successful in the turnaround effort.
- Based on teacher evaluation, prevent ineffective teachers from transferring to priority or Focus Schools.
- Provide job-embedded, ongoing professional development informed by teacher evaluation and teacher and student needs such as those identified by instructional data collected by progress monitoring in the areas of reading, math and positive behavior interventions.
- Develop long-term professional development plans for all staff and administrators with activities tied to practices that support the implementation and refinement of a multi-tier system based upon local data.
- Provide professional development for school staff on the collection, analysis and use of instructional data.
- Require professional development in the use of research-based instructional practices.
- Deploy a standards-based teacher evaluation system that measures the use of meaningful instructional practices.
- Invite outside Master Educators to conduct observations in the school as part of a comprehensive evaluation process that have experience in the use of meaningful instructional practices.
- In order to share effective practices, pair Master Educators from mentor schools with teachers in mentee schools.
- Make certain that all staff have a collaborative responsibility for data-based decision making and problem solving to improve student learning.
- Implement strategies such as financial incentives, increased opportunities for promotional and career growth, and more flexible work conditions for teachers who are effective.
- Implement a goals-based walk-through process for classroom observation.
- Monitor and evaluate the fidelity of implementation of Multi-Tier System of Supports by using specific instruments, (such as MTSS Innovation Configuration Matrix), to measure impact.

Turnaround Principle: Maximize Learning Time

Ensure the school's calendar and schedule is effective and efficient:

- Redesign the school day, week, or year by adding time before and after school or additional time during the summer.

- Incorporate time for teacher common planning and collaboration.
- Provide sufficient time for core, supplemental and intensive instruction that is protected from controllable interruptions and monitored to ensure that planned time is actualized.
- Create a schedule that allows for the planning and implementation of team- or co-teaching.
- Participate in and implement strategies defined in a time audit.
- Provide ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.

Turnaround Principle: Ensure Rigorous Curriculum

Strengthen the school's curriculum and instruction:

- Review the district's curriculum and instruction by completing a curriculum analysis.
- Use the curriculum analysis results to ensure that all academic curricular materials and instructional practices implemented are evidence-based, rigorous, and relevant based on needs of students.
- Review the preK-12 curriculum to verify it is aligned with the Kansas Common Core Standards.
- Provide ongoing professional development in the use of academic core, supplemental and intense curricular materials and programs that teachers are responsible for providing which is aligned with the Kansas Common Core Standards..
- Provide ongoing professional development in the Kansas Common Core Standards and the use of targeted evidence-based instructional practices/strategies.
- Implement a process to check the fidelity of academic curricula and program implementation and instructional practices for students at all levels with feedback and coaching to staff provided throughout the year.
- Promote continuous use of student data to differentiate the curriculum, inform tiered interventions and validate instructional strategies as described within a properly implemented MTSS framework.
- Deploy an assessment and data analysis system.

Turnaround Principle: Utilize Data Analysis

Use data to inform instruction for continued improvement:

- Use student data to inform and differentiate student instruction and to provide tiered interventions as described within a properly implemented MTSS framework.
- Identify and schedule dedicated time for collaborative teams to review and analyze student data for the purpose of adjusting student instruction. (PLCs, departmental meetings, grade level meetings)
- Conduct data-based decision making at district, building, and classroom levels and for supplemental and intensive instruction.
- Ensure that all staff are actively involved and trained in the problem solving process and use it consistently to guide academic decisions.
- Provide professional development to ensure that all staff members

develop a complete understanding of how to analyze collected data and how to interpret and report results accurately and consistently, including helping families understand the meaning and use of data.

- Promote the use of both qualitative and quantitative data.
- Identify specific responsibilities for data coordinator for district/building data.
- Promote student awareness and use of data to monitor their academic progress.

Turnaround Principle: Establish Safe Environment

Establish a safe school environment:

- Establish school environments that improve school safety and discipline and address other non-academic factors that impact student achievement such as students' social, emotional, and health needs.
- Enhance staff motivation and capacity to be actively involved in decision making and leading from within.
- Provide professional development to help the leadership team monitor and take actions to continue to improve the climate and culture of school.
- Analyze school safety and discipline data to determine if the structural component is in place to maintain a safe learning environment.

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- Provide professional development to help the leadership team monitor and take actions to continue to improve the climate and culture of school.
- Analyze school safety and discipline data to determine if the structural component is in place to maintain a safe learning environment.

Year 1 Strategies for SEA

- Convene a KSDE Integrated Technical Assistance Team (KIIT), facilitated by the KSDE School Integrated Innovation Coordinator and comprised of cross-departmental KSDE staff to oversee the provision of state-level support to each district with one or more Focus Schools. KIIT assistance will include assigning a District Integrated Innovation Coordinator to each district and may also include providing guidance regarding process and timelines as well as ongoing monitoring and feedback to support improvement planning and implementation. The KIIT will assist in connecting districts with other technical assistance resources that align with implementation successful statewide initiatives such as participation in the academies that provide information on the Kansas Common Core.
- Assign a District Integrated Innovation Coordinator to each district with a Focus School. One role of the KIIT is to ensure that a District Integrated Innovation Coordinator is assigned to support each district's IIT. The District Integrated Innovation Coordinator will provide support to the district IIT throughout the DNA and subsequent DAP development, Plan

Implementation Assessment (PIA) and revisions to DAPs over time.

- Determine and secure the external entity that will conduct the District Needs Assessment (DNA) for all districts with Focus Schools and ensure that DNAs are carried out in an efficient and timely manner.

- Establish regular communication with each District Integrated Innovation Coordinator to track how districts with one or more Focus Schools are progressing with Year 1 requirements. If the KIIT determines that a district(s) is not adhering to the process, schedule an onsite visit to the district(s) to address concerns.

- Conduct monitoring activities in each district with a Focus School including scheduling and carrying out one onsite visit and one electronic data review. Additional on-site visits may be scheduled if the KIIT determines at any time that the district is not implementing interventions or is not sufficiently progressing toward goals and benchmarks as outlined in the DAP .

- Review end of year report of progress and DAPs from each district with one or more Focus Schools.

- Provide written feedback to the District Integrated Innovation Team (IIT) regarding progress. If the KIIT determines that progress is not sufficient (i.e., interventions are not being implemented or is not sufficiently progressing toward goals and benchmarks outlined in the DAP), direct the district to utilize set aside funding for specific technical assistance, professional development, etc., to accelerate progress for the following year.

Year 1 Requirements for Districts

- Participate in the DNA to be conducted by an objective external entity determined by KSDE. The DNA will identify current effective practices aligned with the turnaround principles, address challenges, and culminate in an analysis of both district- and school-level data in relationship to the existing deficiencies in achievement gain, growth, and gap.

- Assign a district level Improvement Coordinator (IC). This is a local staff person assigned by the district to oversee the work of an Integrated Innovation Team (IIT) and the efforts to create and carry out the District Action Plan (DAP) and School Action Plan(s) (SAP).

- Create and convene an Integrated Innovation Team (IIT), including the KSDE appointed District Integrated Innovation Coordinator Improvement Coordinator, representatives from the district and school leadership teams from each Focus School, including a parent/family member or site council member. This team will be responsible for overseeing a District Needs Assessment (DNA) and creating a three-year District Action Plan (DAP), which will be reviewed annually in order to monitor progress.

- Use the DNA to prioritize needs to be addressed in the three-year District Action Plan. The IIT, including the District Integrated Innovation Coordinator, will engage in root cause analysis to prioritize needs identified in the DNA that are most likely to have the largest impact if resolved. This analysis should include deep analysis of student data, including specific student subgroups such as students with disabilities and English Language Learners, and should be sufficiently comprehensive as to understand the suspected root causes of the lack of progress.

- Following this analysis, the team will select interventions to address

priority needs from those effective practices aligned with the turnaround principles included on the *Menu of Meaningful Interventions* for Focus Schools.

- Write a three-year DAP to indicate specifically how each selected intervention will be carried out to address the needs of the district and each of the Focus Schools. The District Action Plan will outline:

  o goals and benchmarks for each intervention to be implemented

  o how the district will ensure on-going targeted technical assistance and professional development are taking place to support each intervention,

  o how funds will be directed to support interventions and strategies,

  o how the district will monitor and measure effectiveness of interventions and strategies, as well as

  o how the district plans to inform and engage families and the community to support student learning.

- All District Action Plans (DAP) must include professional development in the area of family and community engagement, students with disabilities, English Language Learners and must incorporate an annual review of the involvement policy and school-parent compact

- Submit DAP to the KIIT for review and approval.

- Immediately upon DAP approval, undertake steps necessary for installation of support necessary to carry out the plan and begin initial implementation. Kansas relies on research regarding implementation that is provided by the National Implementation Research Network (NIRN). While the sense of urgency to ensure districts and schools implement improved practices is extremely high, it is important to attend to providing support that is consistent with the research that describes how to successfully implement new practices in a systematic way to increase the chances that full implementation and sustainability of those practices will occur. Critical steps for districts during Year 1 include ensuring funding streams, human resources and policy development so that the DAP may be carried out. This may include such things as realignment of staff or hiring new staff, securing space, technology, lining up meetings and training, etc. With structures in place, initial implementation can begin as outlined in the DAP. KSDE is committed to working directly with the districts that have Focus Schools to ensure fidelity of implementation in order to positively impact the performance of all students.

- The district will provide assistance to each Focus School to utilize school-level data and other information from the DNA to write and implement a School Action Plan (SAP). Assistance may be provided by members of the district's IIT, other district personnel, or from external technical assistance providers as is determined. This assistance may include support for root cause analysis, intervention selection, implementation planning, setting goals and benchmarks, data collection and analysis for evaluation of intervention implementation and effectiveness, including planning for needed professional development, and writing the plan. This district level assistance will ensure that each Focus School has sufficiently addressed the needs of specific student subgroups, including students with disabilities and English Language Learners.

- Each district with at least one identified Focus School shall reserve 10%, of the district's Title I allocation to support the actions contained in the District Action Plan and School Action Plan(s). If the district also has priority schools, the total amount that shall be reserved is 20%. If the district demonstrates to the KSDE by completing the appropriate reallocation application that the reserved funds are in excess of the cost of supporting the DAP and SAP(s), the district may reallocate the unspent funds according to Title I law and regulations which may include consulting with and allocating an appropriate amount for nonpublic schools.

- The district will ensure ongoing targeted technical assistance and professional development to each Focus School as each SAP is implemented. Assistance may be provided by members of the districts' IIT, other district personnel, or from external technical assistance providers as is determined. This assistance may include support such as providing professional development, overcoming barriers to implementation, and supporting schools in data collection and analysis to determine if interventions are being implemented and are effective.

- Participate in monitoring activities conducted by KSDE. Each district with a Focus School(s) will be monitored through one onsite visit and one electronic review of student outcome data.

- At the end of the school year, the IIT will conduct an Plan Implementation Assessment (PIA) to determine progress made and modifications needed to the DAP. This PIA will utilize district- as well as school-level data from each Focus School to evaluate whether benchmarks are being met and measurable progress is being made to reach the goals set forth in the DAP.

- Based on a review of the PIA, modifications to the DAP will be made by the IIT. Progress and any modifications to the DAP will be reported to the KIIT.

- Use feedback from the KIIT to address any directed changes in the DAP, including how funds will be utilized to provide specific technical assistance and professional development to accelerate progress for the following year.

Year 1 Requirements for Focus Schools

- Member(s) of the School Leadership Team from each Focus School will work as part of the district's IIT to develop and write a three-year DAP to reflect how the district will support implementation of required interventions at the district level and at each Focus School.

- The School Leadership Team, including a parent/family member or site council member, will work with the IIT to develop a School Action Plan (SAP). The steps taken to develop the SAP will include:

  o Review the DAP to identify the specific interventions to be addressed at the Focus School.

  o Write the SAP to include goals and benchmarks, the strategies to implement the interventions, a timeline of implementation, what/when data will be collected to determine if the interventions are being implemented and are effective, and how staff members involved in implementing the interventions will be supported. All SAPs must include professional development for school staff in the area of family and community engagement and must incorporate an annual review of the parent

involvement policy and school parent compact as required in Title I Section 1118.

- Determine how families will be informed of the SAP and how family and community engagement will be addressed.

- Implement SAP as intended. School Leadership Team should monitor implementation as planned and assist staff in overcoming barriers to implementing the interventions.

- Participate in monitoring activities conducted by KSDE. Each district with a Focus School(s) will be monitored through one onsite visit and one electronic review of student outcome data.

- Collect and analyze data regarding the implementation of the SAP including the resulting impact (i.e., Are interventions being implemented? Are the interventions effective?).

- School Leadership Team evaluates whether benchmarks are being met and enough progress is being made to reach the goals set forth in the SAP and whether or not the SAP should be modified. If it is determined that modifications to the SAP are needed, work with the district IIT to make the modifications.

- Report data and any SAP modifications to the district IIT.

- As part of the district IIT, School Leadership Team member(s) participate in the end of year PIA to determine progress made and any needed modifications to the DAP.

Strategies for special populations	The Kansas Technical Assistance System Network (TASN) was launched in 2009 to provide technical assistance to support Kansas school districts' systematic implementation of evidence-based practices in order to improve outcomes for students with disabilities.11 By establishing and maintaining communication and work alignment among all technical assistance providers in the network, TASN provides coordinated support that leads to improved outcomes for Kansas children and their families. In 2012, TASN was expanded to provide support for all student groups, not just students with disabilities.

One of the goals of the Kansas State Board of Education is to support the Kansas Multi-Tier System of Supports (MTSS). The MTSS is implemented in effective schools across Kansas and is a systemic approach to supporting the learning of all students, including students with disabilities and English Language Learners by helping districts/schools build a continuum of increasingly intense, evidence-based interventions designed to match students' academic and behavioral needs.

Many of the principles and practices included within a MTSS align with and support the turnaround principles.51 Both MTSS and the turnaround principles focus on system level change across the classroom, school, and district. Together these models encompass the important roles of professional development/technical assistance, culture, leadership, teaching and learning in all student learning experiences. Effective schools that have implemented MTSS principles with fidelity have improved how Kansas districts serve students with disabilities and English Language Learners. When implemented with fidelity, the MTSS results show higher graduation rates and, conversely, a lower dropout rate for all students.

In 2011 KSDE received a five year Title III National Professional Development grant funded through the Office of English Language Acquisition (OELA) in Washington, D.C. Project **K**ansans **O**rganized for **R**esults-based and **E**ffective

Instruction (KORE) is a statewide collaboration between Kansas State University, Kansas University, the Jones Institute, Emporia State University and the Kansas Department of Education to provide support to existing and future school systems implementing the Kansas Multi-Tier System of Supports (MTSS) in working with students of culturally and linguistically diverse (CLD) backgrounds, in particular those students who are English Language Learners (ELLs).

All District Action Plans (DAP) must include professional development in the areas of family and community engagement, students with disabilities, English Language Learners and must incorporate an annual review of the involvement policy and school-parent compact.

Consequences	Not specified

Table 12. Kentucky

Web site	http://www2.ed.gov/policy/eseaflex/approved-requests/ky.pdf
General	Note:

CSIP—Comprehensive School Improvement Plan

CDIP—Comprehensive District Improvement Plan

CIITS—Continuous Instructional Improvement Technology System

The CSIP/CDIP process requires a needs assessment to be completed that includes parents, students and community involvement in the development process. Committees analyze data related to the nine Standards and Indicators for School Improvement, which are also the basis for the Leadership Assessment process used to identify School Improvement Grant (SIG) schools. (See the following link for the Standards and Indicators for School Improvement: http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Standards+and+Indicators+for+School+Improvement .)

The committees use the data to determine the school's or district's needs. That data is synthesized into causes and contributing factors, translated into needs and then prioritized. Goals, objectives, strategies and activities are developed to address the priority needs. The strategies and activities to address the goals must be research-based, proven to be effective or noted as instructional best practices. Each strategy receives a person responsible, timeline and funding source. The process requires a review of the previous year's plan to evaluate its effectiveness, which is used to inform the development process for the new plan and includes a plan for ongoing public communication. Kentucky uses the online ASSIST tool for school improvement planning.

Cross-functional teams with representation from all areas of the agency will be assigned to review the submissions from all school districts and assess weaknesses that could become obstacles to successful completion of the plans. The teams will assess levels of implementation and recommend appropriate and targeted interventions specifically designed to address the identified concerns.

The Improvement Plans for Focus and Priority Schools/Districts differ from those required of the remainder of Kentucky's schools/districts, in that they require the plans to include additional requirements (outlined specifically below) related to their gap issues and to address how they will address these additional requirements.

To ensure the local education agency (LEA) is involved in identifying the needs of its Focus Schools, and ensuring that it implements appropriate, timely and effective interventions, Kentucky requires activities of both the Focus School and its district. The district is required to assist the school throughout the needs assessment process using data from a variety of sources and to work with the school throughout the development of the plan. The Kentucky Department of Education (KDE) regularly convenes a statewide Raising Achievement/Closing Gaps Council that has developed a guidance document that schools and districts must use to inform the direction of their plans, and the council remains available to provide additional, evolving resources in this area as these develop. As a result of this collaborative effort, the school's plan will include the support to be provided by the district, and the district will review the completed plan to assure that the resources to implement the plan are available.

The plans of Focus Schools will be monitored by cross-functional teams of KDE staff who will review submissions, assess levels of implementation and recommend new or revised interventions as needed. The framework requires the early and continued involvement of LEAs in working with their Focus Schools. LEAs are expected to be primarily responsible for the compliance of their schools, with additional, more

intensive oversight by KDE coming into play when and if the strategies outlined in the comprehensive plan do not appear to be achieving sufficient gap closure to allow the school to exit from the Focus category within a two-year timeline.

Staff monitoring Focus Schools will have the ability to access the information and resources used with Office of District 180 schools, including intensive intervention strategies the office employs with the Priority Schools and Districts to radically improve struggling schools. The guiding principle of the District 180 concept is to support schools in the creation of systems that will result in teacher efficacy and student improvement. In too many turnaround processes, the interventions designed to create improvements are externally imposed. This often leads to success during the period that the external assistance is available, but a reversion to previous practice once the supports are removed. The District 180 process is designed to build capacity in schools, districts, universities, educational cooperatives and KDE staff in order to increase their effectiveness, as well as to create lasting relationships between these groups that will provide a continuous process of learning and support for all schools across the Commonwealth. More information on District 180 is available on p. 70 of the flexibility request.

The district's CDIP is required to include the support that the district will provide throughout this process.

Strategies for special populations	The "Guidelines for Closing the Gap for All Students", a stakeholder-developed guidance document to help schools and districts that are looking for additional methods to approach gap closure, https://education.uky.edu/AcadServ/sites/education.uky.edu.AcadServ/files/Guidelines%20for%20Closing%20the%20Gap%20for%20All%20Students%20KDE%20pdf%20Sept%202011.pdf , and training on gap closure will be offered. Because of the intensive stakeholder guidance in developing this document, it reflects suggestions for ensuring community engagement in the process of identifying and addressing gap issues. A summer progression plan will be promoted including the "find a book" website involving a partnership with the Council of Chief State School Officers (CCSSO) and MetaMetrics.

Other activities that will be implemented include:

- development of an Alternative Individual Learning Plan for students in alternative schools that hold both the sending and receiving schools accountable for their academic progress (many students served in these schools fall into one of these
- categories);
- providing assistance and support to districts in assuring additional digital learning environments and opportunities designed to engage disenfranchised students;
- development of individual profile sheets in reading and mathematics to monitor the success of students with disabilities and English language learners;
- implementation of the Kentucky System of Intervention (KSI) (Kentucky's Response to Intervention, RtI process), which provides individual identification of student needs and responses tailored to address their learning issues; and
- monitoring through the ASSIST tool to increase the likelihood of implementation with fidelity.

Some items from the Achievement Gap Delivery Plan (see Attachment 29 of the flexibility request) are: |

- Digital Learning

    o Digital learning environments and opportunities that will engage students that have been disenfranchised will be provided. KDE will assist districts in identifying successful digital programs.

    o Determine ways to use digital learning and blended learning to enable districts to access content and pedagogy targeting students and teachers in the ELL/SWD categories. Broker access to providers who specialize in these areas.

- Professional Development

    o Develop an intentional process for identifying and connecting specific professional development for schools and teachers who serve ELLs and students with disabilities utilizing CIITS (Continuous Instructional Improvement Technology System)—building a bridge between the teachers of ELL/SWD and all other teachers with relevant professional development in CIITS by analyzing and providing the Common Core 360/CIITS access.

    o Educational Recovery staff will be trained to work with focus schools on how to close achievement gaps.

    o Professional development needs in focus schools will be identified through the use of the ASSIST tool. Professional development that meets the needs of the focus schools' staff in closing achievement gaps in identified subgroups will be developed, along with professional development on use of different collaboration models to support students with IEPs. Professional development on implementation of instructional strategies will be developed.

    o Literacy and math consultants in the special education cooperatives will focus on professional development in closing the achievement gap for students with disabilities and English language learners.

    o Integrate the special education cooperatives and the regional cooperatives to design, deliver and monitor professional development to ensure capacity building for all teachers.

    o Professional development around collaborative teaching practices and models will be scaled up.

- Progress Monitoring

    o Working with districts, individual profile sheets in reading and math will be developed for every student with a Program Services Plan for English language learners in priority and focus schools.

Consequences	If Focus Schools remain in that category and do not meet the definition of a High-Progress School for three consecutive compilations of an Overall Score, they must revise the CSIP to meet the requirements for Kentucky Priority Schools, submit it for approval by the Kentucky Department of Education (KDE) and post it on the appropriate website. If this occurs for a fourth time, they must, in addition to the above:

- participate in a set of improvement strategies resulting from an accreditation process

- if directed by the KDE, accept the assignment of a mentor/partner

- accept ongoing resources through the year as assigned or approved by KDE

If Focus Districts remain in that category and do not meet the definition of a High-Progress District for three consecutive compilations of the Overall Score, they must revise the CDIP to meet the requirements for Kentucky Priority Districts, submit it for approval by the KDE and post it on the appropriate website. If this occurs for a fourth time, they must, in addition to the above:

- participate in a set of improvement strategies resulting from an accreditation process

- if directed by the KDE, accept the assignment of a mentor/partner

- accept ongoing resources through the year as assigned or approved by KDE

Table 13. Louisiana

Web site	http://www2.ed.gov/policy/eseaflex/approved-requests/la.pdf
General	Note:

RSD—Recovery School District. When the state brings a school into the RSD, it removes full governance authority over the school from the district and assumes full per-pupil funding levels for the school as well.

COMPASS—A Clear, Overall Measure of Performance to Analyze and Support Success (Louisiana's educator evaluation system)

Identification and Provision of Data

When Focus schools are identified, the LDOE will immediately notify the impacted LEAs (i.e., prior to public release). The LDOE will provide the LEA with extensive data, including student subgroup performance, student subgroup graduation rates, and educator effectiveness data, so that the LEA can immediately implement measures to correct the specific failures of the school (e.g., failure to adequately support academic growth for students with disabilities).

Needs Assessments

After the LDOE notifies the LEA and provides the relevant data, the LDOE will support the LEA in its ongoing turnaround efforts by providing and analyzing extensive data and supplying tools to complete a thorough needs assessment of the Focus school. The needs assessment will help the LEA and the LDOE to understand what services the school requires from the LEA and/or LDOE, including supports specifically responsive to the grade levels and student populations served by the schools. Rather than developing supports in isolation or relying on programs for which effectiveness is not rigorously assessed, the needs assessment will attempt to determine both perceived and actual areas of support.

As part of this effort, the LEA will determine which programs are effective and should be expanded and which programs need to be modified or eliminated. To assist with this determination, the LDOE will create improved diagnostics to help the LEA better understand the particular needs of a school and to determine what particular programs and interventions will be successful in the Focus school.

Coordinated LDOE Supports

Once the needs assessment is completed, the LEA and the LDOE will communicate to discuss how the LDOE can best support the LEA as it works to address the specific needs and challenges of the Focus school. Like most state education agencies, the LDOE's capacity to provide the intensive services required of each Focus school is extremely limited. Therefore, in order to turnaround and maintain the gains of all of the low-performing schools in the state, the LDOE must help build district capacity to take on these efforts themselves and ensure their success.

The school-specific, critical supports will be provided through a coordinated delivery system that mirrors Louisiana's highly-successful Trailblazers initiative – an initiative that builds district capacity by focusing on critical bodies of work including the integrated implementation of common standards and common assessments, such as CCSS and PARCC, and educator evaluations like Compass. In the Trailblazer Initiative, as articulated in Louisiana's Race to the

Top application. It is the goal of the LDOE to support LEAs in order to enable LEAs to turnaround their own schools. With Focus schools, the goal is the same. Therefore, Louisiana is highly confident that this streamlined, tailored, coordinated delivery approach will maximize turnaround success in all Focus schools.

In order to effectively implement this Trailblazer-like strategy, the LDOE will cluster school districts with Focus schools in several network teams. Districts will be grouped into network teams according to similarities in needs and challenges by school level. Each network team will be led by a leader, who will supervise and coordinate the work of five to seven staff responsible for providing intensive support to their assigned districts. Their work with these districts will not only focus on unique district needs and challenges, but will also incorporate intensive technical assistance on effectively implementing the Common Core State Standards and Compass– in general and specifically for the benefit of children in subgroups, including students with disabilities, English language learners, minority students, and non-proficient students. This will include the identification of promising strategies described in Principle I to meet their students' unique needs such that school leaders will be successful in achieving the standards and that performance gaps will be dramatically reduced. Additionally, differentiated supports will be provided based on school grade levels, such as literacy needs and strategies for elementary schools and drop-out prevention strategies for high schools.

Implementing the Trailblazer methodology with Focus schools and their LEAs will ensure that the following goals are accomplished:

- **Leverage existence of RSD:** The LDOE can coordinate its services to Focus schools with the RSD to ensure there are consistent, well-planned supports for all schools. The LDOE can also highlight successful turnaround strategies used by the RSD to help other schools and districts avoid state takeover through bold reforms.

- **Tiered supports and thoughtful resource allocation:** Because the LDOE lacks the capacity to provide intensive support to all qualifying schools and districts, the LDOE will provide different levels of service to districts with low-performing schools in an effort to strategically deploy scarce resources to impact the most students possible. Both LDOE programs and additional discretionary funding (e.g., Race to the Top-like funding competitions) will be awarded to districts and schools based upon a thoughtful assessment of both their will and skill to make the bold changes required to turn around Focus schools.

- **Increase common resources:** The LDOE will continue to develop toolkits, webinars, and other resources for all districts to utilize in their school turnaround strategies, including targeted information and supports for the effective implementation of CCSS and Louisiana's new educator effectiveness system, Compass. The development of these resources will be tied to the results of the Focus schools' needs assessments.

- **Thoughtful use of external providers:** In areas where districts and/or the LDOE have low capacity, the LDOE will create a robust and comprehensive approach to attract, evaluate, and match external providers in a number of key areas of turnaround. This may include charter management organizations that will assume the operations of entire schools, private providers that offer a targeted set of services, and community-based partners that help to extend learning time, engage students through creative activities, and increase family engagement. The LDOE will provide information and assure quality regarding external

providers for LEAs and Focus schools to be able to select the external providers that best target the Focus schools' needs.

- **Additional supports:** The SEA will improve supports in a number of different other areas that emphasize capacity building, including data tracking and management, policy development, and communication training.

Though not created specifically for Focus schools, Louisiana offers numerous statewide supports for struggling schools. Many of these initiatives directly impact and support the newly-defined Focus schools.

Examples:

- **School turnaround facilitators:** School turnaround facilitators are each assigned to a small number of schools. These former school leaders and teachers provide customized assistance to each school and bridge relationships between the school and the district. Facilitators support school improvement efforts through advising and technical assistance around curriculum, assessment and instruction. They are also trained to support the development and implementation of schools' initiatives to improve student learning. Facilitators guide principals and district leaders through data analysis as well as decision making processes as it relates to the school and district level frameworks. These frameworks include human capital strategies, autonomy and accountability, targeted resources, highly effective school leadership, proven instructional strategies and job bedded professional development. Facilitators work with SIG receiving schools as well as schools on the academic watch list.

- **School Improvement Grants (SIG):** SIG is a Title I federal grant program designed to target large amounts of funding to the bottom 5 percent of schools in the state in any given year. The program is competitive; districts and schools may only receive funding in exchange for taking on one of four bold intervention models. Schools receiving SIG must implement one of four intervention models: closure, restart, turnaround, or transformation. SIG participants are monitored and supported on a monthly to quarterly basis. SIG schools also participate in professional growth through the Community of Practice in which schools can share their best practices in implementing their intervention models. Louisiana currently has 69 SIG schools and is applying for a third round of SIG funding.

- **High Performing/High Poverty Schools Initiative (HPHP):** The mission of this program is to maximize capacity for school leadership "to increase student achievement by creating and sustaining a high performance learning culture." The LDOE identifies exemplary HPHP principals to serve as "coaches" for struggling schools and pays for professional development, training, site visits and networking sessions to share best practices. LDOE works with the Urban Learning and Leadership Center (ULLC) to develop HPHP coaches as well as provide consultants to Louisiana's participating schools. Coaches work with principals throughout the school year and receive training from LDOE and ULLC as well.

- **Louisiana School Turnaround Leadership program (LSTS):** LSTS is a turnaround principal training program. Participants are trained over a two-year period and learn how to lead failing schools through communication techniques, setting and implementing strategic goals, working with the community, analyzing data, working with personnel, and implementing meaningful professional development. The curriculum is based on the University of Virginia's Turnaround Specialist Program. Part of the mission behind LSTS is building a pipeline of turnaround leaders in Louisiana. As

the state continues to develop leaders through LSTS, it will be able to place them in Louisiana's lowest performing schools to implement dramatic changes.

Strategies for special populations

District CCSS/PARCC Specialists and School Implementation Teams will target supports to district and school-level personnel serving students with disabilities and limited English proficiency students to help all students achieve in the new curriculum.

Students with Disabilities

As the Louisiana Department of Education (LDOE) works to revise the Louisiana Comprehensive Curriculum to align with the CCSS, it will also align and expand resources available on the nationally recognized Access Guide, a comprehensive website serving educators and families of students with disabilities. The Access Guide is a web-based companion to the Louisiana Comprehensive Curriculum that provides over 3,000 resources and tools for educators and families to use in supporting student access and progress in the general curriculum. A link to the Access Guide is included with each unit of the Louisiana Comprehensive Curriculum, making it very easy for teachers to access appropriate resources to provide students every opportunity to achieve the rigorous goals of CCSS. The website also addresses the needs of struggling learners, students who need added rigor, advanced learners, and those with the most significant disabilities. Access Guide State Leadership Teams comprised of Louisiana educators and special education professionals review and make recommendations to the LDOE on resources to add to the Access Guide that will reflect the CCSS. These teams are focused on the identification of resources primarily for students with mild and moderate disabilities, significant disabilities, speech-language impairments, as well as students who are gifted or talented. Included at the site are strategies related to differentiated instruction and assessment, use of assistive technology, accessible instructional materials, and development of Individualized Education Plans. The Access Guide is available at http://accessguide.doe.louisiana.gov .

The LDOE will also evaluate available curricular resources for students with disabilities and English learners for quality and alignment to the CCSS. The LDOE will take advantage of work done by other states and organizations to make the best tools available for teachers of students with disabilities and English learners.

Recognizing the need to elevate Louisiana's focus on the achievement of students with disabilities and increase district capacity to serve the needs of such children, the LDOE's organizational restructuring in 2010 included the dispersing of special education professionals throughout the agency. No longer was special education housed within the federal program compliance office; special education also became part of the content-centered "goal" offices that are focused on Louisiana's achievement of goals related to literacy, STEM, and college and career readiness. As a result, the agency is delivering more effective support to districts and schools with regard to IDEA compliance and increasing academic outcomes for students with disabilities. Further work to ensure integration of special education support across the agency is ongoing through the formation of network teams that will deliver targeted support to local school districts and high-need schools.

The Louisiana Department of Education regularly facilitates a variety of training and professional development opportunities for special education professionals and educators, including recurring and special events focusing on topics such as pupil appraisal, developing Individualized Education Plans, co-teaching and inclusion, differentiated instruction, assistive technology, transition, discipline,

Response to Intervention, and using data. The agency also provides funding to eight regional centers to offer support and training in the area of technology for students with disabilities, students on 504 plans, and Universal Design for Learning. Special education biannual meetings and biannual updates are offered for school leaders, general and special educators, providers, advocates, and families. Special education training will involve not only teachers of students with disabilities, but also general education teachers having students with disabilities in their classes.

The Louisiana State Personnel Development Grant (SPDG), awarded by the U.S. Department of Education's Office of Special Education Programs, is enabling the LDOE to develop a system of professional development and support based on state, district, and school needs to improve outcomes for students with disabilities and create sustainable, evidence-based practices. Funding for this five-year, $6 million grant will provide aid to high-need districts through initiatives that support the recruitment and retention of highly-qualified special education teachers; professional development that connects special needs instruction to the Common Core State Standards; collaborative initiatives that link regular education and special education teachers; and training on the utilization of positive behavior interventions. The project has four focus areas related to the use and effectiveness of data-based decision making, inclusive practices, family engagement, and culturally responsive practices. These areas will be addressed through the use of blended professional development, data collection and analysis, implementation measures, and collaboration with state efforts. As support is provided to participating districts, the LDOE will develop and disseminate materials and resources statewide and enhance LDOE initiatives based on strategies found to be most effective. Partnerships with Louisiana State University, Pyramid Community Parent Resource Center, and People First of Louisiana are supporting the achievement of the project's goals and objectives.

English Language Learners

To support limited English proficient students, Louisiana is an active participant in the Chief State School Officers' State Collaborative on Assessment and Student Standards (SCASS) for English language learners (ELL). The ELL SCASS articulated the need for common or collaborative English language proficiency expectations and standards in order to ensure alignment with the CCSS and PARCC assessments. The Assessment and Accountability Comprehensive Center (AACC) and the Mid-Atlantic Comprehensive Center (MACC), which provide technical assistance to states and have capacity relevant to English language proficiency standards and assessments, have agreed to work with interested states to analyze current standards, develop common English proficiency expectations that correspond to the CCSS, and provide guidance regarding needed revisions.

Louisiana also joined a group of more than 20 states and the University of California in a proposal for federal funds under the U.S. Department of Education's Office of English Language Acquisition (OELA) National Professional Development Program. If funded, this five-year program will provide professional development activities intended to improve instruction for English language learners and improve the effectiveness of educational personnel working with such children.

Louisiana also joined a group of more than 20 states and the University of California in a proposal for federal funds under the U.S. Department of Education's Office of English Language Acquisition (OELA) National Professional Development Program. If funded, this five-year program will provide professional development activities intended to improve instruction for English language

learners and improve the effectiveness of educational personnel working with such children.

Consequences	Schools may drop to priority status or moved from district control to the Recovery School District (RSD). Once in the RSD, the state retains jurisdiction over the school for at least five years, at which point it may make a recommendation to return the school to the LEA with stipulations and conditions, continue operations under the RSD, or close the school and reassign students to higher-performing schools. Schools may choose to return to their former LEA by meeting certain performance criteria, including demonstrating that the school will be able to maintain and improve student success once out of the Recovery School District. The Louisiana State Board of Elementary and Secondary Education (BESE) must approve the decision to return any school to its former LEA. Since the decision about the funding and return of the school to the LEA rests completely in the state's hands, the state gains enormous leverage to intervene in LEAs by demanding that they change in ways that make them suitable to sustain growth after schools have been turned around. If LEAs are unwilling to make such changes, the state is fully empowered to retain the school in the Recovery School District, as well as its per-pupil revenues. Finally, the Recovery School District's presence incentivizes LEAs with low performing schools to pursue aggressive intervention strategies to prevent state takeover.

Table 14. Maryland

Web site	http://www2.ed.gov/policy/eseaflex/approved-requests/md.pdf
General	MSDE is currently revising the guidance document for the 2012 Master Plan to prompt LEAs with Priority and/or Focus Schools to describe their overall approach and the challenges and successes that they may be having. In the case of challenges, LEAs will be expected to explain how they plan to alter direction to address the deficiencies. As with all other aspects of Master Planning, the explanations will be data-driven.

The LEA will provide technical assistance to schools identified as Focus schools as they develop and implement their school improvement plans. Technical assistance includes, but is not limited to:

- Providing assistance in analyzing data from assessments and other examples of student work;

- Providing assistance to identify and address problems in instruction;

- Providing assistance to identify and address problems implementing parental involvement and professional development requirements described in NCLB Sections 1118 and 1119;

- Providing assistance to identify and address problems implementing the responsibilities of the school and the local school system under the school plan;

- Providing assistance to identify and implement professional development, instructional strategies, and methods of instruction that are based on scientifically-based research and that have proven effective in addressing the specific instructional issues related to lack of progress; and

- Providing assistance in analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student academic achievement.

Focus schools will have access to 1003(a) SIG funds. In addition, the LEA should consider differential support to address needs using Title 1 money previously reserved for SES.

SEA support will include on-site monitoring of LEA Title I annually and random visits to one or more Title I schools. The Breakthrough Center will review and approve use of 1003(a) funds.

The Breakthrough Center, Maryland's Statewide system of support for low-achieving schools, serves as the interface between MSDE and the LEAs in the adoption of one of the federal intervention models. Based on the turnaround principles, the Breakthrough Center's work places strong emphasis on building capacity in the identified school districts and SIG schools so that turnaround is not just achieved, but sustained.

The Breakthrough Center will collaborate with the LEAs that have Focus schools to assess needs, streamline and differentiate the services and supports consistent with school capacity and need, and develop structures and strategies to build and sustain their capacity to improve and successfully turnaround their pattern of underperformance.

The LEA will oversee completion of SIPs assuring that low-performing subgroups are addressed. Monitoring school improvement plan implementation will be done by the LEA. The LEA will sign a memorandum of understanding with the Breakthrough Center and commit to support agreements.

Technical assistance may be provided by school support teams (i.e., The Breakthrough Center) authorized in Section 1117 (B)(i)(ii)(iv). Each school support

team assigned to a school will:

- Assist the school in developing recommendations for improving student performance in the school;

- Collaborate with parents and school staff and the local educational agency in the design, implementation, and monitoring of a plan that can reasonably be expected to improve student performance and help the school meet its goals for improvement;

- Make additional recommendations as the school implements that plan.

- Review and analyze all facets of the school's operation, including the design and operation of the instructional program;

MSDE will ask that each LEA, after funding any Priority Schools, use up to the current amount used for SES or Choice to support the work necessary in these schools. After that, MSDE will target these 41 schools for a differentiated amount of the 1003(a) funds. Maryland's 1003(a) funds are currently used for 150 Title I schools in improvement.

Each school will work with the LEA to create a professional development plan that takes into consideration the various needs of the instructional staff. The plan must be systemic in behavior-changing approaches that foster collaboration and increase teacher knowledge of best practices. The plan must:

- Include instructional teams that meet regularly to examine student work, collaborate on lesson design, and implement instruction based on proven effective strategies;

- Align with the Maryland Professional Development Standards for Staff Development that focus on context, process, and content standards (http://www.marylandpublicschools.org/MSDE/divisions/instruction/prof_standards); and

- Provide time for all staff to collaborate and plan strategy implementation.

Schools will target research-based strategies to change instructional practice in order to address the academic achievement gaps and other challenges that led to the school not making the AMOs. Schools may create partnerships among external entities to obtain technical assistance, professional development, and management advice. Grantees are encouraged to create partnerships that can be cultivated to leverage assistance in meeting the individual needs of each school.

Maryland's state Superintendent meets monthly with the 24 LEA superintendents. These meetings are extremely important to all involved for problem solving, in depth discussion of major issues and as an essential communication tool throughout the state. In addition to these meetings, the Assistant Superintendents for Instruction meet monthly with the Assistant State Superintendent for Instruction. Other liaisons meet regularly to discuss all initiatives that require LEA and state action.

Maryland does not have separate "district plans". LEAs district specific plans are part of the Master Plan each district completes.

Strategies for special populations	MSDE's Division of Instruction is working with LEAs to create model units for each subject at every grade level using Universal Design for Learning (UDL) guidelines and principles within these modules. The curriculum resources include intervention and enrichment modules, on-line courses, and multi-media resources to accelerate student learning opportunities. The model units and lessons will include resources for enrichment and acceleration/intervention. As curriculum resources are developed, specialists who work with students with disabilities and English Language Learners participate in the development of the resources. All curriculum resources incorporate

UDL principles.

Maryland is a partner in the World-Class Instructional Design and Assessment (WIDA) Consortium that provides English language standards and an English language proficiency assessment.

Maryland is also working with the State's Institutions of Higher Education to ensure that teacher preparation programs are incorporating strategies for teaching academic language that aligns with the Common Core State Curriculum to ELLs. One example is a program between MSDE and the University of Maryland Baltimore County to develop an online course for secondary content teachers who have English Language Learners in their classrooms that include the language acquisition process as well as effective instructional strategies that result in the attainment of academic vocabulary and content knowledge across levels of English language proficiency.

In addition, MSDE is issuing sub-grants to LEAs to provide incentives for English, mathematics, social studies, science and elementary classroom teachers in low-achieving, high-minority schools with a significant number of ELLs to obtain an additional certification in ESOL. The purpose of this incentive is for classroom teachers to gain an understanding of ESOL and strategies for working with ELLs and to become dual certified in their content and ESOL, not to prepare additional ESOL teachers. Teachers must pledge to remain in their content area for at least two years after receiving the incentive. This project is funded by Race to the Top.

Maryland's new Curriculum Management System will include extensive curriculum resources for educators and students. UDL principles are imbedded in curriculum resources, including model units, model lessons, intervention modules, enrichment modules, and multi-media resources. These resources are reviewed by educators with an expertise in Special Education and ESOL. Intervention and enrichment modules will be available to students on a learning management system that has 24 hour access.

At the time this application was submitted, Maryland does not have any Title I high schools with a graduation rate less than 60 percent.

Consequences	Reclassification as a priority school.

Table 15. Massachusetts

Web site	http://www2.ed.gov/policy/eseaflex/approved-requests/ma.pdf
General	Note:

ESE--Massachusetts Department of Elementary and Secondary Education

Following the designation of a Level 3/Focus school, districts will be required to submit a proposal to the Department of Elementary and Secondary Education (ESE) for implementing the interventions they have identified. ESE will review the plans, provide feedback and in some cases, may require districts to implement specific interventions based on our interpretation of the needs assessment, student performance data, including AMO/PPI determinations for all student groups, or other information, such as findings from a review of the district and its schools by our accountability office.

Process

Level 3/Focus schools will use the *Conditions for School Effectiveness Self-Assessment* http://www.doe.mass.edu/apa/ucd/CSESelf-Assesment.pdf, to determine which interventions should be considered the highest priority. This is a rigorous state-developed instrument designed to enable districts and schools to gauge their development of each condition and related interventions along a continuum. The 11 Conditions for School Effectiveness are:

1. Effective school leadership
2. Principal's staffing authority
3. Professional development and structures for collaboration
4. Tiered instruction and adequate learning time
5. Students' social, emotional, and health needs
6. Family-school relationships
7. Strategic uses of resources and adequate budget authority
8. Aligned curriculum
9. Effective instruction
10. Student assessment
11. Effective district systems for school support and intervention

The conditions are aligned with our six *District Standards and Indicators*, a set of key indicators of the district's ability to effectively support all of its schools while intervening aggressively in its most struggling schools. In performing the needs assessment, the district may discover that more systemic change is needed in its systems and structures, such as how the school is governed, staffed, or funded. The six district standards and indicators are:

Leadership and Governance

- Focused School Committee Governance
- Effective District and School Leadership
- District and School Improvement Planning
- Educationally Sound Budget Development
- Effective District Systems for School Support and Intervention

Curriculum and Instruction

- Aligned, Consistently Delivered, and Continuously Improving Curriculum
- Strong Instructional Leadership and Effective Instruction
- Sufficient Instructional Time

Assessment

- Data Collection and Dissemination
- Data-Based Decision-Making
- Student Assessment

Human Resources and Professional Development

- Staff Recruitment, Selection, Assignment
- Supervision and Evaluation
- Professional Development

Student Support

- Academic Support
- Access and Equity
- Educational Continuity and Student Participation
- Services and Partnerships to Support Learning
- Safety

Financial and Asset Management

- Comprehensive and Transparent Budget Process
- Adequate Budget
- Financial Tracking, Forecasting, Controls, and Audits
- Cost-Effective Resource Management
- Capital Planning and Facility Maintenance

All of the state's districts are expected to make steady progress toward implementing the *Essential Conditions for School Effectiveness* in their schools and those with Level 4/Priority schools are required to develop a redesign plan to rapidly address all 11 conditions. Level 3/Focus schools will be expected to use the *Conditions for School Effectiveness Self-Assessment* to prioritize those conditions directly linked to the most struggling student groups and implement interventions most likely to have a positive impact on these populations. In some schools this may affect only specific student groups, while in others these interventions may have a direct impact on every student. We will strengthen the existing *Conditions for School Effectiveness Self-Assessment* instrument to incorporate a systematic process for prioritizing interventions that address the needs of low-achieving students and those at risk of not meeting the state academic standards, including English learners, students with disabilities, low income students, and those from low-achieving racial/ethnic subgroups.

We provide multiple *resources and tools*, many of which are available online, and are accessible for use by school and district leaders, other educators, school committees, and the public. To support the use of these tools we provide a network of *regional assistance* through our six District and School Assistance Centers DSACs).

In collaboration with partner organizations, DSACs use a regional approach to support self-assessment and planning, provide regional opportunities to learn about and share effective practices; and train, model, and facilitate the use of our resources and tools. Focus districts receive priority assistance from the regional District and School Assistance Center (DSAC) and engage with the DSAC in both the needs assessment process and in the identification of interventions.

We propose that a district with one or more Level 3/Focus schools be required to reserve up to 25 percent of its Title I, Part A funds on a sliding scale to support the implementation of interventions. This set-aside will vary depending on the scope of the problem, the number of affected schools in the district, the number of students in the focus population, and the district's overall Title I, Part A allocation.

The accountability and assistance level of a district is determined by the level of its lowest performing school, and the level of ESE engagement and funding that may be required to implement interventions increases as the needs of one or more schools in the district increase. Districts with one or more Focus schools will be placed in Level 3. Designation as a Level 3/Focus School will serve as a clear sign that current practices are not working in a way that serves all students and that urgent and dramatic change is needed for, at a minimum, the focus population. All Level 3 districts must use the *Conditions for School Effectiveness Self-Assessment* to identify unmet conditions and revise their District Improvement Plan and School Improvement Plans to meet them.

Level 3 districts will be required to reserve a substantial portion of their Title I, Part A allocations to fund those interventions aligned to the *Conditions for School Effectiveness* most likely to have an immediate, positive impact on the focus population. In addition, districts will be required to evaluate the extent to which their own systems and processes anticipate and address issues including school staffing, instructional and operational needs, especially at their lowest performing schools. Any district with one or more Level 3/Focus schools will receive priority assistance from the regional District and School Assistance Center (DSAC), and seek their counsel in using the *Conditions for School Effectiveness Self-Assessment* to identify priorities and interventions.

Level 3 districts must present a proposal to ESE for review and approval prior to the implementation of interventions.

To conform to the rules for qualifying Title I school attendance areas, we propose allowing the district to set the funding aside at the district level. This will enable the district to address needs in multiple Title I schools or to use Title I funding for district-wide support (e.g., instructional coaches or school networking activities). We anticipate that by giving districts some degree of flexibility in how to use these resources, they will be able to maximize the benefit based on the unique needs of their Level 3/Focus schools.

In exchange for greater flexibility in the use of Title I funds for interventions, we will increase our oversight efforts to ensure the quality and efficiency of district improvement work in the Level 3/Focus schools. For example:

- We will ensure interventions are funded based on the scale of the problem and implemented according to prescribed timelines, and we will track the expenditure of Title I funds on specific interventions across years;

- We will require our districts to specify the funding source if non-Title I funds are used in place of or in addition to Title I funds to meet the reservation requirement;

- We will only allow districts to amend their Title I grant application to

reallocate unspent funds for interventions on a case-by-case basis and after careful scrutiny; and

- In some instances, we may require a district to carry over unspent funds for an intervention in a given year to fund the intervention in the following year or require that funds for interventions be expended over multiple years.

ESE's Office of School and District Accountability reviews and reports on the efforts of all schools and districts, including those placed in Levels 3 and 4, to improve the academic achievement of their students. The office conducts detailed examinations of student performance, school and district management, and overall district governance, including programmatic and fiscal audits of district and school improvement plans and other documentation to ensure alignment of resources with identified priorities. The office also inspects individual schools, with a particular focus on Level 3/Focus schools, to evaluate efforts to improve and support the quality of instruction and administration. Finally, the office annually compiles a report of best practices from the list of reviews conducted that year and distributes the compiled list to all school districts in the Commonwealth. In the past three years the office has conducted a series of district reviews with a focus on students with disabilities, English learners, and students from low income families.

For any school (elementary, middle, or high school), the district may also identify one or more ESE-approved partner(s) to add value and capacity to the district and school in implementing the chosen interventions. Potential partners could include technical assistance organizations, community-based organizations as part of our wraparound zone initiative, or a Commendation School in the region with demonstrated success in serving the focus population.

Our District Standards, in turn, specify those district-level systems and practices necessary to provide and/or support the implementation of these conditions in schools. In 2009, ESE contracted with the Regional Education Laboratory-Northeast and the Islands (REL-NEI) to provide evidence validating the *Conditions for School Effectiveness*. RELNEI staff researched libraries, federal resources, and online databases to find rigorous and current research on each condition. The resulting document, the *Conditions for School Effectiveness Research Guide*, http://www.doe.mass.edu/apa/accountability/sr/, is available as a resource to help school and district leaders make sound decisions in selecting interventions aligned to priorities, evaluating them, and justifying their expense.

Strategies for special populations	For the past three years, our accountability office has undertaken a series of comprehensive district reviews to determine how effective their systems and practices have been at closing proficiency gaps between student groups in their schools. Twenty-seven of these reviews have been completed to date. In 2009 we reviewed six districts where data pointed to responsive and flexible school systems that are effective in supporting all learners, particularly students with disabilities, or where there was an interest in making these systems more effective. In 2010 we reviewed 11 districts with Title I schools that advanced the performance of their English language learners, as measured by MCAS, at a greater rate than the statewide average for all English language learners statewide. In 2011 we reviewed 10 districts that substantially narrowed the proficiency gap for students from low income families for two consecutive years. Each review has contributed to a growing knowledge base about district systems, practices and interventions that can effectively serve low achieving students.

Massachusetts is a member of the World-Class Instructional Design and Assessment Consortium.

Massachusetts' effort to develop model curriculum units and performance assessments, as described above, will continue through 2014 and will engage pre-K to grade 12 teachers. The model units will be explicitly designed to support teaching and learning for all students, including English language learners, students with disabilities, low achieving students and students achieving at advanced levels.

Supports and interventions available to districts and schools will be available through a range of vehicles (professional development, online modules, professional learning communities, etc.) and will vary in scope to target particular areas that need strengthening. Specific focus will be placed on the particular needs of students with disabilities and English language learners.

We will strengthen the existing *Conditions for School Effectiveness Self-Assessment* instrument to incorporate a systematic process for prioritizing interventions that address the needs of low-achieving students and those at risk of not meeting the state academic standards, including English learners, students with disabilities, low income students, and those from low-achieving racial/ethnic subgroups.

Our user-friendly, interactive data reporting tools like the District Analysis and Review Tool (DART), our School and District Profiles website, and our Education Data Warehouse also provide valuable information on leading indicators and student outcomes for all districts, schools, and student groups—particularly English learners and students with disabilities.

To assist district and school teams in addressing the needs of their English learner populations, in December 2011 we released the DART for English Learners. This tool allows district and school teams to draw comparisons across districts and schools in English learner enrollment, MCAS performance, and performance on the Massachusetts English Proficiency Assessment (MEPA). The tool also allows users to flag achievement gaps within the school or district between their English learner population, students who were formerly English learners, and students who are non-English learners. Users can disaggregate MEPA performance by grade, by the number of years an English learner has been enrolled in Massachusetts schools, and by domain (writing, reading, speaking, and listening).

To assist district and school teams in addressing the needs of their students with disabilities, we intend to pair the *Conditions for School Effectiveness Self-Assessment* with a tiered instruction self-assessment.42 This tool assists will users in examining the extent to which the school has a multilevel system that maximizes student achievement, reduces behavior problems, identifies students at risk for poor learning outcomes, monitors student progress, provides and adjusts evidence-based interventions, and identifies students who may have learning disabilities. In addition, we will also be releasing a DART for Students with Disabilities in summer/fall 2012 with similar capabilities in disaggregating data within a school or district's student population as well as drawing comparisons and flagging achievement gaps between populations. Both the English Learner tool and the forthcoming tool for students with disabilities will allow users to locate areas of strength in the instructional program in addition to areas needing improvement. As such, these tools and related data displays will serve as important artifacts when district and school leaders collaborate to evaluate existing interventions for these populations, as well as select new ones.

Using these data, our District and School Assistance Centers (DSACs) will give first priority for technical assistance to districts with Level 4/Priority and Level

3/Focus schools within their region.

Consequences	Not specified.

Examples

Below are sample scenarios that illustrate interventions that districts may select to address the needs of students in their Level 3/Focus schools.

1. A district redesigns the school day to facilitate *school-based learning communities* or teachers in its Level 3 school(s) to create peer-led support and accountability opportunities. Professional development requirements are raised, and teachers and school leaders work together to develop effective instructional practices, studying what actually works in classrooms. With the implementation of Massachusetts' new educator evaluation regulations, this intervention provides space and place for differentiated paths and plans for teacher growth and improvement depending on their career stage and performance, as well as their rating of practice and impact on student learning based on multiple measures. It may also include instructional coaches who work with teachers to strengthen their skills in areas such as lesson planning, student data analysis and in-class pedagogy. This approach would strengthen teachers' professional practice and improve the quality of instruction. This intervention would be appropriate for elementary, middle, and high schools.

2. A district implements a *tiered system of support* focused on system-level change in classrooms, the entire Level 3/Focus school, or across a network of Title I schools to meet the academic and non-academic needs of all students, including students with disabilities, English language learners, and students who are academically advanced. The flexible tiers provide a robust and responsive educational environment that provides students with a continuum of multiple supports to meet their needs, with each tier providing an increased intensity of academic and non-academic supports. The movement and the intensity of support are based on data from universal screenings, assessments and progress monitoring, and the data drives the instructional decision-making throughout the process. The tiered system is supported by incorporating technology as an instructional tool and part of a data collection system. For English language learners, the system includes a model for conceptualizing academic language, a framework for effectively addressing the core components of English language acquisition and incorporating academic language in instructional practice, as well as a focus on mastery that will support these students' successful preparation for college and career. For students with disabilities, the system specifies how relevant information from each student's Individualized Education Plan (IEP) will be incorporated into the design and implementation of instruction and assessments to enable students eligible for special education services to fully access the system of tiered instruction and non-academic supports. This approach will help educators know how to provide appropriate levels of interventions for all students and triage supports to meet the needs of every student, especially students with disabilities, English learners, and low achieving students. This intervention would be appropriate for elementary, middle, and high schools.

3. A district provides *school-based services* to address the social, emotional, and health needs of the students in the Level 3/Focus school. The school and its parents jointly address the developmental needs of students early in their education; school teams composed of school nurses, counselors and teachers meet on a regular basis to discuss and

address the challenges of individual students; students receive routine and preventative support and care. Students with acute health problems receive services in a timely manner; their health is monitored in a systematic way as they progress through school, and problems are addressed early that might otherwise impede their learning. As a consequence, the proportion of at-risk students declines as they progress through school. This method will boost student performance by addressing the issues in their lives outside the school context that may be affecting their ability to learn at school. Such an intervention would be highly appropriate for elementary schools, but may also have applications for middle and high schools.

4. A district *redesigns the school day or year* (which may include time before school, after school, vacations, weekends, and summers) to provide a broad array of academic and/or enrichment opportunities to students in the Level 3/Focus school in addition to the learning experiences they already receive. This additional time is focused on a small set of clear and ambitious goals for student learning in which each student has a schedule and academic program tailored to address their individual needs, which may include tutoring and other academic supports. Students are provided with a broad array of enrichment opportunities that deepen their engagement in school in areas including the arts, foreign languages, hands-on science, business, community service learning, and leadership. This type of intervention will help to foster trusting relationships and a sense of belonging for students; engage them in activities and routines intended to reinforce school values, behaviors and attitudes necessary for success such as hard work, perseverance and responsibility; improve the transition from middle to high school; and promote youth leadership, 21st century skill development, and college and career readiness. Such an intervention would be appropriate for elementary, middle, or high schools, and could be targeted to address a subset of students within the school.

5. A district establishes a *coordinated early childhood education program* to provide young children likely to belong to the focus group in a Level 3/Focus school with the early learning experiences necessary to prepare them for the academic expectations of elementary school. Collaborative planning and decision-making structures exist between the district, its Level 3/Focus schools, and early childhood centers. An integrated professional development system is formed, providing early childhood and elementary school educators with frequent opportunities to collaborate and share information and data ensures aligned, age-appropriate learning experiences for students, and structured opportunities for education professionals in both sectors collaborate in helping families and educators identify children's needs early and refer them to appropriate services. Such a program may also employ an intergenerational component to help parents develop a home environment that supports their children's learning needs, provides opportunities to monitor the progress of their child and communicate with school personnel, and provides assistance to parents to tutor their children at home to reinforce work done in school. Such an intervention would be appropriate for elementary schools.

6. A district provides *intensive support to one or more Level 3/Focus schools with high English learner populations*. Such an intervention would be comprehensive and multifaceted, touching multiple aspects of the school's organizational structure and instructional program. It would be guided by a theory of action grounded in ensuring that each child's

unique needs are evaluated and appropriate instruction provided to ensure that all children, particularly the school's culturally and linguistically diverse children, have opportunities to succeed in school. Classroom teachers will receive training that will enable them to effectively instruct ELLs. Multidisciplinary school teams will receive training in differentiating cultural and linguistic differences from disabilities in making special education eligibility determination decisions for English learners. All instruction and interventions will be purposefully designed to consider each student's cultural and linguistic background as well as their linguistic proficiency in English or their native language. The district will redesign the school schedule to allow for collaboration among all educators (e.g., speech and language therapists, school psychologists, counselors, ESL/Bilingual specialists, etc.), thereby providing opportunities for professional dialogue, peer coaching, and the creation of instructional models integrating the best practices of the various fields of education and related services, nationally and in Massachusetts. The school will recruit staff qualified to work with culturally and linguistically diverse children and families, and the district will create a continuum of opportunities for both program staff and parents to learn more about each other, their child's strengths and needs, and potential parent roles, from volunteering in the classroom to making decisions about programmatic issues to advocating for their children's education.

Table 16. Michigan

Web site	http://www2.ed.gov/policy/eseaflex/approved-requests/mi.pdf
General	After the list of focus schools is published, MDE convenes technical assistance meeting with districts and school(s) staff to discuss next steps, requirements, and resources available. During Year one, all districts with Focus Schools will be required to complete the following action steps:

- Arrange for completion of the on-line diagnostic assessments necessary for the school's context-enhanced "data wall."

- Assemble required participants for each school's Facilitated Professional Dialogue, including district administrators (including a designated central office contact for each school), population specialists for each identified subgroup, the school's instructional leadership team and the school's identified School Support Team. Other participants may be included as necessary and appropriate.

- Support the school to implement, re-calibrate or deepen the fidelity of its implementation of its multi-tiered system of supports. If students with disabilities or English Language Learners are struggling with Tier One instruction, Tier Two staff MUST include special education teachers or bi-lingual/ESL teachers. This work may also involve professional development funded from the building's Title 1 set-aside in specialized areas such as:

  - scaffolded instruction for ELL teachers/administrators

  - transition to Essential Elements for MI ACCESS teachers)

  - access to Surveys of Enacted Curriculum for core content teachers to analyze alignment between current practice and common core standards.

  - culture/climate interventions as needed.

- Monitor the implementation of the revision of the school improvement plan that results from the facilitated professional dialogue.

- Conduct stakeholder meetings with affected populations identified in the bottom 30%.

- Revise District Improvement Plan as a result of the diagnostic.

- Provide technical assistance to Focus Schools to revise their School Improvement Plan and monitor throughout the year

- Participate in the Superintendent's Dropout Challenge by identifying 10-15 students in all elementary, middle and high Focus schools who are nearing or in a transition year with multiple dropout risk factors and provide research-based supports and interventions.

MDE assigns trained District Improvement Facilitator to each district. District administrators and school staff complete a battery of context diagnostics to deepen the diagnostic capacity of available data.

All districts participate in a structured, facilitated professional dialogue around their gap to explain the "story" behind the data, determine its root cause, and identify strategies capable of closing the gap.

In preparation for revising their consolidated application to MDE, showing how chosen strategies will be implemented and encumbering set-asides for eligible activities as directed by MDE, the outline from the dialogue is agreed to by school, district,

ISD/RESA.

In collaboration with Michigan State University, MDE developed a District Toolkit http://mitoolkit.org/ as a resource for districts that have schools identified as Focus Schools. It is intended to assist district leaders as they strategically reallocate their resources to provide support to their Focus and Priority schools. Part of this toolkit is a needs assessment which will help districts diagnose where they are not giving their schools adequate support around the processes that support student achievement. This needs assessment is based on MDE's district improvement tools as well as the research and tools from the Center for Innovation and Improvement for their Academy of Pacesetting Districts work.

As MDE implements the Academy of Pacesetting Districts through the Center on Innovation and Improvement, we are learning what processes and procedures need to be in place in order for districts to support all schools as well as struggling schools. The documentation that districts are developing is highlighting their need to be intentional in what they do to support their schools and not just reactive. This model is influencing our system of support to the districts with multiple focus schools. As part of our District Improvement Toolkit, we will provide guidance to districts in documenting their supports to Focus Schools as well as an assessment to determine their success in resource alignment.

For districts with Focus Schools, MDE will provide a toolkit, based on Michigan's improvement process and tools as well as the resources provided by the Academy of Pacesetting Districts so that the district may assess its capacity to support its Focus School. MDE will also provide 40 hours of consultation with an MDE-trained and funded District Improvement Facilitator to assist the district in preparing to conduct required data-based professional dialogues that will identify strategic intervention plans. These districts will be required to report to their school boards quarterly on the results of its self-assessment and its ensuing support of its Focus School. This toolkit will be developed in the summer of 2012 by MDE School Improvement staff who have been trained by Center of Innovation and Improvement in Center for Innovation and Improvement's Academy of Pacesetting Districts.

Supports and School Accountability

For districts with Focus Schools identified for two years, the district will purchase with its Title I set-aside funds the services of an MDE-trained District Improvement Facilitator (DIF) with central office or related experience to provide technical assistance to central office and the school board in order to assist them in providing more effective support to their Focus Schools through:

- Guiding them in how to conduct a needs assessment using MDE's Comprehensive Needs Assessment and the school's individualized Data Wall to identify the root causes of low student performance that could be improved by district support

- Revising the District Improvement Plan to incorporate supports to the Focus School(s.)

- Setting district-level benchmarks for the support of Focus schools

- Monitoring and Evaluating the Focus Schools' Improvement Plans and district-level benchmarks Providing a structure of differentiated supports to all students, focusing on the lowest performing student subgroups.

LEA Accountability

The LEA will monitor and evaluate the School Improvement Plans of their Focus Schools and provide quarterly progress reports to their school board. The LEA will also implement the recommendations of the District Improvement Facilitator. Biannual

reports of progress will be submitted to the SEA.

<u>Funding</u>

Focus Schools have flexibility in leveraging Title I set-aside funds. If funding allows, Michigan intends to use Section 1003(g) dollars for Focus Schools after 2014 when the last round of SIG grantees have completed their three-year grant cycle. MDE plans to expand the Regional Assistance Grant to regional educational service agencies to support the Focus schools.

The LEAs with Focus schools will build their capacity to understand how to use MDE's District Data Profile/Analysis, District Process Profile/ Analysis and Goals Management to identify the root causes of where their district falls short in being able to support a school with large achievement gaps. The District Improvement Facilitator will spend a minimum number of days with central office staff to build their capacity related to many core leadership functions, including how to:

- Identify priorities;
- Remove barriers to effective teaching and learning;
- Meet the professional development needs of teachers;
- Use the evaluation system to focus on instructional improvement; and
- Monitor and evaluate school improvement plans.

Schools will build their capacity to make the connection among student achievement data (summative and formative,) school demographic data, school process data, school perceptual data and what they do with students in the classroom. Schools will increase their capacity to monitor the implementation of school improvement plans and the impact of this implementation on student achievement.

Strategies for special populations	MDE is working to coordinate multiple interventions and reform efforts into a thematic program of professional learning and support for school districts, schools, and individual educators around the topic of achievement gaps. The School Reform Office will coordinate the development of support products and services from different offices within the Michigan Department of Education around a common theme of eliminating the achievement gap through instructional practices. These efforts will address general achievement gap considerations, such as narrowed instructional focus and differentiation of curriculum expectations, through interventions focusing on instructional practices that target these gaps, such as Universal Design for Learning (UDL), Instructional Differentiation, and policy practices including a focus on Beating the Odds schools. In addition, this program of professional learning will focus on those issues that are reflected in achievement gaps for minority student populations as a result of cultural bias or local and regional policy issues.

Parents are key partners in the education of every Michigan child. To support and extend their engagement, MDE has developed the "Collaborating For Success" Parent Engagement Toolkit, http://www.michigan.gov/documents/mde/4a._Final_Toolkit_without_bookmarks_3701 51_7.pdf, a comprehensive, research-based resource that includes pertinent and practical information, proven strategies and tools to assist in enhancing parent engagement efforts and/or providing a simple yet powerful guide to jump start school programs. The toolkit is also available in Spanish and Arabic versions to ensure proper inclusion of all populations.

Michigan is a member of the World Class Instructional Design and Assessment (WIDA) Consortium.

The MDE School Reform Office will coordinate the development of support products and services from different offices within the Michigan Department of Education

around a common theme of eliminating the achievement gap through instructional practices. These efforts will address general achievement gap considerations, such as narrowed instructional focus and differentiation of curriculum expectations, through interventions focusing on instructional practices that target these gaps, such as Universal Design for Learning (UDL), Instructional Differentiation, and policy practices including a focus on Beating the Odds schools. In addition, this program of professional learning will focus on those issues that are reflected in achievement gaps for minority student populations as a result of cultural bias or local and regional policy issues.

The School Reform Office will coordinate these efforts among the Office of Educational Improvement and Innovation, the Bureau of Assessment and Accountability, the Office of Professional Preparation, and the Office of Field Services, among others, to ensure that individual innovations or program efforts are aligned, when appropriate, to include in the thematic focus on achievement gap issues.

Information on the Superintendent's Dropout Challenge is available at http://www.michigan.gov/mde/0,1607,7-140-5235_53792---,00.html

| Consequences | If a school fails to exit Focus status following the beginning of Year 4, they continue on as a Focus School and have the opportunity on a yearly basis to exit if they meet the AYP criteria. |

Table 17. Minnesota

Web site	http://www2.ed.gov/policy/eseaflex/approved-requests/mn.pdf
General	The Statewide System of Support (SSOS) will have the responsibility for providing the technical assistance and support to the identified Focus Schools. The SSOS facilitators will work with Focus Schools and their LEAs to identify the needs of the school based on the issue that caused the school to be identified. This will involve interventions tailored to the needs of subgroups failing to meet proficiency and growth expectations, and interventions aimed at improving graduation rates. MDE will work with advocacy organizations around the state to ensure that the SSOS incorporates culturally-relevant and targeted practices. Interventions will take into consideration the cultural, social and emotional levels of the students served. To close achievement gaps and improve graduation rates, Focus Schools will be required to set aside 20 percent of their Title I funds for state-approved school improvement activities. These funds must be earmarked in a Focus School's school improvement plan to ensure that resources are being directed to the specific aspects of a school's plan. The approval of a Focus School's Title I application will be dependent on the approval of their improvement plan, and the earmarked funds within that plan. Only activities such as those outlined in this section that are tied to interventions for the subgroups for which Focus Schools were identified will be approved as uses of the 20 percent set-aside. Because Focus Schools are identified based on the performance of subgroups, the interventions that would be incorporated would be differentiated to address the specific subgroup for which they were identified. The specific need will be identified through the comprehensive needs assessment of the school (and district) followed by an in-depth analysis of student data linked to the state standards to correctly diagnose the learning areas of concern that will then be addressed through technical assistance and professional development. This process is part of the tiered coaching model that the SSOS has in place to address the specific needs of buildings (and students) of the Focus Schools. At the basic level of tiered assistance is a focus on the core instruction of the building. This includes a review of curriculum alignment with state standards to ensure that ALL students have access to the state standards. In addition, instructional methods are assessed and identified for intervention to the second tier if necessary. This may include technical assistance to address instructional strategies that are developmentally and culturally relevant to the identified subgroup of students to ensure that students are being taught in the appropriate methodology. Finally, for support to teachers of unique student groups (newcomer ELs, very low-functioning special education students), support is provided to teachers in a very targeted fashion by a specialist with extensive knowledge, skills, and experience with such student groups. For teachers of unique student groups (newcomer ELs, very low-functioning special education students), support is provided to teachers in a very targeted fashion by a specialist with extensive knowledge, skills, and experience with such student groups. Regional SSOS staff will work to enhance instructional leaders' capacity to support, promote, lead and sustain professional learning that improves both teaching practices and learning outcomes for ALL students. Utilizing the data-driven decision-making model that is embedded within the SSOS, the first activity that the school will engage in is the disaggregation and analysis of the achievement data that were used as identifiers. Once causes of the achievement gap or low graduation rate are determined subsequent goals will be set. The

SSOS will use the following supports to promote effective data use:

- Continuous use of student data to improve instruction

- Systemic needs assessment support

- Root/cause analysis

- Setting effective SMART goals based on the subgroup's specific needs

- Focused intervention planning by the LEA and SEA, employing resource staff versed in culture, language and environmentally specific interventions

- Classroom formative assessment support (provide feedback to students and teachers and increase student involvement in learning)

- Benchmark assessment support (measure student growth of the standards-based instructional program)

Utilizing best practices that have been identified through research and MDE's experience working with SIG Schools, the SSOS will assist Focus Schools in developing interventions that address the unique needs of the subgroup or subgroups for which they were identified. For example, experience in working with schools that have significant American Indian populations has shown that implementing culturally-specific curriculum built around the traditions of the community can yield positive results for those students. The SSOS will assist Focus Schools that are identified due to the performance of ELs or students with disabilities in addressing the needs of those students. For ELs, the SSOS will train EL instructors on the new WIDA standards and how to use data from WIDA assessments to tailor instruction to student needs. For Focus Schools identified for the performance of students with disabilities, the SSOS will work with the school to identify the types of special education services that these students need to improve their academic performance.

With minimal resources at the agency level, MDE staff will leverage Title I resources to create regional support centers around the state that will provide the strategically targeted components of the school improvement process for Focus Schools: a comprehensive needs assessment, data analysis to determine root causes of the school's problem, alignment of the operational curriculum with state standards, and identification of specific evidence-based instructional strategies that are learned in professional learning teams and subsequently implemented in the classroom with ongoing formative assessment to determine the extent of student learning and/or subsequent re-teaching. This is all supported with instructional leadership that is sensitive to and learned in the specific needs of the students in their school.

In our proposed system, all Focus Schools will develop a detailed action plan for addressing the specific root causes of the school's identification, whether it is based on subgroups with low levels of proficiency, subgroups with low levels of growth, low graduation rates, or all of these issues. These plans will be submitted to MDE through the SSOS and reviewed for fidelity with an established set of action standards. Improvement plans will be the basis of the technical support and improvement efforts at the building level. The regional staff in the SSOS will provide assistance in any and all aspects of the school improvement planning process described above.

The regional staff will then work with a cross-agency MDE team comprised of MDE staff members from content standards, EL, Special Education, school improvement specialists, implementation science, Title I accountability programs, and any other necessary programmatic focuses to determine the most appropriate and impactful course of action for every Focus School that will be

targeted specifically at the subgroup(s) that are of greatest need. The regional staff will then collaborate with the LEAs to implement the plan and provide support, and resources for the work.

MDE will work with Focus Schools and their data teams to identify goals that are differentiated to their specific student needs ("contextualized goals") identified by the student data and needs assessment. These measurements will be monitored by the Focus School's LEA through the use of implementation rubrics based on the best practices in implementation sciences.

The LEAs for Focus Schools must complete an LEA-wide needs assessment to provide direction and context for the Focus School's improvement plan. The LEA must also use the results of the needs assessment to create a plan to address any weaknesses in the district's ability to implement improvement plans within Focus Schools.

Strategies for special populations	Partnerships

MDE will be creating partnerships with ethnic and racial advocacy organizations, private corporations and other entities to partner in the efforts to address cultural, family and racial elements that may be contributing to the achievement gap. MDE is currently in the process of working with advocacy organizations around the state to ensure that the SSOS incorporate culturally-relevant and -specific practices. The partnerships being formed in this process will prove invaluable as MDE works with Focus Schools to address low subgroup performance.

Math and Reading Specialists

The SSOS will employ the services of math and reading specialists that will be available to work with teaching staff to implement culturally-responsive teaching strategies that will have a significantly positive impact on the instructional processes in the classroom. In addition, MDE will offer the opportunity for Focus Schools to partner with Reward Schools that have reached high levels of student achievement with similar characteristics, needs, and challenges in order to learn from their successful programs.

Strategies for EL and SWD

These strategies could include (but are not limited to):

- Oral Language development—utilizing explicit teacher talk, dramatizing, books on tape, etc.
- Read-Aloud— carefully selecting books in a variety of genres, modeling phrasing, etc.
- Shared reading—demonstrating key concepts, following up with books made by students, etc.
- Small group reading instruction—assessing authentically and frequently, etc.
- Think-Alouds—modeling differentiated reading and writing strategies, modeling problem solving, etc.
- Shared writing—teaching explicit writing strategies, demonstrating revision, editing, and conventions,
- Process writing (Writer's Workshop)—conferencing with students individually, allowing self- selection of topics, etc.
- Independent writing,
- Phonemic awareness—providing opportunities throughout literacy

practice, studying high-frequency words.

Consequences	LEAs will be required to update their Educational Improvement Plans based on the results of the needs assessment with the goal of improving their capacity to facilitate targeted support for the Focus Schools. Title I funds will be deferred from LEAs that fail to comply with the school improvement requirements at Focus Schools until they have taken positive steps such as submitting an improvement plan, completing a Title I budget that reflects the priorities in the improvement plan, or begun implementing activities included in the improvement plan. Mandatory set-asides for state-approved district improvement activities may be put in place if LEAs with Focus Schools persistently fail to improve student achievement.

Table 18. Mississippi

Web site	http://www2.ed.gov/policy/eseaflex/approved-requests/ms.pdf
General	All Focus Schools will be required to notify the parents of all students enrolled in the school of the Focus designation within 30 days of receiving notification. Consistent support for each Focus school/district will come primarily through an MDE-placed support specialist who will visit the school/district on an on-going basis (at least twice monthly), evaluating the fidelity of implementation of the school's action/improvement plan and providing support on needed corrections. The district will establish a community-based prekindergarten through higher education council to influence the action plan. Districts and their councils may utilize Mississippi Star, a quality on-line tool for districts/schools to use in developing the action plan and tracking progress toward meeting goals.

The intervention model to be employed with Focus schools includes a comprehensive needs assessment and qualified support specialists to assist schools in the implementation of the school improvement (action) plan. Each school, with the support of its district, will conduct a self-evaluation, through *Mississippi Star*, of the level of need/performance on the research-based key indicators for continuous improvement. Focus school sites will be trained on strategies as part of their targeted interventions to address student achievement gaps. *Mississippi Star* is the state's customized version of the Center on Innovation's Indistar$^©$, a web-based tool that guides a district or school team in charting its improvement and managing the continuous improvement process. MDE plans to utilize CII's Indistar$^©$ platform for developing the action plan, monitoring interventions, and providing distance-based support through CII's Indistar$^©$ Indicators in Action web-based video series.

LEA and school requirements:

- Parent notification explaining designation as Focus school

- Set aside of up to 10 percent of School's Title I basic funds which must be used to implement intensive interventions at the identified focus school(s) that address all subgroups not meeting AMOs and are aligned with the comprehensive needs assessment (Action Plan)

- Conduct comprehensive needs assessment

- Develop and implement an Action Plan that addresses areas of deficiency; defines continuous improvement objectives and a system for continuous monitoring and evaluation of the school's progress

- Approval of the Action Plan by the local school board

- Establish a Community Council that meets consistently and actively participates in the school's Action Plan implementation process

- Implement the statewide teacher and principal evaluation system that includes student achievement as a significant component

- Implement a system for planning, monitoring, and reporting progress

SEA supports:

- Training to support the effective implementation of the Action Plan, including but not be limited to leadership; instructional quality; increased learning time; data collection, analysis, and decision making; community and family engagement; principal and teacher evaluation systems; college and career readiness; professional learning communities; diverse learners (students with disabilities, ELs, struggling students)

- Technical assistance and support of action plan development and implementation, including but not limited to coaching; email and/or conference call support; webinars; and training

- Provide mechanisms for networking/mentoring/collaborating between Focus Schools and schools that have been identified as successful, high progress, or reward schools

The interventions identified in each Focus School's Action Plan will address the high-impact subgroup. Job-embedded professional development will play a role in supporting instructional best practice. As funds are available, these schools may also receive 1003a funding to support specific interventions for achievement gaps.

Throughout Focus School implementation, the identified school will receive continuous support both on-site and off-site through a team of state specialists to help with the development of action plans and with the implementation. Support will also help the schools with identifying training needs based upon the problem areas.

MDE envisions iTunes U becoming the communication hub for professional development for educators in the state of Mississippi. As MDE is launching a new web site, logo and branding in July 2012, iTunes U will be an integral part of this massive public relations effort.

From a programmatic standpoint, iTunes U will dramatically accelerate Mississippi's efforts in implementing the CCSS. As MDE seeks to engage every teacher and administrator in the state, all available media will be leveraged. Undertaking this immense training challenge for over 32,000 teachers will be virtually impossible without an intuitive and robust content delivery model like iTunes U.

The portal will also serve as a central storehouse for all professional development efforts of MDE, providing practitioners with a single platform for all training resources offered by MDE, including webinars, training materials, and event registration.

Strategies for special populations	Among the materials available through MDE's iTunes U platform are the Mississippi ELL Guidelines (http://www.mde.k12.ms.us/federal-programs/federalprograms---title-iii-ell), the Special Education Tool Kits for Success (http://mdestream.mde.k12.ms.us/sped/ToolKit/index.html), and the What Works Clearinghouse (http://ies.ed.gov/ncee/wwc/) resources.

MDE continues to seek opportunities for on-going professional development, curriculum, and instructional supports for all teachers of ELs and students with disabilities, including general education teachers, with a focus on increasing curriculum supports for the general education setting. MDE is currently considering proposals for principal and teacher training in which participants will study, share insights on, and engage the district and school climate and context, the major language and content issues, and research on the best practices for improving instruction for ELs. The purpose of the training is to provide educators with the tools to support all students in achieving the same clear standards at much higher levels so that they are all ready to advance successfully to the next stage of education. Similar supports are on-going for teachers of students with disabilities, and the validity of instructional supports for all struggling students will be emphasized for use in the general education classroom.

MDE, through the leadership of the Office of Instructional Enhancement, as part of the Statewide System of Support (SSOS), will develop a scaffolding document that will provide an extensive guide of the skills students need to reach the

learning targets identified in the CCSS. The scaffolding documents and corresponding training and assistance will help all teachers, both special education and general education, to support the individual needs of learners struggling to meet the requirements of CCSS. The materials will be helpful for developing individualized education plans, prescribing interventions, and differentiating instruction for diverse learners. The documents and training will be developed by representatives from all levels and areas of instruction, including teachers of students with disabilities, English learners, and struggling learners.

Consequences	Schools that do not meet the exit criteria within two years may lose autonomy in selecting and implementing interventions to address the needs of the subgroups not meeting AMOs. The final consequence, state conservatorship, is engaged on a case-by-case basis. The conservator has the authority to enter into a contract with an outside entity to provide the needed services if additional assistance is needed to comply with requirements outlined in the corrective action plan. Typically, the LEA must demonstrate academic progress and a significant number of the accreditation audit violations must be corrected before an LEA exits conservatorship.
Examples	If a Focus School's low performance includes student with disabilities in the area of Algebra I, the interventions might include but will not be limited to the following: • Require LEA to send students with disabilities who have not passed the Algebra I end of course test to the MDE remediation sessions designed for students; • Require the LEA to send administrators to the remediation best practices sessions designed for administrators; and • Require teachers and administrators to attend the CII's Indistar© Indicator in Action web-based video series on differentiating assignments in response to student performance on pre-tests and other methods of assessment.

Table 19. Missouri

Web site	http://www2.ed.gov/policy/eseaflex/approved-requests/mo.pdf
General	Once identified as a focus school, the LEA will be required to submit an accountability plan that has been developed in collaboration with the Statewide System of Support (SSOS). This plan will identify the intervention model and the specific strategies necessary to remedy shortcomings in student achievement and/or graduation rate. The SSOS will assume responsibility for ongoing oversight of LEA progress toward meeting the objectives outlined in the accountability plan. Additionally they will assist the focus school in remaining attentive to the implementation of the plan and will ensure that implementing one plan for improving student performance is the LEA's main priority.

LEAs with multiple focus schools frequently have systemic issues resulting in the need for extensive targeted professional development. Department regional staff, including the SSOS, will assume responsibility for ongoing oversight of progress made toward meeting targets and objectives. LEAs with schools that are identified as focus schools will be required to, at a minimum, focus on the following interventions with the assistance of the SSOS.

- Improve classroom instruction
- Develop and implement appropriate, evidence-based instructional strategies found to be effective for all students and subgroups
- Develop common formative and summative assessments
- Establish a culture of professional collaboration that focuses on a school climate that is conducive to high expectations and provides a safe environment for learning
- Increase staff effectiveness in using data to inform and improve instruction
- Increase staff effectiveness in using data to inform and improve instruction
    - o Participate in data team training
    - o Use data to document progress and inform instructional practices
- Provide increased time for professional collaboration
- Utilize mapping to support continuous development of all teachers and leaders
- Implement Missouri's leader standards
- Implement with fidelity the strategies identified in the LEA and school improvement plans
- Maintain and report monthly on the dashboard of leading indicators
- Utilize feedback from regional partners to improve instruction, learning and leadership

Strategies for special populations	Key instructional specialists in each of the regions will meet monthly with Department staff for curriculum updates and the development of professional development modules and materials. Those specialists will include core academic educators, ELL specialists, and one special education consultant. It will be the responsibility of these groups to then disseminate this information to the regions and serve as the content specialists of other Department personnel and to educators in the regions.

To facilitate core academic teachers' consideration of the needs of special populations, and especially the needs of dual language learners and students with disabilities, and to support those teachers' planning of instruction, the curriculum has embedded information specific to instructional differentiation in every unit. This information is available to teachers via the internet. To ensure that information on UDL considerations are at the forefront of teachers' consideration as they design instruction, a blurb is provided on the first page of each model curriculum unit to lead teachers to resources for students needing additional support: http://dese.mo.gov/ccr/documents/model-curr-unit-page.pdf. Detailed information on strategies for SWD and ELL may be found at the following links, which also provide additional resources as needed: http://dese.mo.gov/ccr/documents/strategies-udl-swd.pdf and http://dese.mo.gov/ccr/documents/strategies-udl-ell.pdf.

Missouri is a member of the World-Class Instructional Design and Assessment (WIDA) Consortium.

The state is adding a position of English Language Learner Consultant to the curriculum and assessment section, so all materials and professional development will be developed with an eye toward this student population. The consultant will be involved in all summer support sessions as core academic teacher trainers prepare to disseminate detailed instructional support across the state.

Instructional strategies for ELL include, but are not limited to:

- Differentiating instruction and recognizing multiple intelligences when designing lessons. Activities should include different kinds of opportunities for individual, paired and group work, as well as tasks that appeal to a range of learners, like creating charts, drawing, gathering information and presenting.

- Teaching thematically whenever possible so that students have multiple opportunities to use the words they are learning in context.

- Guiding and evaluating students' work with a rubric

- Repeating vocabulary in a variety of ways through reading writing, listening and speaking experiences.

- Infusing activities with higher-level thinking skills, such as comparing, evaluating, extrapolating, and synthesizing.

The director of the Migrant Education and English Language Learning (MELL) program will be notified of schools that have been identified as either a priority or focus school and the director will assign a MELL instructional specialist to work within the team of support to assist those schools by:

- Assisting in the planning of high-quality, evidence-based, English language services that will result in increased language proficiency and improved academic results for ELLs

- Providing professional development designed to meet the needs of all school personnel so they can better instruct ELLs

- Developing with school officials a timeline for improvement and an evaluation process.

Important instructional components for schools with low SWD achievement may include:

- Sequencing

- Drill, repetition, practice
- Segmenting information into parts or units for later synthesis
- Controlling task difficulty through prompts, cues and scaffolding
- Systematically modeling problem solving steps
- Making use of small interactive groups
- Extended deliberative practice (effective for higher-order processing)

The Department has placed special emphasis on those areas where progress has been relatively flat for the last several years and the need for improvement is clear. Research strongly suggests that some instructional practices have more potential to help students with disabilities succeed than others. The consistent and coordinated use of these effective strategies and training will be provided through the SSOS.

The Missouri Office of Special Education is working with the National Dropout Prevention Center for Students with Disabilities (NDPC-SD) to improve graduation rates and decrease dropout rates for all students. The NDPC-SD provides training, support, and technical assistance. In addition, schools work with their data to analyze and identify areas that contribute to poor graduation/dropout rates.

In working with schools to decrease episodes of students dropping out and to increase school completion there are six areas of focus. These focus areas and accompanying strategies are:

1. School climate
   a. Ensure a safe and inviting environment
   b. Create small learning communities
   c. Support enhancements that increase school-wide social competence and positive behavioral supports to decrease disciplinary actions that lead to dropout

2. Academic success
   a. Implement an aligned and well-designed curricula
   b. Increase academic rigor
   c. Design engaging classroom activities
   d. Improve instructional practice
   e. Use effective academic interventions for struggling students
   f. Teach learning strategies to assist in improving and demonstrating student competence in content

3. Family engagement
   a. Model strategies on how to build better relationships with parents
   b. Assist parents in finding resources
   c. Personalize programs as needed to address individual student needs/improve post-school outcomes

4. Student engagement
   a. Enhance personal relationships with caring adults

        b.   Assist students in determining what they want to do in life

        c.   Enlist class work that is connected to their lives or future

        d.   Ensure rigor and engagement in the learning process

        e.   Check and connect

5.   Attendance

        a.   Analyze data to determine who is at risk

        b.   Review policies to determine how they may impact student attendance

        c.   Provide support to attend class and stay focused on school

6.   Prosocial behavior

        a.   Provide cognitive behavioral intervention-problem solving skills, situational awareness

        b.   Provide counseling interventions

        c.   PBIS

Consequences	If a focus school does not reach exit criteria after three years or has not shown significant improvement as determined by the Department, the LEA will be required to conduct another comprehensive needs assessment for the school and select a new intervention option(s) to address the identified needs. When a school meets the exit criteria, the SEA will continue to review individual subgroup academic performance and individual subgroup graduation rates, and will continue interventions for any subgroups that do not meet the exit criteria.

Table 20. Nevada

Web site	http://www2.ed.gov/policy/eseaflex/approved-requests/nv.pdf
General	Note:

SAGE—Student Achievement Gap Elimination process

NCCAT-S—Nevada Comprehensive Curriculum Audit Tool for Schools

NCCAT-D—Nevada Comprehensive Curriculum Audit Tool for Districts

By engaging in a continuous improvement cycle to manage performance, districts and schools can improve their effectiveness and outcomes for students. To support this purpose, all public schools are required to prepare and submit a plan to improve the achievement of students enrolled in the school. The NDE has developed SAGE, the Student Achievement Gap Elimination process, http://sage.doe.nv.gov/PDFs/2008_SAGE_Guidebook_full.pdf, which is a research-based school improvement process to assist school and district improvement efforts. The SAGE process includes a complete analysis of the data, identification of key strengths and priority concerns, root cause analysis of each concern, and the identification of solutions resulting in a focused plan that includes action steps, timelines, an aligned allocation of resources, accountability, and monitoring measures. The SAGE process is an inquiry-based approach to school improvement planning and implementation that starts with a robust needs assessment. Accordingly, the Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S), http://washoecountyschools.org/docs/washoesip/NCCAT-S_Audit_for_Schools_2012-13.pdf, has been designed (and is described in more detail below). The NCCAT-S generates the qualitative data from which root cause analysis can be conducted through the SAGE process. In addition to relevant qualitative data, schools also must analyze their quantitative performance data. In years past this has included AYP data and other assessment data. These data sets will continue to be analyzed through the SAGE process under the new system of accountability afforded through this flexibility request. Performance against Annual Measurable Objectives (AMOs) will remain an important data set for analysis that guides inquiry based solution development, and will be critical in driving incentives and supports for all Nevada schools.

School districts with schools that are identified as Focus Schools will be required to conduct or provide support to conduct the Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S) at these schools. The NCCAT-S and accompanying support documents provide the tools and framework for analyzing school policies and practices in three primary areas: Curriculum and Instruction, Assessment and Accountability, and Leadership. The NCCAT-S is built upon a meta-analysis of the research on school improvement, and was created by the NDE in collaboration with school districts, and with support from RMC Research via the Southwest Comprehensive Center (SWCC) at WestEd, as well as the Center on Innovation and Improvement (CII). The NCCAT-S has proven beneficial in schools' and districts' efforts to identify schools' successes and needs. From this rich set of data, root cause analysis is possible to generate information useful for improvement planning and implementation.

When a Nevada school district has a disproportionately higher number of schools classified in Level 3 or greater, the NDE will provide technical assistance to the LEA to implement the Nevada Comprehensive Curriculum Audit Tool for Districts (NCCAT-D). Similar to the tools and processes established for schools with the NCCAT-S, the NCCAT-D is a research-based mechanism for evaluating district practices with regard to Curriculum and Instruction, Assessment and Accountability, and Leadership. Conduct of the NCCAT-D provides a rich set of

data to inform district improvement planning efforts.

Under the State's current differentiated system of school supports, these various data sets including AMOs, student growth, NCCAT-S, local data, and other data as appropriate and as analyzed through the SAGE process, then set the stage for school districts to propose to the NDE an appropriate, targeted intervention to assist the school in improving. Especially relevant is that this system of checks and balances works to ensure that the needs of targeted student subpopulations are met through the focused interventions process. This system is grounded in the idea that if schools had the internal expertise or other necessary resources to succeed, they would be doing so independently, and that in order to improve, focused support is necessary. Therefore, a framework has been created which specifies the interventions that a school district can request in order to support the school in growing their student achievement.

Through this waiver application, it is also proposed to award 1003(a) funds to Focus schools based upon a formula to be utilized in meeting the needs of these schools will include a base amount of $30,000 with an additional $50 per student. In addition it is proposed that an LEA with one or more Focus schools be required to reserve an amount equal to between 5 and 15 percent of its Title I, Part A funds on a sliding scale to support the implementation of the interventions. This set-aside will vary depending on the scope of the problem, the number of affected schools in the district, the number of students in the focus population, and the LEA's overall Title I, Part A allocation. This will enable the LEA to address needs in multiple Title I schools or to use Title I funding for LEA-wide support (e.g., instructional coaches or school networking activities). Nevada anticipates that by giving districts some degree of flexibility in how to use these resources, they will be able to maximize the benefit based on the unique needs of their Focus schools.

For Focus Schools, the school district will provide ongoing support to the school staff throughout data and root cause analyses, targeted improvement planning, and selection of a requested intervention(s) to address the needs identified, and shared responsibility for ongoing monitoring of the intervention efforts at the school. This greater attention by the school district in the implementation and support of the school's interventions will provide for adjustments within the delivery of the intervention(s) and assist the school in closing the achievement gaps for its identified population. The following interventions can be used singly, when the root cause analysis and inquiry process demonstrate the appropriateness of such an approach, or can be combined in any formation when multiple solutions are necessary to create the changes needed to address specific student performance concerns. Sometimes such concerns are targeted specifically at a given subpopulation(s); in other cases root cause analysis reveals concerns that are more systemic, such as a lack of alignment between standards curriculum, and instruction across the school.

Interventions for focus schools include differentiated corrective action, consequence or sanction, or any combination thereof. This approach includes implementing one or more of the following interventions:

1. Updating the NCCAT-S with facilitation by an outside entity with relevant experience. The Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S) is a comprehensive audit of the school's curriculum and instruction, assessment and accountability, and leadership that leads to an analysis of both outcome data and the school's organizational and operational beliefs and behaviors. These data set the stage for deep understanding of the issues with which the school is struggling, and perhaps most importantly, why the school is struggling to meet the needs of identified student subgroups. For this intervention, two foci will exist: (1)

facilitation with the diagnostic aspect of updating the NCCAT-S; and (2) assistance in the development of the Focus Improvement Plan for the school, to include a strong support aspect regarding monitoring and implementation of the plan.

2. Implementing focused technical assistance. This intervention is the provision of technical assistance that is above and beyond the support typically available to most or all schools in the district, and that is supported by scientifically based research, in one or more of the following areas: (1) Assistance in acquiring, analyzing, and/or using data from the State assessment system, and other examples of student work, to identify and develop solutions to problems; and/or (2) Assistance in identifying specific professional development needs and solutions, and in coordinating access to professional development in instructional strategies and methods that have been proven effective, through scientifically based research, in addressing the specific instructional issues that caused the schools to be identified as a focus school; and/or (3) Assistance in analyzing and revising the school's budget so that the school effectively allocates its resources to implement the Focus Improvement Plan. An example of such technical assistance includes personnel from the NDE's fiscal and program offices working collaboratively with school district personnel on maximizing funding sources to support key instructional priorities at the school. Another example might include focused technical assistance from national experts at designated technical assistance centers, with regard to planning and implementing a set of strategic initiatives designed to increase the performance of subgroups that have been identified as under-achieving.

3. Implementing focused professional development. Professional development that is above and beyond the support typically available to most or all schools that adheres to the State's established professional development standards, and is provided to instructional staff and/or administrators at the school in accordance with needs revealed through data analysis derived through the comprehensive audit results and any other relevant data sources, if any. Content must directly address the academic achievement problem(s) that caused the school to be identified as a focus school and afford maximum opportunity for mandated staff to participate in the professional development. Focused professional development examples might include ongoing coaching for both special education and general education staff to support co-teaching of students with disabilities when they are identified as the subpopulation with the largest achievement gap and when the data simultaneously show that pull out services are largely employed, thereby limiting students access to rigorous instruction aligned to standards. Another example might include the provision of professional development Guided Language Acquisition Design (GLAD). Many schools that have implemented GLAD as part of focused professional development have shown significant improvement in academic achievement with their English language learner students. GLAD promotes the Wiggins and McTighe Backward Planning Model, chunking and linking content standards into meaningful thematic units. By integrating the content areas and directly teaching metacognitive strategies, student learning is made more relevant and effective. GLAD professional development is multi-tiered and spiraled so that learning is constantly being enhanced. Beginning with a two-day training that provides the practitioners background in research and theory with practical implications for classroom practice, opportunities for observation and reflection extend over a five-day demonstration experience.

Research has shown that if the professional development stops here, only about 10%-16% of the learning will transfer into classroom practice, so the component that seemingly provides the most effect is ongoing coaching, increasing to 95% the percent of practitioners that will transfer the skills into classroom practice. This is a good example of the kind of professional development that is approvable under this intervention for a Focus School.

4. Utilizing technology and various materials. The purchase of materials and/or programs, that are aligned with needs identified through the NCCAT-S and/or other data analysis efforts, to include: (1) the purchase of research-based program(s) proven effective for resolving issues at schools with similar demographics and data-based needs; and/or (2) hiring personnel to provide supplemental services for students; and/or (3) the purchase of a system to collect and/or or manage data to track student progress toward targeted benchmarks; and/or (4) the purchase of equipment. These options to support the school must be aligned with focused professional development or focused technical assistance. For example, in continuing the idea that professional development may be needed in meeting the needs of students who are English Language Learners, this intervention could accompany the professional development to ensure the acquisition of the requisite materials to implement the GLAD model. It is important to note that the acquisition of technology is not an isolated endeavor and there is a strong belief that technology in and of itself does not solve a student performance problem. Instead, this option exists as a mechanism to supplement other supports. For example, if it is determined that a school lacks the capacity to collect data that would yield meaningful information about targeted needs at the individual student level, they could apply for funds to help support such efforts. For example, they might ask for resources to be able to collect AIMSweb (a student assessment data management system) data on students for whom they are engaging in strong intervention strategies, in order to track student progress and inform instructional decision-making. (The students to receive such interventions would be the subpopulation(s) for whom the school was identified as being a Focus school.) In the AIMSweb example, the focused remediation and instruction at the student level is the leverage for improving student performance; the technology acquisition (i.e., AIMSweb tracking capabilities) supports the focused remediation and instructional efforts. The purchase of equipment, such as iPads, for example, is never seen as a solution unto itself. It is the instructional efforts — paired with the effective use of technology — that creates the change in student performance, as eloquently pointed out by Fullan (2011)[1].

Strategies for special populations

Many of Nevada schools that have implemented the Instructional Consultation Teams (IC Teams) model (Rosenfield & Gravois, 1996)[2], Response to Intervention (RtI), Guided Language Acquisition Design (GLAD), Sheltered Instruction Observation Protocol (SIOP), or High Quality Sheltered Instruction (HQSI) through the delivery of concentrated professional development have shown significant improvement in academic achievement with their students with disabilities and English language learning students. All of these strategies and

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[1] Fullan, M. (2011). *Choosing the wrong driver for whole school reform*. Seminar Series 204. East Melbourne, VIC: The Center for Strategic Education.
[2] Rosenfield, S. A., & Gravois, T. A. (2000). *Instructional consultation teams: Collaborating for change*. New York, NY: Guilford Press.

protocols support foundational instruction in content standards to support targeted students to make meaningful connections and to make student learning more relevant and effective.

See "General" box above for examples of use GLAD and HQSI.

Nevada is a member of the World-Class Instructional Design and Assessment (WIDA) Consortium.

Consequences	Not specified

Table 21. New Jersey

Web site	http://www2.ed.gov/policy/eseaflex/approved-requests/nj.pdf
General	Note:

RAC—Regional Achievement Center

The NJDOE is also completely reorganizing how we engage with and intervene in schools and districts. Most significantly, the prior NJDOE organization was oriented around disparate programs. The NJDOE's new system of seven field-based Regional Achievement Centers (RACs) will be charged with driving improvement in New Jersey's lowest-performing schools. These offices will be led by master educators who bear specific accountability for student achievement gains in their regions and for executing coherent plans that will marshal NJDOE resources to accomplish those goals. The RACs will be instrumental in the NJDOE's execution of its interventions; they will leverage their own expertise and State and local resources to reach explicit performance targets in specific schools and districts, and they will be held accountable for achieving results.

The Department's RACs will work with LEAs to develop and implement customized improvement plans for Focus Schools, targeted specifically at the identified achievement gaps, and aligned to the federal turnaround principles. These improvement plans will likely include specific interventions and supports for students with disabilities and ELLs as their subgroup performance has been traditionally lower than others.

In order to start quality interventions in all Focus Schools at the start of the 2012-2013 school year RACs will require identified schools to present the following reports and data sets:

- Report progress on interventions currently in place to improve sub-group performance;
- Present sub-group attendance, discipline and all school-level academic data;
- Present sub-group curricular materials;
- Present randomly selected student schedules); and
- Present the work done, if any, to increase family involvement targeted to meet the identified sub-group needs.

The presentation of this information can take place prior to the month of August allowing the RACs to plan interventions designed to address the needs of the identified sub-group(s). These interventions will start at the beginning of the 2012-13 school year and take into account the plans already in place in each focus school. RACs will complete the full Quality School Review (QSR) process on each Focus school and adjust interventions as needed during the 2012-2013 school year.

The specific interventions will be determined by the RAC, school leaders, and the LEA. Effectiveness measures will be determined based on the interventions and will be required to include student achievement measures. The RACs represent a departure from the NJDOE's historic reliance on districts as conduits for state-level reforms. In years past, the State sought to improve the performance of the most persistently troubled schools by intervening at the LEA level. The NJDOE's new approach is to focus its resources on schools, which are the true units of change. Through the RACs and other central office divisions, the NJDOE will provide greatly increased support to principals and teachers in a wide array of areas. It is the state's conviction that these robust and highly targeted interventions will drive improvement in far superior ways to NJDOE's previous approach.

Differentiated Interventions for Schools

The Regional Achievement teams will conduct comprehensive school reviews focused on measuring school-level proficiency in the recently adopted school turnaround principles including: Principal Leadership, Instructional Quality, Quality of Standards - Based Curriculum, Effective Use of Data to Inform Instruction, Effective Staffing, School Climate and Culture, and Academically focused Family and Community Engagement. School review results will be used to target intervention supports which will be implemented and monitored by the Regional Achievement Team.

The following tables turnaround interventions for priority and focus schools.

School Turnaround Principles	Improvement / Corrective Actions		Performance Targets	Student Achievement Targets	Support Services Provided by NJDOE
	Priority Schools	Focus Schools			
Principal leadership	• Removal of principal if they have served more than 2 years in the school • Oversee and approve the process for hiring a new principal • Instructional leadership PD	• Optional removal of principal • Instructional leadership PD	• Improved instructional leadership	• School and state level student achievement measures determined by grade level in school	• Flexibility and support in scheduling, staffing and budgeting • Instructional Leadership PD
Quality of instruction	• Mutual consent of 100% of staff	• Mutual consent of staff in identified need areas	• 80% or above teachers rated effective (level 3 or 4)	• School and state level student achievement measures determined by grade level in school	• Effective teaching PD for teachers • PD on monitoring and improving teacher effectiveness for all school leaders

School Turnaround Principles	Improvement / Corrective Actions		Performance Targets	Student Achievement Targets	Support Services Provided by NJDOE
	Priority Schools	Focus Schools			
Effective staffing	• Mutual consent • No placement of Tier 1 and 2 teachers (2013 – 14)	• Mutual consent • No placement of Tier 1 and 2 teachers (2013 – 14)	• All Teaching positions filled with Tier 3 and 4 teachers	• School and state level student achievement measures determined by grade level in school	• PD on effective staffing practices (recruitment, hiring, retention of effective staff)
School Climate & Culture	• Culture & Climate Specialist funded through Title I	• Principal receives targeted culture and climate support	• Climate survey results • Student and Staff attendance • Discipline data	• School and state level student achievement measures determined by grade level in school	PD for: • Developing Effective climate and culture for learning • Increasing student engagement
Academically-focused family & community engagement	• Revised job descriptions with academic focus for family & community engagement staff • Required PD for family & community engagement staff	• PD for family & community engagement staff in identified need area	• Climate survey results on family & community engagement	• School and state level student achievement measures determined by grade level in school	PD for • Academically focused family & community engagement for teachers, staff and school leaders

School Turnaround Principles	Improvement / Corrective Actions		Performance Targets	Student Achievement Targets	Support Services Provided by NJDOE
	Priority Schools	Focus Schools			
Redesigning school time	• School schedule supports required intervention PD • School schedule supports required teacher collaboration • School schedule supports students in need of more time for learning	• Extra learning time is available for students in the targeted population	• Individual intervention targets are met as a result of school staff attending quality PD sessions or school staff having time for collaboration	• School and state level student achievement measures determined by grade level in school	PD for flexible schedule design

Strategies for special populations

The NJDOE will seek out national experts and possible partnerships across States to assist in the adoption or development of a CCSS- and UDL-aligned model curriculum while forming a state-wide coalition of curriculum, special education, and ELL experts, including members of the State's institutions of higher education, to guide and inform the work. The NJDOE intends to develop or adopt a comprehensive model curriculum that includes defined, and UDL-aligned, student learning objectives divided into units of study, recommendations for scaffolding unit SLOs to meet the needs of students with disabilities (SWD)s, ELLs and low-achieving students, and quality UDL-aligned end-of-unit assessments.

Priority and Focus Schools will be fully supported by the NJDOE's new Regional Achievement Centers (RACs) in virtually all aspects of CCSS implementation. These field-based offices will be staffed with experts in instruction, literacy, mathematics, special education, ELLs, data use, school leadership, assessment development, and much more. These teams will work regularly and closely with all Priority and Focus Schools and the LEAs with identified Priority and Focus Schools, ensuring that, on a daily basis, schools are teaching to these new, more challenging standards; that instruction is sufficiently rigorous; and that educators have access to aligned curriculum, instructional supports and the professional development they need.

Specific interventions in focus schools will be determined by the RAC, school leaders, and the LEA. Effectiveness measures will be determined based on the interventions and will be required to include student achievement measures. For all schools, the impact of the interventions will be regularly monitored by the RAC staff in order to ensure that all schools are implementing interventions effectively and making progress towards increasing student achievement. The RACs will be in constant communication with the NJDOE leadership in the central office in order to ensure that the central office is designing and providing the resources and guidance most effective to drive school improvement.

Focus schools that are identified as not meeting the needs of SWDs will be required to implement:

- Curriculum aligned to UDL;
- Collaborative teaching model;
- Improved use of data for differentiating instruction;
- Professional development for special education teachers to better understand the rigor of the CCSS; and
- Professional development for all teachers to better meet the needs of SWDs.

Focus Schools identified as not meeting the needs of ELLs will be required to implement:

- Research-based strategies for teaching academic English;

- Strategies to improve the use of native language support;

- Strategies to scaffold learning to meet the rigorous requirements of CCSS;

- Professional development for all teachers to learn strategies for meeting the content learning needs of ELLs; and

- Professional development for teachers supporting ELLs to better understand the rigorous requirements of the CCSS.

The specific interventions will be determined by the RAC, school leaders and the LEA. Effectiveness measures will be determined based on the interventions and will be required to include student achievement measures.

New Jersey is a member of the World-Class Instructional Design and Assessment (WIDA) Consortium.

Consequences	Not specified

Table 22. New Mexico

Web site	http://www2.ed.gov/policy/eseaflex/approved-requests/nm.pdf
General	Note:

PED—Public Education Department

WebEPSS—Web Educational Plan for Student Success

To adequately address the reason why a school has been identified as a Focus School, and to ensure that the academic needs of students in each of the subgroups in the school are met, Focus Schools must select four of the seven Turnaround Principles, that address the subgroups not making progress. LEAs will be required to approve the principles selected based on each of the subgroups and provide assurances to the PED that they are aligned to the reasons why the school is identified as a focus school. While schools will some have discretion, all Focus Schools must commit to use data to inform instruction of those subgroups not making progress.

As Focus Schools prepare to align interventions, including the interventions for those students in the subgroups not making progress, LEAs and the PED will support Focus Schools as they prepare to align interventions as to why a school is identified. The budget review process and WebEPSS will be used to support the alignment of interventions to a school's designation as a focus school. The school budget will not be approved unless it sets aside funding targeting interventions for those subgroups not making progress. Additionally, Focus Schools will be expected to follow the same cycle of improvement as Priority Schools.

The PED will work to ensure that specific interventions selected by Focus Schools, and are approved by the PED, are student focused and align to the needs of students. For example, if within a Focus School it is found that Native American students are struggling more than other subgroups of students, the school will be required to implement an intervention program that address the unique needs of that student group. Or, if within a Focus School, it is found that students with disabilities are not making progress, the school would be required to select principle for turn-around schools that will improve progress rates of students with disabilities. If, over time, it is found that the achievement of a particular subgroup is not rising despite intervention, the PED will support district leadership and Focus Schools as they implement different, more targeted tools and interventions which will include a system of tiered interventions scientifically proven to improve progress results of specific subgroups.

After identification as a Focus School, the PED's Priority Schools Bureau will partner with districts that have schools identified as they select interventions that align to their needs and WebEPPS plan. Creating alignment within the two systems will increase the likelihood of success in raising student achievement

The current School Improvement Grant (SIG) allows schools flexibility in replacing the principal if at the school for two or more years. The new principal has the ability to create a schedule that can vastly impact student achievement (i.e., extend the school day or year, literacy and math blocks of 90-120 minutes per day, provide teachers with collaboration time either during or after the school day to focus on the subgroups of students not making progress). The principal also has flexibility with budgeting (i.e., planning, creating, and budgeting authority over expenditures). In the recruitment and hiring and retention of teaching staff there is much flexibility in that existing staff are screened to measure the effectiveness of staff who can work within the requirements of the SIG, there is an opportunity for financial incentives, and increased opportunities for career growth. Hiring policies will specifically address attracting the most qualified staff to work with the

subgroups not making progress. The SIG also supports a school's effort to change formal policy and informal standard operating procedures that can directly empower their turnaround efforts. The PED will look to expand these flexibilities to a principal that agrees to serve in a Focus School.

The PED's Priority Schools Bureau (with a timeline of every 4-6 weeks) will provide progress monitoring and support during the onsite visits to Priority and Focus Schools. The visits will consist of collaboration with District and School Leadership Teams, review of current assessment data and analysis of how the data is used to improve instruction, classroom observations and observation of Professional Learning Communities. School leadership teams will be trained in intervention strategies and best practices that align with the Seven Principles:

- Provide strong Leadership;

- Ensure that teachers are effective and able to improve instruction;

- Redesign the school day, week, or year;

- Strengthen the schools instructional program;

- Use data to inform instruction;

- Establish a school environment that improves safety; and

- Engage families and communities.

LEAs will be held accountable for improving school and student performance through the use of the Curriculum Audit Handbook developed internally in collaboration with the Southwest Comprehensive Center. The purpose of the Curriculum Audit Handbook is to examine whether the school district is able to demonstrate its control of programs, resources and personnel. The Curriculum Audit Handbook can be utilized in a district with a disproportionate number of Priority/Focus Schools.

Priority and Focus schools will undergo an Instructional Audit (IA) with the PED and District Leadership trained on the tool in advance of the onsite visit to the school. The purpose of the Instructional Audit is to examine the systems put in place and supported by the school leadership that increase teacher effectiveness and enhance student learning through professional dialogue. It provides a tool by which an auditor or auditors (PED/District Leadership team) can compile data for feedback to a school about the instructional practices that were observed during the school visitation.

Focus schools will utilize their School Improvement Plan (WebEPSS) to reflect 4 of the 7 Turnaround Principles. Strategies, action steps and interventions listed in the plan will support and indicate progress on the 4 chosen Turnaround Principles. Strategic Schools will also utilize their WebEPSS plan to support and reflect the Turnaround Principles they are implementing.

Priority and Focus schools will be assigned to a PED Support Specialist and go through a self evaluation using the Fixsen Implementation Drives and Rubric of Implementation Indicators. The review process begins by identifying where a school falls in the implementation stages. Professional development, training and targeted assistance will begin once the results of the Instructional Audit and Fixsen Implementation Stages are identified. The PED Support Specialist will begin the onsite technical assistance process and provide district/school leadership teams with the intervention strategies, and researched based practices as indicated from the results of the IA and Implementation Indicators. Furthermore, the PED will guide the facilitation and coordination of the Regional Education Centers (REC) throughout the State. The coordination intends to use RECs to help build internal District and School capacity in a differentiated

approach and create a systematic effort to build capacity.

The school districts will include the 20% set aside funds under Title I for researched based interventions, including the groups and subgroups not making progress in the annual sub-grant application. The sub-grant application will be reviewed by PED staff to determine if the interventions support the 7 principles and are research based. Once approved, the school district will be notified to begin the intervention process. The effectiveness and fidelity of the interventions will be monitored by PED staff.

Ultimately, subgroup accountability, beyond what is captured by Priority, Focus, or Strategic school classification, should be focused at the district level. We are currently required to issue district grades, and in association with those district grades, we can best monitor ESEA subgroup performance. In combination with the reporting of the A-F grading system, we will monitor overall performance of subgroups across the district.

Strategies for special populations	Special populations will be addressed as part of all PED professional development offerings. The PED will provide professional development guidance and tools to ensure equity and rigor for all students while addressing linguistic and cultural diversity. Districts will expand teacher knowledge of differentiated instruction to better serve Students with Disabilities (SWD), Culturally & Linguistically Diverse (CLD) students, English Language Learners (ELLs), and gifted students utilizing the following resources: • New Mexico's RtI Framework http://www.ped.state.nm.us/sat3tier/sat3tierModelComplete.pdf • SIOP (Sheltered Instruction Observation Protocol) http://www.cal.org/siop/ • GLAD (Guided Language Acquisition Design) http://www.projectglad.com/ • Gifted Education in New Mexico Technical Assistance Manual http://ped.state.nm.us/gifted/Gifted%20TA%20manual.pdf • J. Cummins' BICS (Basic Interpersonal Communication Skills) / CALP (Cognitive • Academic Language Proficiency) and Task Difficulty Quadrants http://esl.fis.edu/teachers/support/cummin.htm
Consequences	Not specified.

Table 23. New York

Web site	http://www2.ed.gov/policy/eseaflex/approved-requests/ny.pdfl
General	Note:

SED—New York State Education Department

During the 2012–13 school year, all Focus Districts will participate in the review process using the Diagnostic Tool for School and District Effectiveness , http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/DTSDEHandbook.html. Integrated Intervention Teams will review district-level systems and initiatives available at a system-wide level. These reviews will aid districts at multiple levels, including allocation of resources, and will enable them to take a systematic approach to school improvement for all students, while placing a special emphasis on the subgroup(s) of students for which the district was identified. In addition to the district-level analysis, Integrated Intervention Teams will visit all Focus Schools in districts with small numbers of schools and a sample of Focus Schools in districts with larger numbers of schools. Follow-up visits will be conducted on a regular schedule, and will occur at least annually during the period that a district is identified as a Focus District.

The annual check-up will be followed up with frequent district visits and analysis of school performance data, and which will result in revised achievement goals. This process will ensure that the district continues to make student achievement gains.

Focus Schools/Districts will be supported in implementation of the District Comprehensive Improvement Plan in three ways:

- NYSED will leverage the "lessons learned" from the State Turnaround Office's work with Priority Schools to provide Focus Districts/Schools with resources designed to support the unique identified needs of the district. In the case of many highly-populated districts, the State Turnaround Office will already be working to support the district's overall improvement plan for Priority Schools.

- NYSED will be issuing a Request for Proposals that will provide districts with an opportunity to seek funding to increase district capacity in the areas of the Regents Reform agenda. Districts will partner with organizations that have proven track records in the areas of implementation of Common Core learning standards and curriculum, creating cultures of data-driven inquiry, and development of teacher/leader effectiveness professional development and evaluation protocols.

- SED staff will serve as liaisons between the district and NYSED, and will ensure that districts have access to the wide network of support centers and NYSED instructional specialists that may be needed to support implementation of the District Comprehensive Improvement Plan.

Depending on the percentage of students enrolled in the district who are members of the subgroup(s) whose results caused the district to be identified, a Focus District will be required to spend an amount equal to between five and fifteen percent of its Title I, Basic; Title II A; and Title III allocations, if the district is identified for English language learners, to support implementation of a systematic plan centered around the Regents Reform Agenda in Focus Schools. Districts may use these funds to procure specific programs and services that are aligned with best practices and research.

New York State has developed a range of interventions that vary from the requirement for the development of a Local Assistance Plan by districts with strong capacity to support schools, to the Commissioner's ability to assign a Distinguished Educator to assist low-performing districts in improving their academic performance, to the ability of districts with low-performing schools to contract with an Educational Partnership Organization to assume the role of the superintendent in such schools. New York State's Diagnostic Tool for School and District Effectiveness, comprehensive improvement plans, professional development offerings, and external partnership brokering will all have strands geared towards district support. New York will also require districts with identified schools to develop a District Comprehensive Improvement Plan that articulates how the district will use the full range of its resources, which may include Title I, Title II, and/or Title III funding to support improvement efforts in identified schools.

New York State's Diagnostic Tool for School and District Effectiveness, comprehensive improvement plans, professional development offerings, and external partnership brokering will all have strands geared towards district support. Comprehensive Improvement Plan that articulates how the district will use the full range of its resources, which may include Title I, Title II, and/or Title III funding to support improvement efforts in identified schools. Both the Diagnostic Tool for School and District Effectiveness and the District Comprehensive Improvement Plan will provide an effective framework for managing the range of interventions and supports being provided by the State.

An Integrated Intervention Team will be assigned to each Focus District. The role of the Integrated Intervention Team will be to assess district and identified schools using the Diagnostic Tool for School and District Effectiveness, and publish findings that inform the development of a District Comprehensive Improvement Plan, a School Improvement Grant application, or a Comprehensive Education Plan based on the Turnaround Principles. The team will consist of NYSED staff, district staff, external educational experts, and content and/or subgroup specialists.

The ratio of intervention team to schools (both priority and focus) will be contingent on the number of identified schools within the district. However, each Integrated Intervention Team will conduct anywhere from 1 to 20 school visits a year within their assigned districts. Follow up visits will be conducted by instructional or subgroup specialists and district personnel. Based on school needs and the findings of the Diagnostic Tool members of the team, particularly the Special Education School Improvement Specialists, the Regional Bilingual Education Resource Network Specialists, and the District staff will provide technical assistance and support to the school.

Public school choice will be offered to students who attend focus schools.

Note on charter schools identified as Focus Schools: Given the operational autonomy granted to each charter school under New York State's Charter Schools Act, and as formalized through the charter agreement that each charter school has with its charter-authorizing entity, any interventions to be implemented in these charter schools will be deferred to the charter school's board of trustees, in consultation with the charter school's authorizer.

The State's Boards of Cooperative Educational Services (BOCES), which offers resources to all New York State schools, will be utilized in component districts for both Focus Schools and Districts and Priority Schools. NYSED has a network of 37 BOCES, which provide professional services and technical assistance to LEAs Statewide. Each of New York State's 37 BOCES is led by a District Superintendent, who is both the Chief Executive Officer of the local BOCES and

the Commissioner's representative in the field. BOCES network teams will help principals find outside service providers and support NYSED in the evaluation of persistently lowest-achieving schools. The network teams will also report to the BOCES District Superintendent concerning the results of their work in Focus Schools and Districts. This structure is in place to ensure continual and systematic improvement in all schools within New York State. NYSED also operates technical assistance centers to support schools and districts in serving the needs of English language learners and student with disabilities.

Strategies for special populations	Note:

NLA—Native Language Arts

For all students, New York State is developing Common Core Curriculum in ELA and Literacy (grades P-2), and curriculum modules in ELA and Literacy (grades 3-12) and in mathematics (grades P-12). All will have built-in scaffolding for ELLs demonstrating how teachers can provide rigorous, grade-level instruction, and techniques for how to provide language support to ELLs so that they can access the same content as non-ELL students in ELA and mathematics classes. Scaffolding will take into account the different language proficiency levels of ELLs, as well as subgroups of ELLs –such as students with interrupted formal education, ELLs with disabilities, and long-term ELLs – and provide tools and resources for teachers to address their unique language and learning needs.

In addition, New York State is developing standards and resources specifically for ELLs that are Common Core-aligned. New English as a Second Language (ESL) and Native Language Arts (NLA) standards will be aligned with the Common Core by 2013. New York State has launched a Bilingual Common Core Initiative, in which we will analyze the language demands of the Common Core and develop English as a Second Language and Native Language Arts indicators that are aligned with the Common Core ELA.

Once the standards are developed, they will be accompanied by curriculum modules for ESL and NLA courses of study that are closely aligned with the ELA modules being developed. NLA modules will be developed in the top five languages spoken in New York State.

New York State is providing two strands of professional development associated with the reforms in program, standards, assessment, and policy for ELL students. First, the needs of ELL learners is one of nine required elements that must be addressed through our teacher and principal evaluation training. The differentiated strategies and skills required for working with English Language Learners are an inherent part of effective teaching and leading for the practitioners who serve them. Therefore, the certification process modeled by the State and included in the regulations associated with the Annual Performance Plan Review require time devoted to this learning. Second, as stated above, a significant aspect of the state's curricular materials plan is to provide the scaffolding necessary to ensure access and achievement for all students. Therefore, the training associated with the modules (which will be turnkeyed by teachers, teacher leaders, principals, and Network Team members across the state) will be layered with and built around the critical instructional techniques teachers will need to make to ensure that the crafted scaffolds are executed in the most effective manner possible.

New York State's Common Core curriculum in ELA and Literacy (grades P-2), and curriculum modules in ELA and Literacy (grades 3-12) and in mathematics (grades P-12) will have built-in scaffolding for students with disabilities. This scaffolding will demonstrate how teachers can to provide rigorous grade-level instruction to students with disabilities, and techniques to provide additional supports to students with different learning needs, so that they can access the

same content as their non-disabled peers in ELA and mathematics classes. Recommended strategies will align with the Response to Intervention model, to create tiers of intervention addressing both general education and special education students based on their levels of need.

Districts targeted by SED for technical assistance as a result of their outcomes for students with disabilities will ensure alignment between the Comprehensive Plan and any Special Education Quality Improvement Plan that is also in place. District Comprehensive Improvement plans will also need to demonstrate collaborations between general and special education teachers and support staff in the support of all students. Components of the Comprehensive Plan will include instruction, curricula, and professional development opportunities that emphasize scaffolding techniques that will be implemented to target the needs of all students at the school, particularly students who need extra supports. Wherever appropriate, the plan should include information on how funds from other sources, including the Individuals with Disabilities Education Act (IDEA), support these efforts for the relevant sub-groups.

For LEAs with schools identified for the academic performance of students with disabilities, the educational plan should demonstrate how Response to Intervention and Positive Behavior Intervention and Supports will be integrated into a school-wide plan. School-wide plans should also demonstrate efforts to allow for collaborations between general and special education teachers and support staff on how to better support their students with disabilities.

For LEAs with schools identified for the academic performance of English Language Learners, the education plan should demonstrate how the integration of language and content instruction, and native language support, will be incorporated into all ELL programs in the school. School-wide plans should also demonstrate efforts to allow for collaborations between content and ESL and bilingual teachers to better support the needs of ELLs across language and content classes. Comprehensive plans will include instruction, curriculum and professional development opportunities that emphasize scaffolding techniques that will be implemented to target ELL needs in content area classes, and English language development and native language development techniques to support ELLs in their language classes (ESL and Native Language Arts) and their content area classes.

Consequences	In instances where a Focus School's performance declines to the level of a Priority School, a Distinguished Educator may be appointed to conduct a review of the school which may include external partners. In those Focus Schools that Integrated Intervention Teams do not visit, the District will be required to ensure that a self-assessment is administered, using the Diagnostic Tool for School and District Effectiveness.

Focus Schools that have failed to make progress during the period of the waiver may be identified as Schools Under Registration Review. The Commissioner may recommend that the Board of Regents revoke the registration of any School Under Registration Review that, after three full academic years of implementing a restructuring plan, has not demonstrated sufficient progress.

Under State law, grounds for revocation or termination of a charter include: when a charter school's outcome on student assessment measures adopted by the Board of Regents falls below the level that would allow the commissioner to revoke the registration of another public school, and student achievement on such measures has not shown improvement over the preceding three school years; serious violations of law; and material and substantial violation of the charter.

Table 24. North Carolina

Web site	http://www2.ed.gov/policy/eseaflex/approved-requests/nc.pdf
General	Note:

CAN—Comprehensive Needs Assessment

NCDPI—North Carolina Department of Public Instruction

LEAs with one or more schools identified as the State's focus schools will revise the Title I school plan to describe the interventions that will be implemented to improve the performance of student subgroups who are furthest behind. These interventions must be based on the academic and non-academic needs of the student subgroups.

Rather than focusing on implementing a "program," districts must ensure that schools implement interventions that reflect evidence-based best practices aligned to overall school improvement efforts within the Title I school program. The Title I school plan must describe the results of the school needs assessment. The comprehensive school plan must also identify how the following will be addressed:

- Interventions are aligned to the school needs assessment that demonstrate the most likelihood for increasing the academic performance for under-performing student subgroups;

- Interventions are supported through school processes such as increased learning time and time for teacher planning;

- Interventions are supported through effective teacher instruction;

- Interventions are supported with high-quality job-embedded professional development for instructional staff;

- Interventions are monitored through the use of academic assessments with teacher input; and

- Interventions are planned to ensure family and community engagement and support.

Districts may choose to implement school choice options or before- and after-school tutoring services as well as other interventions in its focus schools. Example interventions may include:

- Expand learning time in coordination with community and business partnerships (e.g., 21st Century Community Learning Center programs, Supplemental Educational Services (SES) providers, etc.);

- Replace all or most of the school staff, which may include the principal, who are relevant to the school's inability to make progress;

- Provide, for all relevant staff, appropriate, scientifically research-based professional development that is likely to improve academic achievement of low-performing students;

- Extend the length of the school year or school day;

- Appoint one or more outside experts to advise the school (1) how to revise and strengthen planning processes; and (2) how to address the specific issues underlying the school's continued inability to make progress;

- Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the

school as a public school;

- Change the governance structure of the school in a significant manner that either diminishes school-based management and decision making or increases control, monitoring, and oversight of the school's operations and educational program by the LEA;

- Close the school and reopen it as a focus or theme school with new staff or staff skilled in the focus area (e.g., math and science, dual language, communication arts);

- Reconstitute the school into smaller autonomous learning communities (e.g., school-within-a-school model, learning academies, etc.);

- Dissolve the school and assign students to other schools in the district;

- Pair the school in restructuring with a higher performing school so that K-3 grades from both schools are together and the 4-5 grades from both schools are together; or

- Expand or narrow the grades served, for example, narrowing a K-8 school to a K-5 elementary school.

Although the administration of SES under provisions of Section 1116 of ESEA will no longer be required, LEAs and charter schools may choose to offer tutoring services with State-approved SES providers.

Interventions selected for each Focus School must be clearly addressed in revised school improvement plans and aligned to the identified needs of the school. Interventions must include strategies to address the needs of all children particularly the lowest achieving and how those needs will be met in a timely and effective manner.

In order to receive Title I funds from the State, LEAs and public charter schools must complete an application for funding on NC's Comprehensive Continuous Improvement Plan (CCIP), a web-based grants management system. In CCIP, LEAs and charter schools must describe the results of a comprehensive needs assessment and identify goals and strategies that are most likely to increase the academic performance of all student subgroups and close achievement gaps. Beginning in 2012-13, CCIP will include a component for schools identified as Focus Schools. SEA staff will review plans for Focus Schools submitted on CCIP to ensure that under-performing subgroups are addressed in the needs assessment and that proposed interventions are designed to meet the needs of all subgroups.

SEA staff will monitor the implementation of interventions in Focus Schools by conducting on-site Program Quality Reviews, http://www.ncpublicschools.org/programmonitoring/monitoring/. Districts with identified Focus Schools will also be given priority for additional on-site monitoring as part of the SEA three-year cross-program monitoring plan. Annually the SEA will monitor the progress of each Focus School in terms of meeting AMOs for subgroups identified as low-achieving.

LEAs and schools with the greatest need are identified for direct support through the District and School Transformation (DST) division. LEAs targeted for support typically have clusters of low-performing schools. In addition to support provided at the school level, these LEAs need support at the central office level to develop district capacity for supporting their low-performing schools and nurturing academic growth throughout the district. Any individual school identified for DST support based on identification in the bottom 5% select a USED reform model for implementation and utilize the CNA process, onsite coaching, and SEA-provided

professional development to design a plan for successfully implementing the selected reform model. LEAs and schools may utilize the Indistar© tool, which is a web-based system designed for use with district and/or school improvement teams to inform, coach, sustain, track, and report improvement activities. Implementation plans should clearly reflect strengths and areas identified for improvement in the needs assessment, as well as identifying transforming initiatives for district and individual schools.

NCDPI will monitor and evaluate the implementation of the interventions for each of these schools through the use of the NC Indistar© Tool. In addition to utilizing the online tool, NCDPI will conduct on-site reviews for gathering qualitative data through surveys, interviews, focus groups, and classroom observations. LEA funds may be coordinated with oversight from the NCDPI to ensure that the implementation of interventions occurs in a manner that encourages rapid student achievement.

Strategies for special populations

Dr. Virginia Collier to conduct a multi-year study of the performance of English Learners (ELs) in our schools. Their five-stage analysis begins with a needs assessment of academic achievement gaps between ELs and native English-speaking students. This "Thomas-Collier Test of Equal Educational Opportunity" examines the impact of local programs on all student groups, including the extent to which achievement gaps are closed over time. As this study continues, and Limited English Proficiency (LEP) program types are clearly implemented with fidelity, educators and policy-makers will be better informed to make decisions about instructional programs. Dual language programs in North Carolina adhere to an established framework and are implemented with integrity, thereby providing one LEP program to begin the evaluation.

Findings from cross-sectional descriptive analyses of all students in the six school districts confirm achievement gaps between ELs (and Language Minority students who are not or no longer LEP) and non-ELs persist throughout all grades. Disaggregated comparisons of all students in the participating districts suggest dual language instruction is favored across all groups and situations. The effect sizes are consistent with other large-scale research studies. Overall, Reading and Math scores of students in two-way dual language education are higher for all students regardless of race/ethnicity, socioeconomic, LEP or special education status. In most cases, by middle school, two-way dual language students, regardless of subgroup, are scoring as high in Reading and Math achievement as non-dual language students at least a grade ahead of them. Dual language programs appear to raise test scores, particularly for ELs and black students.

Prior research has already shown that ELs, students from low socioeconomic backgrounds, and African-American native-English speakers receive especially large benefits from participating in dual language programs. If the above findings are confirmed by further analyses of additional years of student data, then students with exceptionalities would join the above groups of students who especially benefit from dual language education. Preliminary analyses are already underway for exceptional students who were administered the North Carolina alternate assessments, with initial results similar to those shown here for the North Carolina End of Grade (EOG) assessments.

Finally, findings also suggested that there are qualities to North Carolina's two-way dual language programs that confer greater educational gains in reading and math compared to non-dual language education. Two-way dual language education may be an effective way to improve the Reading and Math scores of all North Carolina students. Out of the total population of students, there are higher percentages of Hispanics and Whites participating in North Carolina's two-way dual language programs compared to African- Americans. Given the large

number of African-Americans in North Carolina's student population, the lower Reading and Math scores of African-American students overall and the advantage two-way dual language education provides African-American students, it may be of benefit to increase African-American enrollment in dual language programs.

North Carolina's ESL team also has disseminated the work of Edynn Sato, *Language for Achievement – A Framework for Academic English Language* (Sato & Lagunoff 2010)[3]. This document is used by ESL teachers and LEA curricula developers to analyze the content and language in standards, assessment tasks, and instructional materials; to make explicit the language expectations of students; and to inform instructional planning and practice so that they are intentional and appropriate in supporting ELs' linguistic progress toward proficiency and achievement. Additionally, Sato's analysis of academic language in the CCSS and implications for ELs is being used by NCDPI to identify linkage between CCSS and the ELP standards, points of integration of academic content and academic language, and specific instructional supports for English language development and socio-cultural understanding development that impacts language development and content achievement.

North Carolina is a member of the World-Class Instructional Design and Assessment (WIDA) Consortium.

The Division, through a State Personnel Development Grant from the Office of Special Education Programs (OSEP) in the U.S. Department of Education, has established the *North Carolina State Improvement Project* (NCSIP). The purpose of NCSIP is to improve the quality of instruction for SWD through research supported personnel development and on-site technical assistance for the public schools and college/university teacher education programs in North Carolina. The five NCSIP goals are designed to support and promote college- and career-readiness in reading and mathematics for these students. Two (*) of the five goals below are associated with student specific outcomes which directly align with ESEA Indicators. The NCSIP goals are:

1. Improve basic skills performance of students with disabilities;*

2. Increase the percentage of qualified teachers of students with disabilities;

3. Increase graduation rates and decrease dropout rates of students with disabilities;*

4. Improve parent satisfaction and involvement with, and support of, school services for students with disabilities; and

5. Improve the quality of teachers' instructional competencies.

Another statewide initiative, specifically addressing some SWD is the *Future Ready Occupational Course of Study* (FR-OCS). This course of study aligns with the college- and career-ready literacy and mathematics standards. In addition, there is a specific requirement for work experience to support career development.

English I, English II, Algebra I/Integrated Math I, and Biology in the FR-OCS currently demonstrate content alignment with college-and career ready standards. Due to the enhanced delivery through the North Carolina Virtual Public School (NCVPS), these courses are available to all students in the FR-OCS.

| **Consequences** | If a Focus School is not meeting AMOs for students with disabilities or English learners, information is shared at Regional Roundtables with NCDPI staff that |

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[3] Sato, E. (2010). *Academic language and the common core state standards: Implications for English learners*. Presentation given at Santa Ana Pueblo, New Mexico, September 9, 2011.

advocate on behalf of these student populations. This cross-divisional communication about Focus Schools (1) provides feedback on the outcomes of SEA initiatives and LEA interventions that have been implemented targeting a specific at-risk student population; and (2) ensures that appropriate resources are targeted to meet the needs of specific subgroups within each district and school in the state. The goal of monitoring and technical assistance will be to build local capacity to ensure that reform efforts will continue to be sustained in the absence of direct SEA support.

Schools will be subject to consequences if they fail to achieve 95% participation for any subgroup. The consequences will escalate for schools that do not meet the participation rate standards over multiple years. These consequences range from notifying parents of the inadequate participation rate (in Year 1 of not meeting participation rate requirements for any subgroup) to counting non-tested students as not proficient.

LEAs with identified schools that do not exit this status must establish a School Implementation Team with a designated coordinator for each Focus School. If the LEA chooses to utilize an external provider, the LEA must also develop transparent selection criteria for providers. The implementation team will utilize the NC Indistar$^{©}$ Tool to facilitate the continuous improvement process through initial needs assessment related to specific indicators of effective practice; the creation of implementation plans to fully implement indicators of effective practice; and the self-monitoring of progress toward full implementation of interventions designed to support the low-performing subgroup(s).

Table 25. Ohio

Web site	http://www2.ed.gov/policy/eseaflex/approved-requests/oh.pdf
General	Note:

SST—State Support Team

Schools identified as focus schools and their LEAs will be required to implement the Ohio Improvement Process with the oversight of the LEA and regional State Support Team as selected by the SEA. The State Support Team will use state-level data sources to help LEAs identify the specific needs that contributed to the identification of the LEAs' Focus schools. Focus schools may receive intensive technical assistance targeted to raising student performance of the lowest-performing subgroups during monitoring by the State Support Team, working in cooperation with LEA administrators. As needed, the monitoring process may check the school's fidelity of implementation of the OIP process by tracking the Building Leadership Team's use of formative assessment data to design appropriate instructional strategies. Monitoring student growth data may be part of the State Support Team and LEA monitoring. This monitoring may continue as long as a school has the *Focus* school designation.

In addition, State Support Team monitoring will selectively check the school's implementation of LEA-selected improvement initiatives targeted at raising student achievement of students who are furthest behind. For example, if an LEA improvement plan requires schools to improve the performance of students with disabilities' performance on state assessments, the regional State Support Team would look for evidence of the Building Leadership Team using student data to design instruction that meets the identified needs of students' Individualized Education Plans. The State Support Team, in collaboration with the SEA's Office for Exceptional Children (OEC), will look for collaborative efforts between the general education and special education teachers. This could be demonstrated by collaboration during Teacher-Based Teams and in the classroom. The State Support Team and the OEC will monitor the results of the implementation which will result in increased student achievement for students with disabilities.

Diagnostic Review and Monitoring of Focus Schools

Ohio will select focus schools to receive a Diagnostic Review from the 10 percent of Title I schools identified each year. This selection will be informed by the LEA, the regional State Support Team and whether the school has received a Diagnostic Review in the past. Based on the results of the School Improvement Diagnostic Review, the Building Leadership Team will refine and deepen the strategies and action steps in the building plan with the assistance and support of the regional State Support Team to ensure transformational strategies are implemented to reverse the school's performance trajectory.

Required Interventions for Focus Schools

Focus schools must use the Decision Framework to create a School Needs Assessment and subsequently develop one focused plan for the school. They will institute and fully implement data-driven goals from one focused plan, including professional development for teachers and leaders, and technical assistance by the State Support Team or Educational Service Center. In addition, focus schools will develop a focused improvement plan for the school based on OIP guidelines and in compliance with the Ohio Improvement Process Implementation Review (OIPIR). These plans will include the recommendations of the School Improvement Diagnostic Review reports. *Focus* schools also have the option to implement one of the four SIG Intervention Models and one optional Intervention and Improvement Model, replace all/most of the building staff (which

may include the principal), or replace the staff relative to the identified issues. In addition, *Focus* schools will be given the option to implement Extended Learning Opportunities.

The SEA will distribute as needed across building according to data driven goals 1,420 hours of on-site support from State Support Teams per year per LEA.

Strategies for special populations	**Professional Development around Students with Disabilities:** The Office for Exceptional Children also funds the Ohio Center for Autism and Low Incidence (OCALI) to implement a coordinated regional system of high-quality professional development (HQPD) and technical assistance on CCSS for students with disabilities. During the 2011-2012 school year, OCALI will identify the professional development needs for increased academic achievement for children with disabilities within the 16 SST regions and begin systematic training to the SSTs, which will coordinate and deliver training within local school districts.
	SEA Supports for Students With Disabilities: Across the state of Ohio, ODE supports SWDs through a variety of state initiatives which includes, but not limited to, a statewide system of support (SSOS), Ohio Center for Autism and Low Incidence (OCALI), and Ohio Leadership Advisory Council (OLAC) to help improve results for students with disabilities. The goal of the SSoS is to build the capacity of LEAs and related agencies to engage in inclusive, continuous and sustainable improvement in order to raise student achievement and close the achievement gap for SWD. The SSoS system is integral to implementing this goal. Progress toward meeting that goal will be measured by: progress of preschool children on school readiness indicators, reading and mathematics achievement for every student including all subgroups and improvement in LEA performance results (Adequate Yearly Progress (AYP)), and the Local Report Card (LRC).
	Lau Resource Center: This center at the Ohio Department of Education provides monthly newsletters to ELL educators across Ohio providing updates on PD opportunities, resources, and information. Many LEAs serving ELL students have formed regional consortia. The Lau Resource Center supports the formation and sustainability of these consortia and provides updates and training. The Lau Center cosponsors an annual conference with Ohio Teachers of English to Speakers of Other Languages, a professional organization. In addition, the Lau Center coordinates Ohio's ELL Advisory Committee who inform the state on issues, policy and resource development. Lau Center staff also work together with federal programs staff to select schools serving large populations of ELL students. Lau staff joins state review teams to review LEA program performance and to provide guidance for improvement of programming for ELL students.
	LEP/ELL Improvement Plan: This plan helps LEAs analyze their student data and analyze their current strategies and look at ways of improving instruction for diverse learners. The data is Annual Measurable Achievement Objectives (AMAO) for ELL students. The Lau Center staff review the LEA plans and provide guidance for how to develop effective improvement plans.
	Strategies for Diverse Learners: To ensure that all students, including students with disabilities, students identified as gifted and English Language Learners are able to access the Common Core standards and demonstrate the mastery of the skills and knowledge embedded in these standards, the model curricula incorporates the Universal Design for Learning (UDL) framework. When teachers are aware of the background, needs and strengths of their students, and have an understanding of strategies and resources under, they can work together to help students in these diverse groups access Ohio's revised standards. Ohio will continue training educators over the next three years on how to transition from

the old to the new academic content standards, as well as helping educators understand innovative and student-centered learning environments that support these new standards. The Office of Curriculum has created professional development for teachers on new Common Core State Standards and addressing the needs of diverse learners. State Support Team members will be trained in the strategies for reaching diverse learners so they can target the schools in their region to receive and implement this professional development. In addition, Ohio will continue targeting additional training to urban LEAs.

Consequences

If a school has failed to make progress in the achievement of the subgroup or subgroups of students which led to its identification on the initial focus school list, it will remain on focus school status and automatically be included in the next focus list identified by the SEA. In addition, schools remaining in focus school status after the initial identification must submit their gap-closing plan to the SEA for review and approval.

Table 26. Oklahoma

Web site	http://www2.ed.gov/policy/eseaflex/approved-requests/ok-amendment.pdf
General	Note:

> WISE—Ways to Improve School Effectiveness planning tool, Oklahoma's version of the Center on Innovation and Improvement's Indistar[©]

Required Resources, Activities, and Interventions: All Focus Schools must utilize the appropriate resources and professional development identified by the State Department of Education, including the What Works in Oklahoma Schools needs assessment survey, Oklahoma Data Review Model, and professional development designed to meet the needs of teachers and administrators in Focus Schools. For example, if space is available, principals of Focus Schools will be encouraged to attend the Principal's Academy described in Section 2.G, and any principal in a Focus School that demonstrates lack of leadership will be required to attend the Principal's Academy. In addition, all Focus Schools with low achievement of IEP and/or EL students must implement the interventions discussed in the "Strategies for Special Populations" section below. For example, if the school was identified as a Focus School based on the EL subgroup, the school must complete a Language Instruction Educational Plan for each EL student.

Focus schools will receive training on conducting a comprehensive needs assessment. One component of the training will include utilizing the What Works in Oklahoma Schools Resource Toolkit. The Toolkit includes administrator, teacher, and student surveys aligned to Oklahoma's Nine Essential Elements. Examples of the surveys are available in an online format and are located on the Oklahoma State Department of Education Website at: http://www.sde.state.ok.us/Curriculum/Essential. Data from the surveys can be analyzed to determine which interventions are best to close the achievement gaps and meet the needs of individual students.

Examples of other data to be included in the comprehensive needs assessment training are: OSTP achievement; district benchmark; student attendance; student behavior; and other relevant data focused on improving the performance of the identified subgroup. The schools, in consultation with SEA staff, will select research-based differentiated supports from the *Menu of Interventions and Supports for School Improvement* (see below) that are most appropriate for their schools, and for the students in the identified subgroup in particular.

The SEA will work in close collaboration with each LEA in which a Focus School is identified to determine a plan for meeting the needs of that school. All Focus Schools will be required to use the appropriate indicators from the WISE Online Planning Tool based on the State's Nine Essential Elements and 90 Performance Indicators (listed in Attachment 13, p. 332 of the flexibility request) and may choose to use the What Works in Oklahoma Schools needs assessment survey in order to determine the root causes of low student performance in the school.

SEA leadership, SEA staff, or a representative on behalf of the SEA will assist the LEA and site principal with determining the focus of the school's improvement plan created through WISE, by assisting the LEA and site principal in selecting approved interventions that align with site needs. For non-traditional schools, such as virtual schools, alternative schools, or schools that serve students in court-ordered placements, the SEA will work with the school to select or modify sections of the WISE Tool most appropriate for those settings. All Focus Schools will be required to attend SEA-provided professional development targeted to the

intervention strategies implemented in the school and based on the school's improvement plan created through WISE.

The principal of each Focus School, along with a team of teacher leaders, will be required to use data to drive instruction and may participate in state-provided training in the Oklahoma Data Review Model. Data review presentations and relevant documents are located on the OSDE Webpage at http://www.sde.state.ok.us/NCLB/SIG.html . Training will include using data to set performance targets for each building and grade level, planning for the success of all children, and closing achievement and expectation gaps for every subgroup.

Each LEA with at least one Title I Focus School will be required to set aside a percentage, not to exceed 20%, of its Title I, Part A allocation to implement appropriate and rigorous interventions in the Focus Schools and to provide school choice options for parents/guardians of low-achieving students, including low-achieving students in the low-performing subgroup(s). This percentage will be determined on a sliding scale and will take the following into consideration:

- number of low-achieving students in the school,

- number of schools in the LEA that are identified as Priority Schools,

- number of schools in the LEA that are identified as Reward Schools,

- number of schools in the LEA that did not make AMOs or otherwise are in need of intervention as defined by the State's Differentiated Recognition, Accountability, and Support System, and

- percentage of the student population that is performing below grade level or at risk of not graduating.

At least 5% of the LEA's Title I, Part A allocation must be available to provide school choice options to parents/guardians of low-achieving students, including low-achieving students in the subgroup(s) that led to identification in Title I Focus Schools. These funds will provide transportation from the Focus Schools to higher-performing schools that are able to accept additional students. The remainder of the LEA's Title I, Part A set-aside as described above must be spent on interventions and strategies consistent with the research-based *Menu of Interventions and Supports for School Improvement.*

Focus schools will be required to complete a semi-annual status report beginning in their second year of identification as a Focus School if, during the first year, the school does not meet all AMOs for the subgroup(s) that led to identification. The purpose of the status reports is for LEAs to report to the SEA in the following areas: the progress made by schools toward meeting district goals; the progress demonstrated at the school level such as district benchmark assessments in reading, mathematics, and other content areas as requested; student attendance data, discipline and suspension data; and graduation/dropout rate data. In addition, School Support Teams, comprised of current practitioners and led by contracted employees of the SEA, will make regular visits to Priority Schools and will be assigned to Focus Schools as funding is available to check for implementation of interventions and to offer ongoing support of these schools, their teachers, and their leadership.

Menu of Interventions and Supports for School Improvement

Based on the analysis of each school's comprehensive needs assessment, which may include data from the What Works in Oklahoma Schools surveys, WISE online assessment and planning tool, student achievement data, student behavior and attendance data, and recommendations from School Support Team

members, the LEA will select differentiated interventions from the list below in consultation with SEA staff to target the specific needs of the school, its educators, and its students, including specific subgroups.

1. Schoolwide Interventions & Supports

    o Extended School Day, Week, or Year to Focus on Meeting Needs of Students at All Academic Levels

    o Regular Data Reviews following the Oklahoma Data Review Model

    o Curriculum Development and Evaluation of Available Resources

    o Professional Libraries and Book Studies Based on Identified Educator and Student Needs

    o Improving School Culture

    o School Partnerships with Business and Industry (including Teacher and/or Student Academies in Oklahoma Industry Sectors such as Aerospace, Healthcare, Manufacturing and Energy)

    o Early College High School Programs that Organize the School Around Ensuring that Students Participate in College-Credit Earning Courses while in High School (such as Dual Credit, Advanced Placement, International Baccalaureate, and Concurrent Enrollment)

    o Attendance Advocacy Programs that will Increase Student Engagement and Performance

    o High Quality Alternatives to Suspension such as Online Learning, Student/Parent Behavior Contracts, Principal Shadowing, and Parent Engagement Strategies

    o School Support Consultants including School Support Teams, Leadership Coaches, and Private Consultants

2. Leadership Interventions & Supports—Instructional Leadership Academies/Training for Superintendents, Principals, and Other Administrators

    o Research-Based Professional Development for Leaders, to be selected from the following list as appropriate: What Works in Oklahoma Schools, Pre-AP/AP Leadership Training, AVID Leadership Training, Professional Learning Communities, and Oklahoma Literacy Initiative Institutes

    o Job-Embedded Professional Development Informed by Oklahoma's Teacher and Leader Effectiveness Evaluation System (TLE)

    o Leadership Coaches to Support Principals and Other Site-Based Leaders

    o Implementation of Oklahoma's Nine Essential Elements Indicators, Rubrics, and Strategies, a Comprehensive Framework that Guides Schools and Districts in Making Strategic Decisions in the Areas of Academic Learning and Performance, Professional Learning Environment, and Collaborative Leadership

3. Teacher Interventions & Supports

    o   Research-Based Professional Development for Teachers, to be selected from the following list as appropriate: What Works in Oklahoma Schools, Pre-AP/AP Institutes and Vertical Alignment Workshops, AVID Training, Professional Learning Communities, and Oklahoma Literacy Initiative Institutes

    o   Job-Embedded Professional Development Informed by Oklahoma's Teacher and Leader Effectiveness Evaluation System (TLE)

    o   Teacher Collaboration Time to Analyze Student Achievement Data, Develop Classroom Lessons Aligned to State Standards and Common Core State Standards, Analyze Student Work, Develop Common Assessments, and Conduct Action Research Around School Needs

    o   Student Work Analysis Training to Examine the Quality of Classroom Assignments, Instruction, and Interventions

    o   Instructional Coaches Who Model Lessons and Assist Teachers in Using Student Assessment Data

    o   Teacher Leaders and Teacher Experts Who Serve as Model Classrooms, PLC Leaders, and Lead Teachers for Professional Growth Opportunities

4. Classroom Interventions & Supports

    o   English Learner Instructional Strategies and Resources, including Pre-AP/AP Institutes and Vertical Alignment Workshops, AVID Training, and Sheltered Instruction Observational Protocol (SIOP) Training

    o   Students with Disabilities Instructional Strategies and Resources, including Co-Teaching and Inclusion Models

    o   Oklahoma Tiered Intervention System of Support (Response to Intervention and Positive Behavior Intervention and Supports)

    o   High Quality Instructional Materials Aligned to State Standards and Common Core State Standards to Support Individual Student Needs in Meeting High Expectations

    o   Student College, Career, and Citizenship Plans which Encompass Course Timelines, Career Goals, Community Service Projects, Service Learning Experiences, and Behavior Expectations that will Lead to C3 Preparedness

    o   Graduation Coach Programs to Assist Students in Development of College, Career, and Citizenship Plans and Timelines

    o   Career Pathways/Career Ladders Programs that will Provide Students with Access to Courses and Certifications to Support Career Goals

    o   Implementation of What Works in Schools Strategies (see What Works in Oklahoma Schools Resource Toolkit, a Comprehensive Needs Assessment for Schools and Districts)

5. Parent and Community Interventions & Supports

    o   Public School Choice, including Providing Transportation for

Students to Attend Higher Performing Schools within the District or in Neighboring Districts

o   Supplemental Tutoring Programs

o   Parent and Community Engagement Initiatives such as Community Round Tables, Town Hall Meetings, In-Kind Business Donations, and Business Expertise Support

o   Local Employer Support Strategies (for example, Career Mentorships and Career Exploration)

o   Parenting Classes, such as "How to File a FAFSA Form," "How to Help Your Child Read," and "How to Discipline Your Child Without Pulling Your Hair Out"

o   Classes for Parents and Community Members, such as English Language Development Classes, Technology Skills, Adult Education

o   Partnerships with Institutions of Higher Education and Career and Technical Education

o   Community Schools Initiative

o   On-site Health Clinics

o   Targeted Business/Community/Faith-Based Organization Partnerships

o   School-Based Social Worker Programs in Partnership with Department of Human Services

o   Youth Mentoring Programs

o   Food and Clothing Banks

o   After-school Programs (such as 21st Century Community Learning Centers)

Academy of Pacesetting States: The Academy of Pacesetting States, established through the Center on Innovation and Improvement (CII), included Alaska, Arkansas, Idaho, Illinois, Louisiana, Michigan, Montana, Oklahoma, and Virginia. The purpose of the Academy was to create a learning community for state teams from states intent upon leading the way to rapid improvement of districts and schools. The Center provided training, consultation, and support to enable the participating states to develop a high quality, comprehensive statewide system of support. The Oklahoma team collaborated with all SEA divisions during this process to build SEA capacity in order to better serve our districts and schools.

Ways to Improve School Effectiveness (WISE) Online Planning Tool: Oklahoma's WISE Tool, developed by the Center on Innovation and Improvement, is an online planning tool for schools and is based on the Oklahoma Nine Essential Elements. WISE allows districts and schools to meet federal Title I requirements and LEA requirements. The WISE Tool is designed to help district and school staff identify which of the Nine Essential Elements performance indicators to assess, plan, and monitor.

Features of the WISE Tool include self-assessing district and school indicators; utilizing the 29 rapid improvement indicators; creating a school plan that meets federal Title I regulations; accessing WISE Ways™ to obtain research-based strategies for each Essential Element; receiving coaching comments; and

monitoring progress toward full implementation of the plan.

Oklahoma Nine Essential Elements Performance Indicators, Rubrics, and Strategies to Implement: The Oklahoma Nine Essential Elements is a comprehensive framework that guides districts and schools in making strategic decisions in the areas of (a) academic learning and performance, (b) professional learning environment, and (c) collaborative leadership. The nine elements are (1) curriculum; (2) classroom evaluation and assessment; (3) instruction; (4) school culture; (5) student, family, and community support; (6) professional growth, development, and evaluation; (7) leadership; (8) organizational structure and resources; and (9) comprehensive and effective planning.

The Oklahoma Nine Essential Elements are subdivided into 90 Performance Indicators of effective practice that represent all aspects of school operations (listed in Attachment 13, p. 332 of the flexibility request)). For those schools utilizing the WISE Online Planning Tool, the Elements are embedded in and aligned with the school improvement plan. Priority and Focus Schools would be required to utilize WISE and Oklahoma's Nine Essential Elements Performance Indicators and Rubrics to develop a comprehensive plan to improve teaching and learning.

Strategies for special populations	Because accelerating the learning of ELs and immigrant students and closing the achievement gap is an Oklahoma priority, Oklahoma developed the Language Instruction Educational Plan (LIEP) and recommends this plan to be completed by a team consisting of the ESL specialist and content area teacher(s) for each EL student in Oklahoma. Beginning with school year 2012-2013, all Priority Schools, Focus Schools, and Targeted Intervention Schools must complete the LIEP for each student that qualifies for EL status. Updated yearly and shared with the parent, a complete LIEP contains ELP placement test data, ACCESS for ELs Test data, state testing data, program placement information, and individual language learning goals tied to the WIDA ELD Standards and the CAN DO Descriptors. In addition to an annual update, the LIEP team will perform quarterly evaluations of each student's progress in meeting outlined language development goals. The LIEP will serve as the companion piece to the LEA's Language Instruction Program Delivery Plan (also known as the LEA's Lau Plan) designed by staff and stakeholders.

Professional development for all educators of ELs and immigrant students is the next essential component of Oklahoma's program. The SEA has designed a professional development plan broken down by topic and month. Professional development is made available regionally to all educators. Most recently, the SEA has begun offering an EL Data Digging Workshop, which assists LEAs in goal setting, program design, and data analysis. In addition to group workshops, professional development is also offered through webinars, peer-to-peer chats, Delicious, Twitter, Edmodo, videoconferences, and on-site technical assistance. Currently, all Title III schools are required to offer on-site, high-quality, research-based professional development related to the teaching and learning of English Learners and annually report to the SEA the number of professional development offerings and attendees. For the 2012-2013 school year, each Priority School, Focus School, and Targeted Intervention School with EL students will have to offer professional development in the following areas: interventions for language learners, identification and exit criteria, connection of data to program services, and accelerated learning.

A Language Instruction Program Delivery Plan should be developed by each LEA with ELs; it is required of LEAs with at least one Priority School, Focus School, or Targeted Intervention School that has ELs. LEAs must establish a team for the purpose of conducting a district needs assessment to gain input

from all stakeholders, including staff, parents, and community members. The LEA's district needs assessment informs the design of the language Instruction Program Delivery Plan, which is evaluated on an annual basis. The Language Instruction Program Delivery Plan includes the following areas: interventions for language learners, identification and exit criteria, connection of data to program services, and accelerated learning.

Oklahoma is a member of the World-class Instructional Design (WIDA) Consortium.

The SEA provides training and support to educators and parents in developing Individualized Education Programs (IEPs) based on grade level standards to improve student outcomes. The SEA has recently launched an online option for LEAs to submit IEPs for statewide, district, and site data analysis. This will assist in further data analysis of student IEP goals, the environments in which students receive instruction, accommodations and modifications, types of assessment, and assessment results. This will assist educators in understanding patterns of students who take the general assessments, Oklahoma Modified Alternate Assessment Program (OMAAP) assessments, and alternate assessments and in providing transitional interventions that will lead students toward higher achievement on PARCC assessments and alternate assessments in the future. Supports, personnel, accommodations, and modifications are used in general and special education classes, along with differentiated instruction, to provide access to the curriculum for all students. Additionally, an accommodation manual specific to Oklahoma assists district personnel in selecting appropriate accommodations to be utilized for student assessments. The SEA provides resources, training, and professional development from national experts to ensure educators have the tools needed to assist with this population. The SEA partners with outside agencies to support access to the curriculum, even for students with the most significant cognitive disabilities. Annual professional development is offered to all educators in areas such as collaborative teaching, accommodations and modifications, Positive Behavioral Interventions and Supports (PBIS), and Response to Intervention (RtI). In addition, training will be provided to districts regarding a multi-tiered system of academic and behavior supports (blending PBIS and RtI).

Low Achieving Students: Although the OK SPDG's main goal is to ensure better academic and social outcomes for students with disabilities, the grant will provide educators with tools and supports to assist all students who need interventions for academics and/or behaviors in accessing the curriculum. The grant will also assist in implementing statewide initiatives for early literacy and implementation of CCSS.

Oklahoma was a pioneer in the creation of a statewide system to serve low-achieving students through the creation of its Statewide Alternative Education Academy System. Currently, Oklahoma invests more than $14.8 million annually to support 240 Alternative Education Academies serving approximately 10,000 students in Grades 6-12. In partnership with the University of Oklahoma, the SEA has implemented the K20alt project to deliver high-quality professional development through the design of model lessons, as well as teacher coaching, and an online professional learning community. Activities are specifically focused on areas of weakness for low-achieving students, as well instructional strategies aligned with the CCSS.

Consequences	Not specified

Table 27. Oregon

Web site	http://www2.ed.gov/policy/eseaflex/or.pdf
General	A Cycle of Improvement for Priority and Focus Schools

We do not intend to use the distinction between the priority and focus categories as the basis for our tiered approach to supports and interventions in those schools. Rather, within the 15 percent of Oregon schools identified as either priority or focus schools (which will include a minimum of 15 percent of Oregon's Title I schools), a deeper diagnosis of the district and school will reveal a spectrum of severity and persistence of challenges. This section describes the supports and focused interventions that will be applied, with greater or lesser applications of outside direction and energy, to those schools.

One of our core premises is that interventions must be targeted directly to the specific problems of a struggling school. Priority and focus schools will enter a cycle of improvement that contains the following elements:

- annual self-evaluation to identify areas of challenge

- within challenge areas, an externally-guided deeper diagnosis to determine the primary causes of these challenges and to identify supports and potential interventions

- based on persistence of poor performance, results of the deeper diagnosis, trends in achievement, and gaps in growth, an annual determination of the level of external interventions necessary to result in substantial improvements (described below as the intervention level)

- a Comprehensive Achievement Plan, developed together by the district and school, with educator and community input, and approved by ODE, to drive research-based interventions and set improvement goals

- implementation and monitoring of implementation.

Developing a Comprehensive Achievement Plan

Each district that has priority or focus schools will be required to develop one Comprehensive Achievement Plan (CAP) document which includes a plan for each school. As noted above, a School Appraisal Team will determine through deeper diagnosis a set of recommended supports and system level interventions necessary to improve student achievement in the priority or focus schools. These recommendations may include suggestions for redirecting funds toward improvement efforts. The Regional Network Coordinator will then assist the district in engaging district leadership and staff, school leadership and staff, school site council, parent organization(s), parents, students, and the community in a process to develop a CAP. The district-developed CAP must include:

- for each school identified as priority or focus, a unique action plan to implement the interventions recommended by the School Appraisal Team and other identified interventions (including assistance via partner providers, tools, templates, and other resources)

- the process for engaging approved coaches, networks, organizations, or experts that will help implement interventions

- annual measurable goals tailored to each school and based on empirical data for improvement in the identified areas

- a plan for monitoring and reporting progress.

The CAP must be submitted to ODE for approval. Approval will be based on fidelity to the federal turnaround principles, as well as sufficiency of the district's plan for an identified school, describing:

1. The approach to achieving rapid, systemic changes in its priority and/or focus school(s). For each identified building, based on an effective data analysis effort and addressing all aspects of the deeper diagnoses, this must include:

    a. a theory of action

    b. guiding strategies

    c. school-level interventions

    d. specific measurable goals

    e. a detailed budget

    f. a timeline indicating tasks and who is responsible for each task.

2. The district's redesign and planning process, including descriptions of teams, working groups, and stakeholder groups involved in the planning process for each priority or focus school.

3. How the district will recruit, screen, and select any external partners to provide expertise, support, and assistance to the district or to schools.

4. The district's systems and processes for planning, supporting, and monitoring the implementation of planned redesign efforts, such as the use of liaisons, coaches, or networks, that will be used to support and monitor implementation of school–level redesign efforts.

5. The sources and types of data that will be collected and analyzed to measure and document progress on interventions. These data should describe, among others, student performance on formative and summative measures, student attendance, and school discipline along with measures of fidelity and effectiveness of intervention efforts.

6. District policies and practices currently in existence that may promote or serve as barriers to the implementation of the proposed plans and the actions they have taken or will take to modify policies and practices to enable schools to implement the interventions fully and effectively.

7. How the district will ensure that the identified school(s) receive ongoing, intensive technical assistance and related support from the state, district, or designated external partner organizations.

8. How the district will monitor the implementation of the selected intervention at each identified school

Supplemental Educational Services and School Choice

Oregon will end the requirement of supplemental education services in favor of interventions more specifically suited to individual schools. After-school tutoring, after-school enrichment, in-school support, and extended learning time will be among the types of supports that a focus or priority school could be required to implement to ensure students are able to meet outcomes.

School choice will also remain as an intervention that a district could be directed to provide, Oregon will end the requirement of supplemental education services in favor of interventions more specifically suited to individual schools. After-school tutoring, after-school enrichment, in-school support, and extended learning time will be among the types of supports that a focus or priority school could be

required to implement to ensure students are able to meet outcomes. School choice will also remain as an intervention that a district could be directed to provide, along with a reasonable plan for transportation and communication of options, in cases where the deeper diagnosis and community input indentify choice as an appropriate intervention for ensuring the needs of students are met in a focus or priority school.

Continuous Improvement Network

Oregon's most successful school improvement efforts have been built upon a network approach which has included coaching and mentoring to help educators learn from each other in an environment of trust, professionalism and shared best practices. Oregon will build on this approach by strengthening existing networks to include early learning service providers, K-12 districts and schools, institutions of higher education, the business community, and other educational organizations. This network, organized principally along regional lines, will be known as the Continuous Improvement Network. To offer maximum improvement for priority and focus schools, the Network will match higher and lower-performing schools which have comparable demographics and community values.

Strategies for special populations	ODE has formed a team consisting of staff and practitioners representing ELLs and has joined the State Collaborative on English Language Acquisition (SCELA), convened by the Council of Chief State School Officers (CCSSO), the Assessment and Accountability Comprehensive Center, and the Mid-Atlantic Comprehensive Center to undertake two critical tasks to support the learning and achievement of ELLs: a) The development of common language proficiency expectations that correspond to the CCSS; and b) the systematic examination of current state ELP/ELD standards to identify similarities and differences across these standards and to inform consideration for common or coordinated ELP/ELD standards.
	In 2011, Oregon instituted a Program Improvement Plan model for school districts failing to meet ELL subpopulation Annual Measureable Achievement Objectives (AMAO). By providing universal and on-going professional development for those most responsible for designing and tracking the instructional program designs for ELL students, Oregon has been able to show marked student improvement in some geographic areas. Individualized interventions and supports are offered to districts in the form of technical assistance, aimed at improving student outcomes for this population of students.
	Additionally, ODE has planned webinar-based professional development opportunities for local school districts and regional support staff on an every-other-month timeframe, allowing for needed educator capacity-building on topics initiated by field input and reflected in assessment outcomes. Implementation of effective, research-based instructional programs aligned with CCSS that serve the ELL subpopulation is the target of this integrated professional development process.
	Ongoing Communication: Special Education leaders have been receiving and will continue to receive updates and resource links provided through ODE's Office of Student Learning and Partnerships (OSLP) related to online tools, training opportunities, and video resources. They have also been encouraged to participate in any regional trainings on the CCSS offered by ODE and the Confederation of School Administrators (COSA).
	State Personnel Development Grant: As a part of Oregon's State Personnel Development Grant, all state implementation providers who are currently serving the state's specialized educators (such as Response to Intervention (RTI), Positive Behavioral Interventions and Supports (PBIS), and Effective Behavioral

and Instructional Support Systems (EBISS) at the district level) will be trained on CCSS to ensure that educators providing interventions to specialized populations are trained on the critical components of the common core.

Consequences

To facilitate initial placement in intervention levels, ODE will evaluate each school in four categories:

- persistence in not making adequate academic progress
- trends in student achievement for the all students group
- trends in student achievement for subgroups
- gaps in growth between the all student group and subgroups.

Based on these indicators, schools failing to make progress may be subject to more intensive interventions.

Examples

The table below shows an alignment among Oregon's five keys areas of effectiveness and the seven federal turnaround principles. Each entry shows possible interventions in that area.

Keys to School Effectiveness	Turnaround Principles	Examples of Interventions
Teaching & Learning	• Strengthening the school's instructional program and ensuring it is research-based, rigorous and aligned with standards • Using data to inform instruction and for continuous improvement	District or school staff will engage in comprehensive alignment of standards, assessments, and instructional content. This alignment could be accompanied by a review and redesign of instructional methods and pedagogy to ensure that the needs of the full spectrum of students (including students with disabilities, English language learners, and students who are academically advanced) will be met. Where a diagnostic analysis indicates a need, the curriculum review and alignment might include instructional coaching, staff development to support effective pedagogy, or implementation of instructional models, such as Dual Language or Primarily Language Literacy. The intervention might also include training in the use of effective formative and summative assessments. Another approach may be to offer tutoring of students outside the school day targeting areas of needed improvement.
Educator Effectiveness	• Ensuring that teachers are effective and able to improve instruction • Using data to inform instruction and for continuous improvement • Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration	Recommendations could be made that district and/or school recruitment, selection, placement, and induction policies and practices reflect turnaround competencies aggregating research on effective teaching. An appropriate intervention might be for a district to redesign the school day to allow for creation of professional learning communities or, alternatively, data teams. A redesigned or extended school day or week might also be considered to give students additional learning time. These interventions, coupled with an effective educator evaluation system, will support collaborative conversations among participants about the nature of teaching and learning (see Sections 3.A and 3.B). Such interactions would lead to decisions and actions rooted in classroom experiences.

		experiences.
Family & Community Involvement	• Providing ongoing mechanisms for family and community engagement	Schools and/or districts will assess culture and structures to ensure relationships with families lead to true collaboration around student achievement. Interventions might include a focus on building relationships, using afterschool and summer programs, linking engagement strategies to learning, addressing community and cultural differences, supporting student, family and teacher communication and, developing a system of shared power and decision-making. Districts could benefit from collaborative partnerships with community organizations, business and service groups, and other districts with successful efforts at engaging diverse communities. Oregon's Family Involvement Matters, a districtwide program for engaging families in school-level planning for instruction and scheduling, and similar efforts may prove useful in these schools.

District & School Structure & Culture	• Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration • Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	Strong culture and supportive, effective structures within districts and schools form the basis on which teaching and learning must be built. Interventions are wide-ranging and may include: reexamining central office support, communications & human resources at the district level; professional development; strengthening leadership; staff development and support; creating a culture of success and high expectations; improving classroom management and using positive behavior support systems; examining discipline policies and their application, with particular attention to subgroups and at risk students; shifting resources to provide additional counseling or wraparound services; and ensuring buildings are safe and accessible.
Technical & Adaptive Leadership	• Providing strong leadership • Using data to inform instruction and for continuous improvement	Recommended interventions might include: school leadership afforded greater flexibility and autonomy by the district over staffing, schedules, and curriculum; creating a strong system for identifying, recruiting, selecting, evaluating, and supporting school leaders who are likely to be successful; forming a leadership team with principal(s) and teachers to bring in multiple strengths; providing the principal with a mentor/coach; and replacing the principal with one who is better suited to the school's needs.

Table 28. Rhode Island

Web site	http://www.ride.ri.gov/Commissioner/DOCUMENTS/RIDE_ESEA_Flexibility_Request_Draft_01182012.pdf
General	Focus Schools Intervention System

Our proposed intervention system treats the category of Focus Schools as one of both opportunity and responsibility for the SEA and LEA. Consequently, Focus Schools travel through the same rigorous process as priority schools. The only differences are that:

1. Focus Schools are eligible for exit after 2 ½ years of implementation (School Year 2013-14), one year earlier than Priority Schools; and

2. Focus Schools have bi-annual data meetings and performance monitoring from RIDE; Priority Schools have quarterly data meetings and performance monitoring.

Focus Schools Diagnostic Screening

Because we identify Focus Schools, in part, based on their achievement and performance gaps, Focus Schools receive the same diagnostic screening services that we provide to Priority Schools. We have intentionally developed the diagnostic screen to yield targeted information about the education needs and the performance of students with disabilities and English Learners.

To that end, LEAs and Focus School will receive targeted information about the performance of English Learners, including:

1. highly disaggregated state-assessment results, including item analysis and student-growth percentiles for English Learner performance over time;

2. ACCESS scores;

3. the performance of English Learners in program and of exited, monitored students;

4. the rates of student exit from program;

5. disproportionality; and

6. English Learner access to linguistically appropriate curriculum rich in both academic content and language-acquisition supports.

We will provide LEAs and Focus Schools with targeted information about the performance of students with disabilities including:

1. disaggregated performance data from the state assessment;

2. graduation and dropout rates;

3. participation and performance on state assessment;

4. suspension and expulsion rates by disability and race;

5. FAPE, percent of children served in the regular-education setting, indicating when a school is not meeting targets; and

6. disproportionality.

Focus Schools Intervention Model Selection

We will require LEAs serving Focus Schools to select intervention strategies that are clearly responsive to the results of the diagnostic screen. Consequently, we will require all Focus Schools with English Learners and students with disabilities exhibiting significant achievement gaps to select intervention strategies that

specifically address the needs of these student populations.

Like Priority Schools, Focus Schools must select from one of three intervention models within 90 days of identification. Focus Schools may select: (1) school closure, (2) restart, or (3) the Flex Model. Closure and restart models are identical for Focus and Priority Schools.

Focus Schools selecting the Flex Model face a set of options similar to those that Priority Schools face; however, Focus Schools must select only three intervention strategies—compared with the seven required for Priority Schools—as part of their school-reform plan (see Strategies for special populations below).

The State System of Support for Low-Performing Districts and Schools

RIDE operates the *Academy for Transformational Leadership* (ATL), a Race to the Top-funded project designed to create a comprehensive, empirically proven service center for all low-performing and struggling schools throughout Rhode Island. The ATL, which is run from within our Office of School Transformation and Innovation, delivers services through a combination of staff support, core state and regional partnerships, and a rich array of vendors under contract with RIDE.

The ATL offers a wide array of services to all Rhode Island schools, but it focuses on low-performing Title I schools that RIDE will identify under the accountability and classification systems that we have described in this flexibility request.

The key support services that the ATL delivers include:

1. *the turnaround leaders program,* which creates a pipeline of highly trained school leaders prepared to work in turnaround environments;

2. *the Summer Professional Development Institute*, which provided 2 weeks of rigorous training to five-person teams from struggling schools;

3. *Additional Professional Development Modules*, which offer targeted professional development of various lengths and on various topics;

4. *the Stage and Regional Partnership Hub,* which connects schools with key community-based organizations, the services available through the Regional Labs, service providers, and state and regional technical assistance;

5. management of an *Approved Provider List*, which connects LEAs with vendors that RIDE has pre-approved based on their track record of success in supporting schools and LEAs through turnaround; and

6. *Diagnostic Screening Services,* which makes the diagnostic screen that we use to identify Focus and Priority Schools available to any struggling school in Rhode Island.

Strategies for special populations	Priority schools must select one from each area; Focus schools must select one from an area of their choice:

Leadership

- Removal of building principal and replacement with a leader with a track record of success in turnaround environments

Support

- Require at least 30 hours of focused professional development on instructional strategies to support students with disabilities and English language learners

Infrastructure

- Implement a school-wide support system in order to improve school safety,

reduce suspensions and drop-outs, and increase school attendance

Content

- Comprehensively improve instructional approach for RTI Tier II/III students including offering focused professional development and implementing a system for student progress monitoring

- Review student course-taking patterns and make substantial changes to school schedule to ensure student access to rigorous academic core

- Increase the length of the school day or year by no less than 300 hours, with a focus on delivery of instruction in core content areas and traditionally underserved students

Priority and focus schools must select no less than two strategies from areas of their choice:

Leadership

- Evaluate the principal and connect him or her with a mentor or appropriate resources to ensure ability to lead the school reform work

- Identify one leader to routinely monitor the implementation and effectiveness of the core curriculum/instruction and services to traditionally underserved students

Support

- Implement a comprehensive ramp-up program for students at-risk of failure or subpopulations with the largest achievement gaps

- Implement comprehensive family and community engagement programs that build capacity of school to improve student academic achievement

- Establish flexible or expanded learning opportunities with a focus on students at risk for failure

Infrastructure

- Reallocate resources to increase support for direct instruction of students at risk for failure

- Improve student transition from middle to high school through summer transition programs or other research-based practices

- Establish a comprehensive system to support struggling teachers with content and pedagogy and teachers of students with disabilities and English Language Learners

Content

- Implementation of instructional monitoring system to ensure that the curriculum is being implemented with fidelity and traditionally underserved students have access to a rigorous academic core

Rhode Island is a member of the World-Class Instructional Design (WIDA) Consortium.

Consequences	Beginning in the 2013-2014 school year, we will classify Focus Schools into one of two categories: "Rising Focus" and "Focus, Caution," based the school's performance against the targets set forth in its approved plan. We will classify as "Rising Focus," those Focus Schools that, over the course of the first year of planning and implementation, have met 80 percent or more of their performance targets, indicating that the implementation of their reform agenda is on track and that they are moving

toward exit.

Alternatively we will classify as "Focus, Caution" those Focus Schools that have failed to reach the 80 percent threshold in meeting their improvement targets. Focus Caution indicates that the reform agenda is falling off track. Focus Schools that are classified and persist for more than two years as "Focus, Caution" schools will advance into priority status and we will require them to implement a more intensive slate of intervention strategies (see Strategies for special populations above).

Table 29. South Carolina

Web site	http://www2.ed.gov/policy/eseaflex/approved-requests/sc-amendment.pdf
General	Note:

CTA—Challenge to Achieve plan for school transformation

CCA—Comprehensive Capacity Assessment

The SCDE will develop a methodology to identify disaggregated data for subsets of students to include race, gender, SES status, disabled, and non-disabled students. The causes of underperformance will be ascertained using historical and current data regarding discipline, teacher retention, academic performance and use of fiscal resources. These data will be coupled with information gathered from the Comprehensive Capacity Assessment (CCA). The CCA will focus on current: 1. Teaching and Learning; 2. Fiscal Management; 3. Recruitment, Development and Retention of Effective Teacher Leaders; 4. Physical Plant Operations; and 5. Parent and Community Engagement. Based on a collation of these data, SCDE can target research-based interventions on root causes.

Focus schools will use this data to develop a focused CTA plan, in collaboration with their TLC. The school's CTA will include specific research-based strategies and interventions to address the identified subgroups. Targeted interventions outlined in the school's CTA plan must be in alignment with the federal turnaround principles and research-proven best practices for the identified subgroups and focus areas. As the school implements its CTA plan, ongoing data will be collected and analyzed to ensure that the identified subgroups are academically performing and on a trajectory to be performing consistently with their cohorts. Focus schools will be required to offer SES through state-approved providers for students not meeting proficiency on state standards in ELA, mathematics, and science.

We will allocate funds to focus schools from 1003(a) to implement interventions to directly address the underachieving subgroups.

The SCDE has partnered with SEDL (formerly the Southwest Educational Development Laboratory) to develop an agency-wide approach to serving districts and schools that are identified as needing assistance in improving student achievement. Previously, various offices within the SCDE have been providing disparate activities based on categorical funding streams or state and federal mandates. The goal of this new effort is to eliminate silos within our structure to focus our school improvement efforts and provide coherent, consistent assistance to our customers. Staff from the offices of Exceptional Children, School Transformation, Federal and State Accountability, and School Leadership have come together to discuss ways to eliminate duplicative, and often competing, services and to reduce burdensome paperwork requirements.

Realizing that systemic and sustained capacity is essential for continued academic success, the DSE is developing a Transformational Leaders Academy. This academy will recruit, train, place, and support principals in our lowest performing schools throughout the state.

Strategies for special populations	The AYP performance requirement subgroup of students with disabilities (SWD) has been problematic for schools and districts in the past. For the 2010−11 school year, only one school district met AYP for the performance of the SWD subgroup. The SCDE's Office of Exceptional Children has devoted a great deal of technical assistance to the districts regarding the strategies and instruction needed to allow students with disabilities to access the general education curriculum. As administrators and teachers are chosen to participate in more

intensive initiatives through the accountability system, we will emphasize the instruction of SWD in the general education curriculum. Appropriate use of peer-reviewed, scientifically based instruction, coupled with appropriate accommodations and modifications, will lead to a closing of the achievement gap between students with and without disabilities. The Office of Exceptional Children, in conjunction with the Office of School Transformation, will provide intensive technical assistance to districts with identified focus schools.

For focus schools with lower ELL achievement, technical assistance and additional professional development is provided as needed based on the review. The Office of Federal and State Accountability will continue to analyze data such as the performance of ELL and former ELL across the state, including performance on statewide tests; proportionality in special programs – special education, gifted and talented; grade retention; and graduation rates. There will continue to be focused professional development efforts to address areas of concern and training on how to appropriately serve and meet the needs of ELL. Training will be provided to both regular classroom teachers where English learners typically spend the majority of the day learning and ESOL teachers who support academic content instruction, along with administrators. Other important staff, such as guidance counselors, special education, gifted and talented, paraprofessionals, and others who work with ELL are often included in trainings.

The Office of Federal and State Accountability will continue to provide instructional television (ITV) shows that provide teachers, schools, and districts free access to training on how to best meet the needs of ELL in South Carolina. Several ITV shows focus on how Title I schools can meet the instructional needs of ELL. Many districts offer renewal credits for teachers that view these instructional television shows and implement new ideas learned into their instructional practices. Additionally, districts and schools can access several resources on our Title III/ESOL website to assist them with supporting the instruction of ELL. http://ed.sc.gov/agency/programs-services/90/ .

Students in the identified subgroups and the lowest performing students will be eligible for SES in focus schools. Choice is also required; a minimum of two schools are to be provided as alternatives to the focus school. Districts with focus schools must set aside 10 percent of their Title I funds for SES and choice unless a lesser amount is approved by the Office of Federal and State Accountability. The SEAs and districts are responsible for ensuring that the available SES providers include some providers that are equipped to serve students with disabilities and students covered under Section 504 with any necessary accommodations, with or without the assistance of the SEA or district. The SEA and each district is responsible for ensuring that eligible LEP students receive SES and language assistance in the provision of those services through either a provider or providers that can serve LEP students with or without the assistance of the district or the SEA.

Consequences	After four years, schools must (1) develop a Challenge to Achieve Plan with research-based strategies to improve subgroup(s) performance and (2) present to State Superintendent and State Board of Education. After three years, the plan is required, but the presentation requirement is not.
	Charter Schools that are identified as priority and/or focus schools due to academic performance are not eligible for support outlined for priority and/or focus schools. If these schools are identified as priority schools for three consecutive years, their respective authorizers will be required to have their charters revoked.

Table 30. South Dakota

Web site	http://www2.ed.gov/policy/eseaflex/approved-requests/sd.pdf
General	Upon identification of Focus Schools, South Dakota will work to ensure that each LEA implements interventions. Based on the analysis of each school's Comprehensive Needs Assessment, student achievement data, student behavior and attendance data, and recommendations from School Support Team members, the district will select differentiated interventions in consultation with SD DOE staff to target the specific needs of the school, its educators and its students, including specific subgroups.

LEAs with 50% or more of their schools designated as Focus will be required to hold 10% of their Title I Part A funds for professional development activities, approved by SD DOE, for the specific Focus Schools.

State Level Support

- Support the Indistar[©] analysis of effective practices

- Ongoing monitoring of school progress

- Determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits Focus status

District Support

- Implement evaluation of principal in Focus School

- Provide adequate resources (human, physical, and fiscal) to assist in the implementation and achievement of school program goals

- Provide professional development opportunities specific to prioritized needs as identified in the comprehensive needs assessment

- Inform the district's board of education and the public on the school's progress towards achieving adequate progress and student achievement

- Provide the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget

School Support

- Utilize Indistar[©] to develop a school transformation plan for implementing the rapid turnaround indicators for continuous improvement

- Implement the South Dakota Multi-Tiered System of Support (South Dakota RTI)

Focus schools will receive support in use of Indistar[©] to develop a school transformation plan focused on rapid turnaround indicators.

SD DOE has developed a tool to monitor LEAs with Priority and Focus Schools. The District Survey of Effective Practice will be submitted twice a year (October 31 and May 31) by district administration (Superintendent, Assistant Superintendent, Federal Programs Director) and will evaluate the practices that occur within the district and its schools.

SD DOE has developed two monitoring documents to monitor Priority and Focus Schools. The School Survey of Effective Practices will be submitted by the principal twice a year (October 31 and May 31) and will evaluate practices within the school. The School Monitoring Checklist will be submitted three times a year (October 31, January 31, and May 31) by the principal and will list the reading, math, and other goals (if necessary) and the benchmarks to meet those goals. Names of assessments (district and school level), along with dates and results,

will be recorded.

The Indistar© system is equipped with a function to allow LEAs and schools to submit reports. SD DOE will have these three monitoring documents uploaded to Indistar©. The districts and schools will be required to submit the monitoring documents on the designated reporting dates. Once a month, SD DOE will check progress of indicators within Indistar for each district and school, as well as provide comments. School Support Team (SST) members assigned by SD DOE will be provided to each school and district to monitor and provide support throughout the process. Each SST member will have access to their specific school or district to view the indicators and reports, and leave comments. Information gleaned from these monitoring reports, along with SST reports, will be used to drive technical assistance and sanctions from the state.

All Title I districts are provided the opportunity to participate in the Academy of Pace Setting Districts. LEAs with Priority Schools will be required to participate in the Academy of Pacesetting Districts which helps districts differentiate their support to the schools by developing an operations manual. Districts may differentiate their support through such means as human resources, fiscal resources and professional development.

The Academy of Pacesetting Districts is designed to build the capacity of school districts to effectively assist schools to make fundamental changes in the ongoing practices of their classrooms and school administration. The Academy is based upon the firm belief that school improvement is best accomplished when directed by the people closest to the students, applying their own ingenuity to achieve the results desired for their students-students they know and care about.

Placing this high level of confidence in the ability of school personnel to chart their own course also requires that the school team is given convenient access to tools, resources, and effective practice, provided within the framework of the Academy. Participation in the Academy of Pacesetting Districts will elevate the level of school reform within the districts, and deepen their understanding of effective practice.

The Academy's content framework wraps around four topical areas:

1. High Standards and Expectations,
2. Teaching and Learning,
3. Information for Decision Making, and
4. Rapid Improvement Support

The primary mission of the Academy is to help the SEAs, LEAs and schools educate children and help them reach their potential. Schools whose students are underperforming need to change what is going on within the school and within each classroom. The Academy is tasked with the job of structuring an experience and a set of events which are designed to increase the capacity of those working in school districts, to envision improving a set of district-level operations connected to what happens within schools.

Indistar© is used to help monitor Priority and Focus schools as well as other low performing schools that choose to use the online tool. Best practice indicators are the focus of Indistar that allows schools to prioritize their needs. Indistar is a web-based tool that guides a district or school team in charting its improvement and managing the continuous improvement process. This system is tailored for the purposes of each state, its districts and its schools. Indistar is premised on the belief that district and school improvement is best accomplished when directed by the people closest to the students. While the State provides a

framework for the process, each school team applies its own ingenuity to achieve the results it desires for its students-the students it knows and cares about. Indistar Rapid improvement is wrapped around indicators of effective practice which are based upon four foundational frames for school improvement: a. School Leadership and Decision Making, b. Curriculum, Assessment and Instructional Planning, c. Classroom Instruction, and d. Community and parent involvement.

Strategies for special populations

To address the needs of English language learners, South Dakota is hosting two World Class Instructional Design and Assessment, or WIDA-sponsored workshops in the 2012-13 school year. These workshops are designed to build capacity at the local level for teachers of English language learners. The first workshop will explore language differentiation during content instruction and assessment. The second will provide an in-depth opportunity to utilize the English language development standards that are tied to the Common Core.

To address the needs of students with disabilities, South Dakota has joined the National Center and State Collaborative (NCSC), a consortium of 19 states which intends to develop a new system of supports including assessment, curriculum, instruction and professional development to help students with disabilities graduate high school ready for postsecondary options. NCSC will create a framework aligned with the Common Core standards that uses scaffolded learning progressions to bring these students towards an understanding of the Common Core concepts. The basis of these scaffolded learning progressions, known as Common Core Connectors, will be made available to states for the 2012-13 school year, and will be followed by lesson plans on key Common Core concepts.

To address the needs of Native American learners, South Dakota has adopted the Oceti Sakowin Essential Understandings and Standards, which are a set of core concepts identified by a representative group of American Indian educators and elders determined to be essential to understanding and teaching the history and culture of South Dakota's Dakota, Lakota and Nakota peoples, or the Oceti Sakowin. The state is working towards implementing these standards across content areas inclusive of the Common Core standards.

Currently, SD DOE is working to create units aligned to the Common Core standards in English language arts at each grade level for each of the seven Oceti Sakowin Essential Understandings and Standards. The units will be completed and rolled out during the Indian Education Summit, with a goal to roll out during the fall 2012 summit. As part of this process, SD DOE has engaged in a partnership with the Smithsonian's National Museum of the American Indian to identify artifacts and resources from the museum's collection to assist the state's educators in building learning opportunities that allow Native American students to see themselves in the curriculum.

Upon completion of the units in ELA, SD DOE plans to expand the project, as funds and resources allow, to create units in mathematics, as well as other content areas. Infusion of concepts from the Essential Understandings into ELA, math and other content areas provides an additional gateway for Native American students, specifically, to access the Common Core and other state standards in a manner that is engaging and relevant to them.

Separately, SD DOE has engaged one of the Education Service Agencies to lead a Curriculum Curation effort that will build the capacity of educators at the local level. Through the Curriculum Curation effort, a team of educators will design a blueprint for delivering the Common Core standards for each subject and each grade level. This blueprint will help teachers know what to teach and when to teach it. The teams also will curate suggested resources to be used in

conjunction with the blueprint. The resources will be selected to meet the principles of Universal Design for Learning and allow for differentiation of instruction to meet the needs of all learners, including students with disabilities, English language learners and Native American students. These curated resources will be readily accessible to all South Dakota teachers.

Recognizing that *access alone* will not be enough to ensure college- and career-readiness in every student's case, SD DOE and the South Dakota Board of Regents (SD BOR) have developed a safety net at the high school level to identify and support students who need to further hone their English and math skills. Working collaboratively, SD DOE and SD BOR will identify students whose junior-year ACT scores indicate that they will require remediation upon entering the state's university system. SD DOE and SD BOR will contact these students and their parents to present available options. One of the options will be accessing high-quality coursework through the state-operated South Dakota Virtual School to assist the students in building their skills before leaving high school. Local school districts will be a full partner in this collaborative, as all Virtual School course registrations flow through the local education agency. South Dakota Virtual School offers a full menu of courses required for high school graduation, including remedial courses and credit recovery courses, as well as first-time credit. All of the courses are aligned to the state's academic standards, inclusive of the Common Core standards in English language arts and mathematics, and are taught by a highly qualified teacher. Many of the courses are available in eight different languages, and courses are also accessible for students with visual and/or auditory impairments.

Consequences	For those schools that remain Focus Schools from year to year, interventions will be repeated. After three years as a Focus School, if a school does not get out of the ranking, SD DOE will move the school into Priority School status.

Table 31. Tennessee

Web site	http://www2.ed.gov/policy/eseaflex/approved-requests/tn.pdf
General	Note:

FSC—Field Service Center

All focus schools will have their names published in a list distributed to the public on the state's website and will have a "focus" designation on the school report card.

We will be providing direct support and technical assistance to ensure that each LEA identifies the needs of its focus schools and their students and responds to those needs, particularly for the highest-need subgroups. These efforts will be led by TDOE's office of district support and the Field Service Centers.

TDOE will communicate directly with each school regarding the specific achievement gaps or other reasons that led to their inclusion on the Focus list and notifying the respective LEAs as well. Once the schools are announced, LEAs—with the support of TDOE's Field Service Center staff - will be required to conduct a root cause analysis of the achievement gaps within focus schools and across the LEA as a whole (e.g., a large achievement gap at a high school might be rooted in the feeder middle school). In order to ensure these plans will be effective, FSCs will work with LEAs to identify schools with that have common characteristics to the LEAs' focus schools but are achieving much better results, in order to learn from the higher-performing schools. FSCs will seek to identify schools at the same level (e.g., elementary schools with other elementary schools) and similar needs, so that the plans that the LEAs design and implement will have the greatest possible chance of success. Moreover, TDOE and the FSCs will look for initiatives that have proven effective among Reward schools that have successfully made strides in closing achievement gaps in similarly situated sub-groups. Based on this analysis, LEAs must submit one LEA improvement plan that includes school level improvement plans for their designated focus schools.

The School Improvement Planning process aligns with TDOE's philosophy that LEAs are best positioned to support schools, that the state is best positioned to support LEAs in need, and that the state plays a critical coordination role. School level plans are submitted to the LEA for review and support. LEA plans are submitted to the Field Service Centers for review and support. Those LEAs that are making progress, but not meeting goals, as well as LEAs that are failing to make progress receive direct assistance in the planning process from TDOE. School and system improvement plans (SIPs) contain the required Title I components and these components are monitored by TDOE staff during district visits.

LEAs will also have the opportunity to submit more detailed version of their plan as part of a competitive grant process. Grants of approximately $100,000 per school will be offered to LEAs with focus schools on a competitive basis. TDOE will fund these competitive grants from a combination of Title I, Part A, 1003 (a) school improvement funds, Race to the Top funds, and/or state funds to approximately 100 focus schools.21 Plans submitted for the grant process will be competitive if they have realistic and ambitious plans to take on some of the following initiatives: time on task; extended school day; cultural competency education; co-teaching opportunities; family support/community services; continued root cause analyses; feeder pattern analyses; inter-school strategic staffing of school leaders and teachers; intra-school strategic staffing of teachers.

For Focus schools, we believe the most effective lever for change will be public accountability through the report card, the publication of lists, and overall transparency of data and information, including an annual publication of the progress of all identified Focus schools. There are 169 focus schools across over 60 LEAs in our initial, draft list. Because of the dispersion of focus schools, it makes sense for TDOE to work with LEAs to determine a system for monitoring focus schools' progress, where clear goals and interim benchmarks would be mutually agreed upon between TDOE and the LEA, and the LEA would be held responsible for monitoring and reporting progress. If progress is insufficient, TDOE will provide additional technical assistance to LEAs through FSC staff with expertise in strategies for improving achievement for specific subgroups of students. In addition, for the Focus schools that will be receiving competitive grant funds, their interventions through these funds will be monitored through either the First to the Top office or through the federal programs office (depending on whether the ultimate source of funding will be Race to the Top or SIG funding). LEAs that received funding for focus schools through the competitive grant process will have set a timeline for results in their application. If there is insufficient progress in these focus schools, TDOE has the right to revoke the grant.

External Providers

When we use external providers of technical assistance and other services, we will be monitoring performance closely through the federal programs team. The Achievement School District is already vetting all charter applicants through a rigorous new process from the National Association of Charter School Authorizers (NACSA). To get a sense of the rigor applied through this process, in the first round of this process only 3 charter organizations were advanced out of 8 applicants. Similarly, TDOE intends to create other rigorous review mechanisms to assess any external Providers selected by LEAs and funded by SIG or Race to the Top funds. All external providers must be signed off on by TDOE. Generally, we plan to reduce reliance on external providers, and build greater capacity internally to provide technical assistance. To this end, we have already cancelled one of our provider contracts. More broadly, all LEAs in Tennessee will have the authority to decide if and how they wish to provide public school choice and choice-related transportation to students attending Title I schools. LEAs may also provide extended learning time or targeted remediation services that specifically address the student's individual academic needs. We will track the performance of students receiving supplemental education services and provide transparent information to LEAs so they can make the best possible decisions.

Strategies for special populations	The key element of our strategy to ensure continuous improvement in other Title I schools is through the monitoring and technical assistance provided by our 9 regional Field Service Centers (FSCs). Increasing the number of regional staff will ensure that LEAs have more individual support; doing so in house will ensure that the support provided is always high quality. TDOE will place a particular focus in building FSC capacity in: technical assistance, data support, and content area specialists (e.g., English Learners, students with disabilities, K-8 Math, etc.).

FSCs will work with LEAs to build capacity and ensure they can in turn effectively manage their schools. The study council structure provides a key opportunity to build capacity in this and other areas. Each FSC region has a superintendents study council, a supervisors study council, and a principals study council, in which all of the leaders in those positions for that region participate.

As a member of the Common English Language Acquisition Standards (CELAS) state consortium, Tennessee is collaborating with 16 other states and CCSSO to develop the new set of standards aligned with the CCSS. Tennessee is also a

member of the Worldwide International Design Assessment (WIDA) Consortium.

Tennessee has joined, along with 18 other states, the National Center and State Collaborative (NCSC; see http://www.cehd.umn.edu/nceo/projects/NCSC/NCSC.html) , a consortium which intends to develop a new system of supports—including assessment, curriculum, instruction, and PD to help them graduate high school ready for postsecondary options.

The state will thus convene a committee to devise an intervention and support plan which will focus on providing remedial and "bridge" coursework in twelfth grade for students who are not on track to graduate at the college- and career-ready (CCR) level. In December 2011, we began working with four other states through the Gates-Southern Regional Education Board (SREB) College Transition Course Project on the development of bridge coursework modules to be available for use for the 2013-14 school year. The committee will also study the correlation between CCR and certain early signs (like attendance and course completion) to determine the "flags" that indicate when a student is unlikely to meet the CCR goal.

Some examples of technical assistance provided:

- Data Professional Development was provided to teams from all High Priority Schools to assist the schools in determining which students are in need of more assistance to become proficient or advanced. In particular, this training provided the schools with collaborative methods to display and discuss data so that all teachers (special education and regular education) can work together to increase the achievement of special education students. These data trainings also reiterated the need for a paradigm shift of special education teachers to be sure that they were teaching the current grade level standards (common core). They allowed high priority schools to better determine what students needed tutoring, movement to higher levels in response to intervention, and other issues that involved assistance to special education students. Finally, they provided a data-driven foundation for determining additional resources needed. Many high priority schools purchased additional intervention software to assist special education students and other students that were not proficient in mathematics and RLA.

- Job Embedded Professional Development regarding inclusion was provided by coaches and content specialist to assist regular education and special education teachers. This professional development has helped both sets of teachers to determine how they can best use their skills and knowledge to increase the achievement of the special education students including pedagogy sharing from special education teachers and content sharing from regular education teachers. The collaborative process of teaching in an inclusion classroom was also presented.

- Content professional development in Mathematics and RLA to increase teacher knowledge and pedagogy skills required with the move to Common Core Standards was presented. This professional development allows all teachers (special and regular education) to be sure that they have the knowledge and skills necessary to teach the Common Core standards. Appropriate instruction of the common core standards, using a variety of pedagogical skills, is necessary for special education students to be able to perform at the proficient/advanced level on the TCAP state assessment.

Consequences

Each year, we will publish the results of all identified Focus schools so that the public can clearly see the progress they are making. For focus schools where the

gaps widen or little progress is being made, TDOE officials will meet in-person with the LEA to review their improvement plans and to assist with plan revisions, if needed. Improvement plans must be approved by TDOE.

If a school has failed to make progress in the achievement of the sub-group or sub-groups of students which led to its identification on the focus list in the first place, it will remain in focus status and automatically be included in the next focus list identified by the TDOE.

LEAs that received funding for focus schools through the competitive grant process will have set a timeline for results in their application. If there is insufficient progress in these focus schools, TDOE has the right to revoke the grant.

Table 32. Utah

Web site	http://www2.ed.gov/policy/eseaflex/ut.pdf

General	Note:

USOE—Utah State Office of Education

UCAS—Utah Comprehensive Accountability System

Process

Utah will implement the same Title I school improvement process that is currently in place. This process has been successful in turning around every Title I school identified in need of improvement within four years as demonstrated by participating schools achieving adequate yearly progress for at least two consecutive years and exiting Title I school improvement status. One evidence of the successful nature of Utah's Title I school improvement process is that no schools in improvement have moved to Corrective Action in the last three years.

Key Components of Utah's Title I School Improvement process include:

- Schools are required to form a school leadership team

- Schools provide parent notification that the school has been identified as a Title I Focus School with information on how parents can support their student's achievement and how to provide input into the school improvement process

- Schools/LEAs are required to contract with an external school support team (SST) made up of distinguished educators that include current and former superintendents, principals, teachers, specialists in curriculum and instruction, ELL, and SWD, community representatives, and representatives from higher education; each SST is to include at least one LEA member

- Schools are required to participate in a comprehensive school appraisal conducted by the SST; this appraisal tool is research-based to focus on those components that have the greatest potential impact on student achievement

- The SST works with the school leadership team to develop/revise the school improvement plan

- The LEA peer review team will examine for content and approve or request revisions of the school improvement plan before submitting to the USOE

- The LEA will present to the local school board the approved school improvement plan

- Focus Schools will be required to utilize Utah's web-based Tracker system that facilitates quality planning and progress monitoring of the school improvement plan implementation

- The LEA and the SST team leader work with the school to implement the school improvement plan and provide Quarterly Progress Reports to the SEA

- The USOE will provide a two year Title I school improvement grant of $100,000 to support school improvement efforts

- The USOE provides a follow-up review of all school improvement plans to ensure compliance and potential for success

- The USOE provides intensive professional development to school teams that include LEA staff, principals, coaches, and teachers

- The USOE provides ongoing technical assistance to LEAs and Focus Schools

- The USOE monitors implementation of school improvement plans and annual achievement results of each Title I Focus School.

<u>Notification to Parents of Focus Schools</u>

Fourteen days prior to the first day of school the school will notify parents that the school has been identified as a Title I Focus School.

<u>Improvement Plan Development</u>

Within the first 90 days of the school year, the school will establish its school leadership team, contract with the SST, conduct the appraisal, revise the school improvement plan, present the school improvement plan to the school board, and submit its LEA approved school improvement plan to the USOE.

<u>Quarterly Progress Reports</u>

Utilizing the Utah web-based Tracker system, schools work with the SST team leader and LEA to complete Quarterly Progress Reports on the implementation of the school improvement plan.

<u>SEA Monitoring of Focus Schools</u>

At least annually the USOE Title I team will conduct an on-site monitoring and technical assistance visit to each Focus School. Each visit will include an in-depth interview of the principal, focus group interviews of teachers, parents, and students (at the high school level), and classroom observations tied to the appraisal rubrics and best practices of instructional delivery.

<u>Annual Review of School Progress</u>

The USOE will annually review the achievement and growth of each Focus School as measured by the UCAS to determine the school's progress toward exiting Focus School status.

Any Title I school that does not achieve its AMOs for two consecutive years will be required to revise its school improvement plan to address the reason(s) the school did not achieve its AMOs. The LEA for each of the Title I schools required to revise its school improvement plan will conduct a peer review of the proposed plan revisions and will present the revised school improvement plan to the local board of education. The USOE will strongly encourage LEAs to work with the schools that have not achieved AMOs for two consecutive years to implement the Title I school improvement system of support, including contracting with an SST and participation in a comprehensive school appraisal.

The USOE provides the following annual activities to ensure comprehensive monitoring of and technical assistance for LEA implementation of interventions in priority and focus schools:

- September: mandatory training to LEAs and school teams regarding the requirements and timeline related to the school improvement process and implementation of interventions

- Late fall: the USOE reviews the LEA approved school improvement plans following the presentation to the local school board to ensure compliance and potential for success

- Priority Schools: the USOE conducts at least two on-site monitoring and

technical assistance visits to each Priority School. These visits include: a comprehensive interview with the principal; focus groups with teachers, parents, and students; and classroom observations

- Focus Schools: the USOE conducts at least one on-site monitoring and technical assistance visits to each Focus School. These visits include: an interview with the principal; focus groups with teachers and parents; and classroom observations

- Review the electronic school improvement plans and progress reports that are part of the web-based Utah Tracker System

Holding LEAs Accountable

The USOE will take the following steps to ensure that LEAs are accountable for improving school and student performance, particularly for turning around Priority and Focus Schools:

- The USOE requires LEA participation in the school improvement appraisal and planning process

- The USOE requires LEA participation in the mandatory training meetings for all Priority and Focus Schools

- The USOE requires the LEA to present the revised school improvement plan to the local board of education; LEAs provide evidence to the USOE indicating that this step has been completed

- The USOE will monitor, at least once annually, each LEA that has Priority or Focus Schools to ensure implementation of required interventions and LEA technical assistance to the schools

- The USOE will review the Quarterly Progress Reports submitted for each Priority and Focus School to ensure that the school improvement activities outlined in each school improvement plan is being implemented

Ensuring Sufficient Support

The Title I section at the USOE utilizes funds from the state set aside for school improvement (1003(a) and 1003(g) to support cross-agency targeted, collaborative professional development efforts that ensure that LEAs and schools have sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system.

- **School Support Team Training**: The USOE provides annual training in the school support team (SST) process. Applicants, including distinguished educators, participate in this training in order to receive state approval to serve as an SST member or team leader. Because LEAs have recognized the quality and value of this training, approximately one-third of Utah's school districts have sent LEA leaders to participate in the training in order to better support struggling Title I schools.

- **Title I Leadership Institute**: The USOE provides a Title I Leadership Institute for Title I principals that addresses key leadership skills. This Institute strengthens the principals' abilities and skills to lead school improvement and to ensure strong instructional delivery. The first priority for participation in the Title I Leadership Institutes is principals of Priority and Focus Schools. If there is space available, the next priority is to involve principals from Title I schools that are not identified as Priority or Focus, but have not achieved AMOs or have significant achievement gaps.

- **Title I Coaching Institute**: The USOE provides a Title I Coaching Institute for instructional coaches in Title I schools that strengthen the coaches' abilities and skills to enhance the quality of instructional delivery in the school. The first priority for participation in the Title I Coaching Institute is instructional coaches from Priority and Focus Schools. If there is space available, the next priority is to involve instructional coaches from Title I schools that are not identified as Priority or Focus, but have not achieved AMOs or have significant achievement gaps.

Strategies for special populations	Utah is a member of the World-Class Instructional Design (WIDA) Consortium. Professional Learning Communities Utah teachers are commonly engaged in Professional Learning Communities (PLCs). Local districts have invested a great deal of time and resources setting up structures and engaging in professional development to implement PLCs effectively. The USOE specialists and LEA leaders have been modeling strategies of studying student work, using tuning protocols, and designing lessons as ways to make the work of PLCs more productive in implementing CCSS. District superintendents have charged their schools with using PLC time for this purpose and the USOE specialists are modeling the use of data and discussion protocols to aide in this process. The USOE Special Education section has also participated in PLCs with other State agency staff around the subjects of CCSS, Data, and Instructional Assistive Technology; work from these PLCs is guiding the USOE and the Utah Personnel Development Center actions for providing technical assistance materials, professional development, and policy development for students with disabilities. Title III (Alternative Language Services) staff have been actively involved in establishing PLC's with regards to WIDA trainer of Trainers training. Twenty –one trainers attended concentrated professional development to assist in training teachers state-wide in WIDA Standards. Further, Title III staff traveled state-wide to train teacher in Sheltered Instruction (SIOP). Trainings for Alternative Language Services (ALS) Directors and school administrators were conducted to better equip them to provide support for Title III PLC's. A survey will be conducted in districts during April 2012 to see how the structure and process of PLCs have aided in educators' CCSS implementation efforts. Trainer of Trainers for Alternative Language Services USOE Title III (Alternative Language Services) staff has been actively involved in developing and implementing a trainer of trainers model for WIDA training. Twenty-one trainers attended concentrated professional development to assist in supporting teachers state-wide on the effective use of WIDA standards. Further, Title III staff members traveled statewide to support LEAs in their use of Sheltered Instruction (SIOP) strategies. These SIOP strategies have also been cross-walked with the new Utah Effective Teaching Standards to look for high leverage instructional strategies that can be a focus for all teachers to ensure that English language learners are getting the kind of instruction that leads to higher levels of student achievement. USOE Collaboration in Quality Professional Development The Title I section of the USOE has historically partnered with colleagues in Special Education and Title III to ensure that quality professional development opportunities are available that address the instructional needs of teachers who serve students with disabilities, English language learners, and economically disadvantaged students. Participating schools are required to send a school team with representation from administration, special education, English language learners, and general education teachers.
Consequences	Not specified

Table 33. Virginia

Web site	http://www2.ed.gov/policy/eseaflex/approved-requests/va.pdf
General	Note:

Note:

    OSI—Office of School Improvement

    Division—school district

    SOL—Standards of Learning, including Standards of Learning tests

Focus schools will be required to work closely with a state-approved contractor and division team to develop, implement, and monitor intervention strategies designed to improve the performance of students identified as in danger of not meeting the academic achievement expectations or at risk of dropping out of school.

Virginia's Focus School Improvement Process

Virginia emphasizes the participation and continuous involvement of division-level administrators in the school improvement process as well as targeted interventions at the school-level for students at-risk for not passing a grade-level assessment including students with disabilities and English language learners. In Virginia's successful school improvement process, the state works directly with division-level staff to ensure processes are in place to support the improvement of schools (the state builds capacity at the division level), and then supports the division in working with its schools to ensure improvement is achieved for all students (the division builds capacity at the school level).

Virginia embarked on building state capacity to implement the model that will be used to improve focus schools over the past ten years. Specifically, the work began with the academic review process in 2000. In 2011, Virginia's accreditation benchmarks were revised to include high school graduation benchmarks. The academic review process was revised to include actions for those high schools not meeting graduation targets. this process, Virginia has leveraged the human capacity needed to implement the work by contracting with outstanding retired educators with experience in working with high-poverty and high achievement schools. In addition, Virginia has leveraged other federal resources, such as the Appalachia Regional Comprehensive Center (ARCC) and the Center on Innovation and Improvement, for the past six years in order to build state and division capacity to support low-performing schools. This work, in part, is based on the work of William Slotnik as published by the Community Training and Assistance Center (CTAC). The reform efforts in Virginia are designed to build capacity of the school division to make sustained improvement in the areas of student achievement; strategic management and policy; leadership; human resources development and management; and stakeholder satisfaction and ownership.

Virginia used the ARCC process tool, the Transitional Change Map. The Transitional Change Map customizes the change strategies around the need to change, improve, or replace an entire subsystem (school improvement efforts) within the organization (the division). The process of using the change map begins by conducting needs sensing interviews with divisions. The process determines the level of support needed to effect change at the division-level.

The needs sensing interview is conducted by VDOE division liaisons. Liaisons (contractors) are highly skilled educators who are trained and assigned to work with division teams to support schools in improvement. These contractors provide guidance regarding the division's improvement efforts. The contractors model assistance to the schools, if needed, until the division team can do so on their own. Activities that the VDOE division liaisons might be involved with include site visits, modeling teacher practices, modeling data analysis, assistance with developing and monitoring division and school improvement plans, and recommending outside

differentiated technical assistance provided by OSI. VDOE division liaisons are funded by state funds earmarked for school accreditation and federal funds earmarked for school improvement administrative expenditures. VDOE‟s OSI supports its division liaisons via meetings, webinars, book studies, the OSI Technical Assistance Guide, newsletters, partnerships, site visits, and individualized technical assistance focused on division liaisons‟ needs. For focus schools, only contractors approved by the OSI will be used and OSI will match the contractor with the needs of the school and division. Contractors meet with the OSI at least five times during the school year and again in the summer to ensure fidelity of implementation.

At the beginning of the academic year, each division with one or more focus schools will be assigned an external VDOE contractor. The contractor will facilitate the needs sensing interview with key division staff. The needs sensing interview is based on the following areas presented in the change map:

- Strategic planning;
- System organization;
- Leadership;
- Curriculum, instructional practices, and services (including targeted interventions for students with disabilities and English language learners); and
- Professional development (including developing research-based teacher evaluation systems that support teacher improvement and effectiveness).

At the beginning of the academic year, each division with one or more focus schools will be assigned an external VDOE contractor. The contractor will facilitate the needs sensing interview with key division staff. The needs sensing interview is based on the following areas presented in the change map:

- Strategic planning;
- System organization;
- Leadership;
- Curriculum, instructional practices, and services (including targeted interventions for students with disabilities and English language learners); and
- Professional development (including developing research-based teacher evaluation systems that support teacher improvement and effectiveness).

Information gleaned from the needs sensing interview will be used to determine whether a division is operating at the *exploration, emerging, full,* or *sustainability* level of implementation for each theory of action component. The interview will enable the division to engage in reflective practice by identifying specific needs at both the division- and school-levels.

The division will be required to convene a division team comprised of administrators or other key staff representing Title I, instruction, special education, and English language learners. Using the results of the needs sensing interview, the division team will be tasked with developing, implementing, and monitoring the division improvement plan using the CII Web-based planning, monitoring and implementation tool, Indistar©. The Indistar tool includes division-level indicators that are aligned with rapid improvement school indicators. These research-based indicators will serve as the foundation for the support needed to implement strategies to reduce proficiency gaps and create full division-level sustainability for reform efforts. Indistar is also available to non-Title I schools not meeting proficiency gap group targets or participation rates as well. An overview of Indistar including the portal page, indicators, an example of Wise Ways, an example of a division improvement plan, and

an example of a school improvement plan is available at the following Web site:

http://www.doe.virginia.gov/support/school_improvement/planning/waiver_request/x1_indistar.pdf

Each division will select indicators based on their specific needs. Not all indicators are selected. The division liaison will work with the division team to select the most appropriate indicators.

Each focus school will have a school-level team that will receive support and monitoring from the division team. The division will engage a VDOE-assigned and state-approved contractor via a Memorandum of Understanding (MOU) with VDOE. The contractor will help the division and school build their capacity to support leadership practices to support improved teacher effectiveness:

1. Provide leadership and teacher professional development focused on what evidence to look for when observing classrooms; coaching for literacy and mathematics; effective modeling practices; planning based on classroom observations; research-based intervention practices; and, response to intervention;

2. Provide implementation support and coaching throughout the year for principals and teachers. Model effective practices and provide guided practice until practices are in-place independently of the contractor;

3. Provide modeling to principals in providing feedback to teachers, and provide guided practice to principals until the principal is able to exhibit practices independently;

4. Implement, monitor, and support an intervention model at the school-level with a focus on students with disabilities and English language learners; and

5. Build the division's capacity to support low-performing schools and increase student achievement.

The school must develop an intervention strategy for students who have failed an SOL assessment in the past, with a special focus on low performing subgroups. This includes students who are identified as below grade level on the Algebra Readiness Diagnostic Test (Grades 5-8) or the Phonological Awareness Literacy Screening (K-3). Each focus school will be required to regularly analyze a variety of data points to make strategic, data-driven decisions to implement needed interventions for identified students including students with disabilities and English language learners. Analysis of the data points from these reports will be used by school improvement teams each quarter to adjust school- and division-level improvement plans to address emerging needs of the focus school(s).

To allow the state to better monitor school improvement progress throughout the school year and over the course of the interventions, division teams and school teams of focus schools will be required to use Indistar$^©$, which is an online portal created and managed by the Center on Innovation and Improvement. Indistar$^©$ will be required for focus schools and division staff to develop, coordinate, track, and report division- and school-level improvement activities. A number of evidence-based practices and indicators are provided to inform improvement efforts. Indistar$^©$ will be used to collect meeting minutes, professional development activities, strategies for extending learning opportunities, parent activities, and indicators of effective leadership and instructional practice. Indistar$^©$ also provides online tutorials on the indicators, including video of teachers, principals, and teams demonstrating the indicators. Many of the videos were taped in Virginia schools. Virginia's Rapid Improvement indicators for focus schools allow the school/division to select a set of indicators that differentiate the actions needed for improvement. In addition, Virginia has created a portal in Indistar$^©$ to collect meeting minutes, quarterly data, and other data throughout the

year. One other advantage of using Indistar[©] is the use of "Wise Ways". This is a short written summary that provides the reader with the research behind each indicator. An overview of Indistar[©] including the portal page, indicators, an example of Wise Ways, an example of a division improvement plan and an example of a school improvement plan is available at the following Web site:
http://www.doe.virginia.gov/support/school_improvement/planning/waiver_request/x1_indistar.pdf.

The Office of School Improvement will continue to collaborate with The College of William and Mary to support and develop leadership at the division level through the Division Leadership Support Team (DLST) Project. The goal of the project is to achieve efficient and effective division policies, programs, and practices to enhance growth in student learning through differentiated support to schools. Each participating division leadership team will receive ongoing support from a VDOE division liaison with extensive experience in public education. Using the Indistar[©] district improvement indicators as a foundation, the VDOE works with a division liaison to assist the division leadership team with developing a formalized system of support reflecting best practices to promote and support positive change at the central office and school level. The system can also be customized to reflect individualized division or school indicators of effective practice or rubrics for assessment.

The school and division support teams will be tasked with developing, implementing, and monitoring the school and division improvement plan. The division liaison will facilitate the process and will ask for OSI support if needed. OSI will provide ongoing technical assistance through webinars and technical assistance visits/training throughout the year. Technical assistance recommended by division liaisons and VDOE may include one or more of the following:

1. **Peer mentors—**The school/division may be paired with a similar school/division performing highly in an area of identified need in order to help the school learn new skills via a mentor/mentee relationship.

2. **Direct technical assistance—**Office of School Improvement staff and/or technical assistance team members may provide targeted assistance via telephone, e-mail, on-site visit, or a combination of these methods. Technical assistance can address a variety of topics including, but not limited to, the webinar topics described below.

3. **Webinar series—**Division liaisons may choose one or more series of webinars to be attended by the principal and other school and division leaders as needed. It is recommended that the division liaison invite division staff including the division's representative for the school's team to attend webinars.

A corps of contractors will develop and deliver webinar series as well as provide on-site technical assistance to schools. Differentiated Technical Assistance Team (DTAT) members are selected based on expertise in one or more areas of technical assistance, as well as their availability to devote time exclusively to technical assistance. The DTAT provides assistance in the following areas:

- Co-teaching and Inclusive Practices
- Instructional Preparation
- Instructional Delivery
- Formative Assessment
- Differentiated Instruction
- Student Engagement

- Leadership
- Scheduling - Elementary schools
- Training for School Improvement Teams

The OSI has established an intra-agency technical assistance team to meet on a quarterly basis. The technical assistance team includes representatives from Special Education, Student Support, Instruction, Response to Intervention, Safe and Supportive Schools, and Program Administration and Accountability. The purpose of the team is to share information about resources and technical assistance to better coordinate VDOE support of schools. The VDOE technical assistance team responds to specific technical assistance needs that are identified throughout the year and/or that may not be addressed by existing menu items from the technical assistance menu.

Focus schools will be required to use an electronic query system that provides principals with data needed to make data-driven decisions at the school-level. Each focus and priority school will be required to analyze a variety of data points on a quarterly basis using the "Virginia Dashboard," a Web-based data analysis and reporting tool. School and division teams will use the tool to make strategic, data-driven decisions to implement needed interventions for students who: 1) are not meeting expected growth measures; 2) are at risk of failure; or 3) at risk of dropping out of school. In addition, the Virginia Dashboard allows the school leadership team to follow interventions throughout the year to determine their effectiveness. The Virginia Dashboard generates monthly reports which include, at a minimum, the following forms of data:

- Student attendance;
- Teacher attendance;
- Benchmark results;
- Reading and mathematics grades;
- Student discipline reports;
- Phonological Awareness Literacy Screening (PALS) data;
- World-Class Instructional Design and Assessment (WIDA) data for ELL students;
- Student transfer data; and
- Student Intervention participation by intervention type

Analysis of the data points from the quarterly reporting system will be used by school improvement teams each quarter, and if needed, monthly, to respond to the following questions:
- Based upon analysis of data in your benchmark results and grade distribution, do you need to assign additional tasks for your current indicators?
- Based upon analysis of data in your benchmark results, grade distribution, formative and summative assessments, which indicators will be added to your Indistar[©] online plan to address or modify your current plan?
- Correspondingly, what Indistar[©] tasks will the school, through the principal, the governance committee, or the school improvement team, initiate in each of the Indistar[©] indicators identified above?
- What is the progress of your students needing intervention? What specific tiered interventions are being put in place as the result of your data analysis?
- What plan is in place to monitor this process?

The state provides support to schools missing Standards of Accreditation targets through the academic review process and requires divisions with priority and focus schools to hire partners to assist in the implementation of improvement strategies. The state will give priority to divisions with schools identified as priority schools in the awarding of Section 1003(a) and 1003(g) school improvement funds, as available. To supplement the amount the state may award to divisions with priority schools, these divisions may also reserve an appropriate portion of their Title I, Part A, funds, not to exceed 20 percent as currently allowable under ESEA, to implement the requirements of the turnaround principles or one of the four USED intervention models. If 1003(a) funds remain available after awarding funds to divisions with priority schools, the state will prioritize remaining 1003(a) funds for awards to divisions with focus schools that have the greatest subgroup performance gaps. These divisions may also reserve an appropriate portion of their Title I, Part A, funds, not to exceed 20 percent, to: 1) hire a state-approved contractor to provide guidance and technical assistance in the improvement planning process and in the implementation of strategies to improve the performance of proficiency gap groups and individual subgroups; and 2) carry-out the implementation and monitoring of improvement strategies.

Title I high schools that do not meet the federal graduation indicator rate will be required to use the Virginia Early Warning System (VEWS) to plan, monitor and implement a plan for improvement. More information on VEWS can be found at the following Web site: http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml. The VEWS indicators are based upon predictors of drop out and graduation that have been validated by national research and by four Virginia school divisions that participated in a pilot program. The VEWS data provide quarterly reports to the school team to track progress on selected indicators.

Strategies for special populations

Virginia is a member of the World-Class Instructional Design (WIDA) Consortium.

If a school does not have an adaptive reading assessment program to determine student growth at least quarterly, one approved by the Department of Education will be required for students who failed the SOL assessment in the previous year, with a particular focus on underperforming subgroups. Schools in improvement are currently using an online computer adaptive testing (CAT) system that administers short tests to determine each student's overall reading ability. The system adjusts the difficulty of questions based on performance, and tracks the performance of individual students, classrooms, and the school over time. Students are assessed monthly and then grouped by tiers and skills needed. This information provides data to develop and focus on interventions for those students who are most at risk.

All focus schools with grade 5 or higher will be required to use the *Algebra Readiness Diagnostic Test* (ARDT) provided by VDOE. This Web-based application employs a computer adaptive testing engine to help determine student proficiency in mathematics. It will be required for students who failed the SOL assessment in the previous year, students with disabilities, and English language learners. The application draws from a pool of over 2000 test items in real time. The test items are correlated to the new Mathematics Standards of Learning for grades 3, 4, 5, 6, 7, 8 and Algebra I and were reviewed by a group of Virginia educators for accuracy and validity. Beginning in the 2012-2013 school year, technology enhanced items will be added to the ARDT. Results from the diagnostic test are available immediately and provide information correlated to the Standards of Learning reporting categories. This information provides data to develop and focus on interventions for those students who are most at risk.

Assistance to All At-Risk Students

Virginia leverages both state and federal funds to address the needs of all students, with particular emphasis on supporting at-risk students. This support is provided to all

students, including students with disabilities, ELLs, and economically disadvantaged students. Among the state-funded initiatives are:

- **Project Graduation**, which provides remedial instruction and assessment opportunities for students at risk of not meeting the Commonwealth's diploma requirements. Project Graduation includes remedial academies during the school year and summer.

- **Algebra Readiness Initiative**, which provides assistance in preparing students for success in algebra. School divisions are eligible for incentive payments to provide mathematics intervention services to students in grades 6-9 who are at-risk of failing the Algebra I end-of-course test as demonstrated by their individual performance on diagnostic tests that have been approved by the Virginia Department of Education.

- **Virginia Preschool Initiative**, which distributes state funds to schools and community-based organizations to provide quality preschool programs for at-risk four-year-olds not served by Head Start.

- **Early Intervention Reading Initiative**, which provides early reading intervention services to students in kindergarten through the third grade who demonstrate reading deficiencies reflected in each student's performance on the Phonological and Literacy Screening (PALS) assessment. In the 2012 legislative session, Governor McDonnell proposed an additional $8.2 million over two years to the Early Intervention Reading Initiative to provide reading interventions for all students in grades K – 3 who demonstrate a need for the services. A proposed revision to Virginia's *Standards of Quality* would require that students in grades 3 and 4 who demonstrate reading deficiencies receive remediation prior to being promoted from grade 3 to 4 or grade 4 to 5.

- Additionally, **Virginia's Early Warning System** relies on readily available data – housed at the school – to predict which students are at risk for dropping out of high school; target resources at the school- and division-level to support students not on track to graduate while they are still in school and before they drop out; and examine patterns and identify school climate issues that may contribute to disproportionate dropout rates.

General instruction, special education, and English as a second language (ESL) staff at the Department of Education work closely to ensure that materials developed and professional development provided serve students with disabilities and LEP students. A number of resources and services are also available to schools to assist teachers in helping LEP students demonstrate their ability to understand, read, and write English in order to function and be successful in school and in American society. Most of these resources are made available or announced on the ESL Instructional Web page.

The Virginia Department of Education also directs and supports regional T/TACs (Training/Technical Assistance Centers) based in seven institutions of higher education that comprise a statewide system emphasizing collaboration in the planning and provision of services to improve educational opportunities and contribute to the success of children and youth with disabilities (birth - 22 years). The T/TACS provide quality training and technical assistance in response to local, regional, and state needs. T/TAC services increase the capacity of schools, school personnel, service providers, and families to meet the needs of children and youth. The T/TACs meet these needs through activities such as consultation, long-term systems change initiatives, information services, linking and networking resources together, lending library of multimedia resources and technology, referral to other services, and workshops. In addition to responding to requests for services, TTAC staff are deployed to schools and school divisions identified by the Virginia Department of Education as needing improvement through the School Improvement Office and/or the

Federal Program Monitoring Office. The Virginia Department of Education has a comprehensive database on TTAC services, which is monitored to determine schools and school divisions that access those services.

Additionally, Virginia has a strong Response to Intervention (RtI) initiative, a comprehensive student-centered assessment and intervention framework used to identify and address individual student difficulties before referral to special education. In using the RtI approach, students receive research-based intervention and assessment. Rather than waiting for a student to fail, interventions and assessments are designed to meet the needs of each student with individualized instruction.

A state-approved online computer adaptive testing (CAT) system that administers short tests to determine each student's overall reading ability. The system adjusts the difficulty of questions based on performance, and tracks the performance of individual students, classrooms, and the school over time. Students are assessed monthly and then grouped by tiers and skill need. The system can be used in conjunction with other reading programs. Priority and focus schools will be required to utilize this progress monitoring tool to track the efficacy of interventions for selected students. The system automatically reports student achievement each month. This information will be used by the assigned external consultants and the state to determine subsequent actions. Using the system's indicators of progress, the state is piloting a mathematics program for K-5. If this program's effectiveness is demonstrated in the Virginia pilot schools, it will be considered as a requirement to monitor progress in mathematics. (Other assessments selected by the division may be approved by the Virginia Department of Education. These assessments must be norm-referenced, offer a Lexile score, or be provided frequently throughout the year.)

Consequences	If a school continues as a focus schools for three years, in the fourth year of the reform, key division staff and the principal will provide a structured report on the details of the current action plan, progress on meeting indicators, and what modifications will be made to ensure the reform is successful. This report will be reviewed by a panel of VDOE staff, successful turnaround principals and central office staff from divisions with high achieving, high poverty schools. The panel will provide feedback to the school and division to ensure that modifications made to the corrective action plan will produce desirable outcomes. If actions requested by the panel are not undertaken by the division, the panel may request that funding be withheld until certain conditions are met.

Table 34. Washington

Web site	http://www2.ed.gov/policy/eseaflex/approved-requests/wa.pdf
General	Note:

OSPI—Office of Superintendent of Public Instruction

The state will use the following process to ensure districts with one or more Focus Schools identify the specific needs of their Focus Schools and their students. Research examining schools effective in closing significant achievement gaps suggests that a statewide accountability system that includes increased scrutiny and differentiated interventions and support at both the district and school levels will (a) lead to significant change in schools with low-performing subgroups and (b) build district capacity to effectively policies and practices essential to sustaining positive growth and change over time.

Requirements for Focus Schools and Their Districts

Descriptions of the requirements for Focus Schools and their districts include the following:

- Engage in an external Needs Assessment: On-site Needs Assessments/Performance Audits (Audits) will be conducted at Focus Schools to assess the potential reasons for the school's persistent low performance and lack of progress for the identified subgroups (e.g., English language learners, students with disabilities, and students from low-income families). The Audit Team will target its analysis to ensure the Summary Report provides actionable data focused on the needs of the identified low-performing subgroup(s) and ways to more effectively address the needs of students in these subgroups. The team will gather and examine a variety of data, including disaggregated student achievement data, demographic data, perceptual data, and contextual data. Perceptual data will gathered using OSPI's *School Performance Rubric – External Review* and process or a similar tool and process to gather perceptual data around OSPI's *Nine Characteristics of High-Performing Schools* (Shannon & Bylsma, 2007)[4]. Schools will use the Needs Assessment to analyze root causes for achievement gaps and to develop improvement plans to identify and implement evidence-based strategies to close achievement gaps.

- Use an OSPI planning template and rubric: OSPI will provide Focus Schools and their districts with a planning template and accompanying rubric to ensure plans include interventions are (a) aligned with the recommendations of the Needs Assessment, (b) designed to improve the performance of students who are furthest behind, and (c) consistent with the *Nine Characteristics of High-Performing Schools* (Shannon & Bylsma, 2007)[4] and other research around schools effective in closing persistent achievement gaps. The rubric will address effective strategies and practices to close achievement gaps (e.g., multi-tiered instructional system such as Response to Intervention, continuous improvement processes anchored in research and locally-developed data, professional learning communities or other forms of collaboration around student data).

- Submit the improvement plan to OSPI/regional ESD for approval: This process is similar to the process described above for Priority Schools. Plans must identify specific areas of need from the external assessment

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[4] Shannon, G. S., & Bylsma, P. (2007). *Nine characteristics of high-performing schools*. Olympia, WA: Office of Superintendent of Public Instruction.

as well as research- or evidence-based interventions aligned with the unique needs of the school and students identified through the Needs Assessment. These plans will explicitly focus on (a) providing effective leadership; (b) ensuring teachers are effective and able to improve instruction for all students, including the subgroup(s) for which the school was identified for Focus status; (c) strengthening the school's instructional program to ensure all students, including English language learners and students receiving special education services, receive effective, differentiated core instruction; and (d) using data as part of a multi-tiered instructional framework to inform instructional decision-making at the individual student and classroom levels and for continuous improvement; and (e) ensuring all students, including English language learners, students with disabilities, and low-income students, have access to rigorous curriculum and support in meeting college- and career-ready standards. The plan is intended to result in dramatic increases in student performance, so that all students, including English language learners, students receiving special education services, and low income students, meet/exceed rigorous standards and are prepared with college- and career- ready skills and knowledge to transition successfully to post-secondary opportunities. Plans must be developed with input from parents, community members, teachers, teachers' union, the district governing board, and other staff.

- Dedicate Resources to support the improvement plan: Districts with Non-SIG Priority Schools will be required to set-aside up to 20% of their Title I, Part A funds to support implementation of the school's improvement/turnaround plan. Additionally, OSPI will provide funding (minimal) to support turnaround efforts, with additional funding to support rural and small districts.

- Develop and implement 90-day plans and engage with external liaisons: State and/or regional liaisons will provide guidance and support for school teams and the district to develop, implement, and monitor 90-day action plans aligned with their overall improvement plan. Liaisons will also monitor the plans to ensure identified interventions result in improved learning for all students, including those students who are furthest behind.

District Use of Title I Funds to Support Capacity Building

As outlined in Washington's flexibility request, districts with identified Priority, Focus, and Emerging Schools will be required to use up to 20% of their Title I allocation to assist these schools in implementing turn-around activities. In the state's Title I application, all districts with these schools will be required to define how these funds will be used to support these schools and how the district will evaluate the effectiveness of the use of these funds on student academic achievements. The state will also review the implementation and outcomes of the improvement activities that the district has identified for each identified focus school, through the state's Consolidated Program Reviews. This review process not only involves Title I, but all other Elementary and Secondary Education Act Title Programs.

Districts with one or more Priority, Focus, and/or Emerging Schools will be required to set aside up to 20% of Title I, Part A funds to serve all of these schools. They will NOT be required to set-aside up to 20% for each Priority, Focus, and Emerging School. However, OSPI will review the school improvement plan for each Priority and Focus School to ensure the district has set aside adequate funds to support implementation of the plan. Beginning in 2012 for the 2012–13 school year, Title I, Part A grant applications (via OSPI's iGrants system) will require districts (with Priority, Focus, or Emerging Schools)

to describe how they will provide meaningful, effective support to identified schools using the set aside of up to 20% of their Title I, Part A funds.

| Strategies for special populations | OSPI and Regional Services and Differentiated System of Support in Focus Schools |

Similar to Priority schools, the state and regional education service districts (ESDs) will continue to provide differentiated guidance, support, and monitoring through the following actions:

- **OSPI**: Assigning an external liaison to provide technical assistance and support and to regularly monitor progress toward identified benchmarks in the 90-day plans and annual goals. The liaison will work directly with district and school leaders, so that the district provides the leadership, oversight, and support to ensure the Focus School implements the selected interventions as described in its improvement plan.

- **OSPI and ESDs**: Delivering research-based series of professional development modules, technical assistance, and coaching aligned with the specific interventions in the improvement plan. Modules were developed in concert with experts from multiple divisions across OSPI, regional educational service districts, and local school districts. Each has been vetted, piloted, and reviewed to ensure it is consistent with current research. Examples of professional development modules are described below. Because it is critical that both general education teachers and teachers of students with disabilities or English language learners engage in professional development together, the targeted audiences for each include, at a minimum, the following: school and district leaders, general education teachers, and special education educators and/or English language learner educators. To build capacity across the school and district for educating all students to high standards, modules are typically co-facilitated by experts in content (literacy, mathematics) and in meeting the needs of special populations (English language learners, students with disabilities).

- **Ensuring teachers are effective and able to improve instruction for all students, including English language learners, students with disabilities, and low-income students**: *Language Acquisition and English Language Development Standards, Classroom Strategies for ELLs, Selecting and Implementing Evidence-Based Practices and Programs (Special Education), Getting More from Core Instruction (K-5, 6-12), Differentiated Instruction, Literacy in the Content Areas, Implementing Research-Based Instructional Strategies*

- **Strengthening the school's instructional program**: Gap Analysis (Reading and Mathematics), Developing Standards-Aligned Curriculum and Pacing Guides (Reading and Mathematics), Incorporating State Standards into Individualized Education Programs

- **Using data to inform instruction and for continuous improvement**: Mathematics Benchmark Assessments, Reading Benchmark Assessments, Using a Classroom Walkthrough Process and Tool to Improve Instruction

- **OSPI and ESDs**: Collaborating to ensure seamless delivery of services for implementing College- and Career-Ready Standards and for implementing the state's Teacher and Principal Evaluation Project/System.

- **ESDs**: Regularly convening school/district leaders from Focus Schools to create regional networking opportunities, share effective practices, and

collaborate to address common challenges; both regional conferences and K-20 webinars will be used to facilitate these network collaborative meetings. Based on identified needs, experts from various areas (e.g., incorporating English language development standards into IEPs, maximizing federal funding sources) will participate. Additionally, leaders from Reward Schools may also be invited to share their experiences and expertise in creating and sustaining high performance and/or rapid Improvement.

- **OSPI and ESDs**: Offering districts access to "data coaches," "resource coaches," and "capacity-building coaches" to build systems essential for implementing the interventions and sustaining changes and improvements over time.

- **OSPI**: Providing funding (minimal) to support improvement efforts, with additional funding to support rural and small districts.

- **OSPI and ESDs**: Matching Focus Schools to Mentor Schools with similar demographics (e.g., Reward Schools, SIG schools effective in turning around school performance of low-performing subgroups of students).

Consequences	• There is no current authority for state-mandated closure, takeover, or other such strong consequences for schools that do not make progress. However, OSPI and SBE will encourage the Joint Select Committee on Education Accountability to address next steps for Focus schools that fail to improve.
Examples	• Below are several examples that illustrate interventions that districts may select to address the needs of students in their Focus Schools. In each example, the intervention is preceded by the finding from the Needs Assessment that the school/district prioritized as the most urgent in improving learning outcomes for the students who are furthest behind. These are purposefully aligned to research from the Center on Innovation and Improvement, National Clearinghouse for English Language Acquisition, IDEA Partnership, National Center on Response to Intervention, multiple research documents and studies from OSPI (e.g., *Nine Characteristics of High-Performing Schools, Promising Practices and Programs for Dropout Prevention, Response to Intervention for Washington's Students, Helping Students Finish School: Why Students Drop Out and How to Help Them Graduate, Teaching Math in Washington's High Schools: Insights from a Survey o f Teachers in High Performing or Improving Schools),* and other research. District-level interventions align with those found in OSPI's C*haracteristics of Improved Districts: Themes from Research* (Shannon & Bylsma, 2004)[4] and OSPI's *District Self-Assessment Handbook–Performance Review Rubric.* Together, these articulate district-level systems and practices necessary to provide and/or support the implementation of meaningful interventions in schools. They also support school and district leaders to make sound decisions as they select, monitor, evaluate, and resource the interventions that will have the greatest impact on turning around persistent low performance of subgroups of students.

Example #1

- *Finding from Needs Assessment*: The school uses a pull-out system for most students identified for special education services and/or English language learners.

- *Intervention*: The district/schools implements a *tiered system of instruction* focused on system-level change in classrooms across the school to meet

the instructional needs of all students, including students with disabilities, English language learners, and academically advanced students. The district may also implement the tiered system of support across a network of Title I schools. The flexible tiers provide a continuum of instruction and interventions. Movement between tiers and the level of intervention (strategic, intensive) are based on data from multiple sources of data (e.g., screening, diagnostic, progress monitoring). Teachers (general education, special education, and English language development) examine the data collaboratively and use the data for making instructional decisions at the student, classroom, and school levels. The tiered system of instruction also includes a framework for addressing the core components of English language acquisition, incorporating academic language across content areas into instructional practice, and supporting students to build mastery essential for college and careers. Similarly, for students with disabilities, the system ensures relevant information from Individualized Education Program (IEP) is incorporated as instruction and assessments are designed and implemented. This enables these students to have full access to the system of tiered instruction and supports.

The district/school also ensures teachers and leaders receive professional development, technical assistance, and coaching to support effective implementation of the multi-tiered system. See OSPI and Regional Services and Differentiated System of Support above for specific examples of professional development and technical assistance that can be accessed at the state and regional levels. Because it is critical that both general education teachers and teachers of students with disabilities or English language learners engage in professional development together, the targeted audiences for each include, at a minimum, the following: school and district leaders, general education teachers, and special education educators and/or English language learner educators.

Example #2

- *Finding from Needs Assessment:* The school does not have a system of services to address the social, emotional, and health needs of its students.

- *Intervention*: Additionally, school teams comprised of school counselors, nurse, teachers, and administrators meet on a regular basis to discuss strategies to address the challenges and needs of individual students. The district provides *school-based services* to address the social, emotional, and health needs of the students. At the elementary level, the school reaches out to pre-school and other early learning providers to support a seamless transition to the K-12 school system. Systems to support outreach at subsequent transition points (elementary to middle school and middle to high school) are also implemented. At the elementary level, the school and its parents jointly address the developmental needs of students early in their education. As students progress through the K-12 system, school teams composed of school nurses, counselors and teachers meet on a regular basis to discuss and address the challenges of individual students. Students with acute health problems receive services in a timely manner; their health is monitored in a systematic way as they progress through school, and problems are addressed early that might otherwise impede their learning. The goals of this systemic approach that begins before students enter the K-12 system are to (a) reduce the proportion of students at risk of academic failure due to social, emotional, and/or heath needs, and (b) increase student performance by addressing non-academic issues that may adversely impact their academic success. The district/schools may also implement a *tiered system of support*, such as Positive Behavioral Interventions and Supports, focused on system-level

change in classrooms and across the school to meet the social, emotional, and health needs of all students, including students with disabilities, English language learners, and academically advanced students. The district may also implement the tiered system of support across a network of Title I schools. Similar to Example #1 above, flexible tiers provide a continuum of supports and interventions. Movement between tiers and the level of intervention (strategic, intensive) are based on data from multiple sources of data (e.g., screening, diagnostic, progress monitoring). Teachers (general education, special education, and English language development) examine the data collaboratively and use the data for making instructional decisions at the student, classroom, and school levels. The district/school also ensures teachers and leaders receive professional development, technical assistance, and coaching to support effective implementation of the multi-tiered system. Because it is critical that both general education teachers and teachers of students with disabilities or English language learners engage in professional development together, the targeted audiences for each include, at a minimum, the following: school and district leaders, general education teachers, and special education educators and/or English language learner educators.

Example #3

- *Finding from Needs Assessment:* The daily/weekly schedule does not have dedicated time for teachers to collaboratively analyze disaggregated data to identify interventions for their English Language Learners (or for their students with disabilities).

- *Intervention:* The district/school redesigns the school day to provide teachers with peer collaboration time. This enables teacher teams of general education teachers, English language development teachers and teachers of students with disabilities to collaboratively analyze student data to determine the appropriate levels of differentiated core instruction and interventions essential, as well as how that instruction/intervention will be delivered. Extended time is also provided to support general education teachers who teach English language learners and/or students with disabilities to engage in job-embedded professional development on research-based practices in meeting the academic needs of these students. This professional development is most effective when teachers with expertise in the area of English language development and/or meeting the needs of students with disabilities also participate. This intervention is appropriate for all grade levels: elementary, middle, and high school.

Example #4

- *Finding from Needs Assessment:* The school implements a traditional 6-period day schedule, with little flexibility or choice for students, particularly for those students who are not engaged in school and/or are members of historically underserved subgroups of students

- *Intervention:* The district/school examines the use of time within the school day and year to ensure the most effective use of time for an array of academic and/or enrichment opportunities for students. These opportunities should deeply engage students and focus on a set of specific goals for student learning and minimize learning loss over school breaks. Opportunities may include tutoring and other academic supports, as well as engagement in areas including the arts, foreign languages, hands-on science, business, community service learning, and leadership. Intended

outcomes include building trusting relationships among students and with adults in the school and engaging students in activities that reinforce their learning and the types of behaviors (e.g., teamwork, perseverance) that will serve them well in their K-12 school experience, as well as outside of school and as they transition to post-secondary opportunities. This intervention is appropriate for elementary, middle, or high schools, and may be implemented with a targeted subset of students within the school.

Table 35. Wisconsin

Web site	http://www2.ed.gov/policy/eseaflex/approved-requests/wi.pdf
General	Note:

DPI—Department of Public Instruction

CESA—Cooperative Educational Service Agencies (regional centers)

The Department of Public Instruction (DPI) will provide targeted support to Focus Schools to improve student outcomes. Wisconsin Focus Schools are identified based on significant gaps or low-performing subgroups within three primary measures: reading, mathematics, and graduation. As such, the DPI will require Focus Schools to assess and address instructional practices which impact student outcomes—specifically, outcomes of student subgroup populations—through a self-assessment and reform plan.

Self-assess Core Instruction and Interventions in Reading and Mathematics

In keeping with Wisconsin's strategic plan to close achievement gaps through the implementation of individualized student learning plans, school staff must assess the school's Response to Intervention (RtI) implementation practices. Schools will conduct this self-assessment using WI RtI Center's School Improvement Review (SIR) and submitted via Indistar$^©$, provided by the Center on Innovation and Improvement (CII). Indistar$^©$ is a web-based system used with school improvement teams to inform, coach, sustain, track, and report improvement activities. The tool's pre-populated indicators draw upon the vast turnaround literature, including RtI (65 specific RtI indicators), as well as indicators supporting success for individual student populations, such as English language learners (ELLs) (19 indicators), Students with Disabilities (SWD) (10 indicators), and various levels (e.g., high school). In addition, Indistar$^©$ allows for customization, and DPI intends to enhance the system to better align to Wisconsin's vision of RtI, as well as implementation of the Common Core State Standards (CCSS). School staff can complete the needs assessment included within Indistar and begin developing a plan aligned to identified areas of need.

Additionally, WI will draw upon experience using the tool (current SIG schools) to modify the tool to increase efficacy. Specifically, WI will ensure indicators provide concrete actions/strategies that school leadership teams will complete (not an individual) and will drive the school's actions in making progress outlined in the reform plan. Having school-specific data will assist schools in customizing a reform plan that will support implementation and identify different professional development needs that specifically address the individualized strengths and weakness of each school. DPI will provide Indistar$^©$ training to all Focus Schools to accomplish the following objectives: learn the technical components and capacity of the tool and understand the process for which the tool will be utilized (support, reform planning and modification, and progress monitoring), including revising the plan as needed (based on SEA approval).

Develop and Implement a School Reform Plan to Ensure RtI is Implemented with Fidelity in Reading and Mathematics

Following completion of the annual self-assessment, districts must ensure each Focus School develops and submits a reform plan aligned to identified needs necessary to improve RtI implementation and academic outcomes for identified student populations via Indistar$^©$. To receive approval from DPI, the reform plans must address how each Focus School will implement a school-wide RtI system and must include the following components:

- **Coordination of RtI Initiatives**. The reform plan must address how

districts will coordinate the readiness and professional development of the school's leadership and staff to implement the Wisconsin RtI Framework. This must include ongoing analysis of RtI implementation via Indistar©, as well as ongoing training and support around universal curriculum and instructional practices provided by the WI RtI Center and the WI Standards, Instruction, and Assessment (SIA) Center.

- **Positive Behavioral Interventions and Supports**. The reform plan must address implementation of a school-wide, systematic implementation of Positive Behavioral Interventions and Supports (PBIS). Districts will have access to consultation, training, and ongoing technical assistance from Wisconsin's PBIS Network, developed in coordination with the WI RtI Center. The Wisconsin PBIS Network will provide necessary support to high schools struggling to establish a positive school culture, increase academic performance, improve safety, and decrease negative behaviors. The Wisconsin PBIS Network, in collaboration with the Wisconsin RtI Center, will provide support to Focus Schools regarding PBIS implementation and methods for sustainability.

- **Collaborative Planning Time**. If necessary, schools must modify the current school schedule to allow grade-level and/or specific content area teams (i.e., reading and mathematics) teachers and support staff to meet frequently in order to review student data and modify instruction and interventions.

- **Professional Development.** The reform plan must include a calendar of professional development aligned to needs identified within the annual self-assessment. The district must create opportunities for continuous learning through job-embedded professional development to increase all teachers' capacity to implement the reform plan. Training and support must be targeted to universal curriculum and instructional practices, universal screening, and processes or tools for progress monitoring. If necessary, the district may need to revise the teacher and principal evaluation systems and hiring processes to ensure that staff in the school(s) can effectively implement the reform efforts.

- **Early Warning Systems**. Each district must ensure its Focus Schools implement an early warning system, using available data to target interventions that support off-track students. Through the implementation of an early warning system, schools will identify specific patterns and school climate issues that may contribute to disproportionate dropout rates. The early warning system will rely on student information that exists at the school level and that will exist within the statewide student information system (SSIS), which districts can access beginning in fall 2012.

Reporting RtI Implementation Progress and Student Achievement data

DPI will use monitoring practices to hold districts accountable for adequate, ongoing progress within Focus Schools. Ongoing DPI monitoring of Focus School reform plans will take place through Indistar©. Indistar allows DPI to collect and monitor student outcome data. In collaboration, the Wisconsin RtI Center and DPI will monitor the reform plans and data reports on a quarterly basis, allowing DPI to assess the implementation of interventions and progress of outcomes at individual schools. If DPI recognizes significant delays or areas of concern, DPI staff will conduct on-site monitoring visits and, if necessary, assist the district and school in developing plans for rapid compliance.

In evaluating struggling schools and districts, DPI will ensure that practitioners implement proven practices in the classroom. DPI will also encourage the use of the federal What Works Clearinghouse and more stringently enforce the federal

definition for scientific-based practices. Additionally, DPI will facilitate improved communication about effective strategies so all schools can learn from one another.

<u>Implementation of the Plans</u>

In order to effectively develop and implement the required plans, Focus Schools must partner with the WI RtI Center and the Standards, Instruction, and Assessment (SIA) Center, as well as DPI to receive extensive supports and trainings addressing high quality implementation of RtI systems and structures, such as:

- An online intervention bank of resources that range from intensive interventions to evidence-based practices in reading and mathematics, all of which will align to the Common Core State Standards (CCSS) (August 2012).

- Universal review of reading and mathematics instruction training (June 2012).

- Ongoing development of webinars which include: balanced assessment systems; family engagement; screening and progress monitoring.

- Ongoing development of online Learning Modules targeting the following topics: collaboration, balanced assessment, and high quality instruction. These modules include online videos that highlight best practices, parent and educator handouts, as well as conversation guides. An example of these online modules as well as other online RtI resources can be found at: http://www.wisconsinrticenter.org/.

- Development of a quarterly online newsletter that is forwarded statewide to all key stakeholders to increase awareness and accessibility of the Center's services/resources.

- Development of peer-to-peer network meetings that will be facilitated quarterly by RtI Center staff beginning in Fall 2012. All Focus Schools will be required to send a team of school staff (including the principal) to at least two of these meetings to increase awareness and knowledge of RtI, facilitate networking opportunities, and increase resources at school level.

<u>Flexibility in the Use of Title I Funds</u>

DPI will provide support for implementation of meaningful interventions in Focus Schools through all available funding sources, including Title I, Part A, 1003(a), districts' 20 percent set-aside of its Title I dollars, and other federal funds as permitted to fund the school reform plan. This option will ensure resources can be allocated to improvement efforts of these schools.

<u>Districts Identified for Improvement</u>

DPI will maintain and enhance its existing accountability structures, including its authority to intervene in Districts Identified for Improvement (DIFI). DPI understands that a complete system of support includes a strong accountability component. The accountability system described in detail below will ensure that districts are responsible for improved achievement, particularly for Priority and Focus Schools.

| **Strategies for special populations** | The Wisconsin RtI Center is a DPI-CESA partnership that creates a statewide structure for equitable, high-quality content creation and professional learning around Wisconsin's vision for RtI (http://dpi.wi.gov/rti/index.html), a vision that includes all students. Wisconsin's model for RtI includes high-performing students needing additional challenge, as well as low-performing students |

needing additional support.

The Wisconsin RtI Center employs several statewide experts, ten regional coaches that work with school districts, a statewide data coordinator, and a statewide coaching coordinator. The Wisconsin RtI Center is built on a professional learning community model. The Center currently has 24 endorsed trainers, with 24 additional trainers being trained in the 2011-12 school year. The Wisconsin RtI Center has also created an online School-Wide Implementation Review tool that encourages ongoing data evaluation and continuous review for schools.

The Wisconsin RtI Center developed a continuum of technical assistance and training to implement RtI. Focus School staff will be required to attend the following training sessions:

- foundations of RtI,

- balanced assessment,

- scientifically based interventions in reading and mathematics,

- high-quality universal instruction (reading and mathematics),

- culturally responsive practices,

- family engagement,

- professional learning communities, and

- data analysis and progress monitoring.

The Wisconsin RtI Center also provides comprehensive online training materials, including "Success Stories" of model schools and evidence-based practices.

As the Wisconsin RtI Center matures and continues to gain implementation data from schools accessing its resources, it will also expand its services and resources at the high school level. DPI recognizes it is often more difficult to implement RtI with fidelity at higher grade levels where teachers typically teach multiple classes of 30 or more students, in different sections or courses. DPI and the Wisconsin RtI Center are developing workshops, trainings, and resources designed to increase the quality of implementation at the high school level, as well as increase the ease with which schools can achieve quality implementation. The Wisconsin RtI Center will draw upon findings from the National Center for High Schools to identify evidence-based practice. For example, the Wisconsin RtI Center developed a daylong RtI training event, *Implementing Essential Components of RtI in High Schools,* which provided a national perspective of implementation at the high school level. Currently, more than half of the schools accessing training and resources from the Wisconsin RtI Center are middle and high schools.

DPI is designing a Standards, Instruction, and Assessment (SIA) Center. The SIA Center will centralize mathematics and English language arts content and professional learning experts focused on the development of high-quality, standardized CCSS and CCEE resources and training plans that will be easily accessed at low- to no-cost across the state. The SIA Center, a critical component of the State's transition to the Common Core State Standards (CCSS) and the Common Core Essential Elements (CCEE), will serve as a hub of CCSS/CCEE content experts to serve the whole state on a regional basis. Design and plans for the SIA Center reflect these priorities:

- standardization of materials and fidelity of implementation

- low- to no-cost resources

- increased access to content expertise across the state
- centralized leadership connected to DPI
- agility, speed, and responsiveness to needs across the state and DPI's direction
- partnerships with institutions of higher education

SIA Center training and resources will be developed using Universal Design principles to support teaching and learning for all students, including students with disabilities and English language learners.

Regional Technical Assistance Coordinators (RTACs): The Wisconsin RtI Center employs five Regional Technical Assistance Coordinators that are instrumental in shaping and providing long-term supports at both the school and LEA level. The RTACs are available to provide consultation with the leadership team aligning to the school's RtI framework. The Wisconsin RtI Center will align RTAC activities and responsibilities to ensure the Focus Schools' needs are being met. Additionally, a primary role of the RTAC will be to assist districts and their schools with RtI implementation that include any necessary follow up technical assistance after a Wisconsin RtI Center training. The RtI Center will also add two additional full-time positions targeting Culturally Responsive Practices and students with disabilities. The addition of these positions will provide additional expertise and will be instrumental in coordinating PD targeting these populations, state-wide.

Consultation with Experts

As a requirement of ESEA application approval, DPI consultants will also require districts with schools missing AMOs for a specific subgroup population to consult with DPI consultants with expertise in improving outcomes for high-need subgroup populations, such as SWDs and ELLs. Districts will align Title I funds to appropriate resources and supports identified in consultation with the DPI experts.

Supporting Students with Disabilities

To support schools' efforts in improving instruction for students with disabilities, DPI developed self- assessments which provide the necessary structure and resources for districts and schools to conduct in-depth data analyses that lead to a comprehensive plan to improve student outcomes for SWDs. Additionally, DPI provides guidance online regarding the process of writing IEPs aligned to standards, resources for each of the 20 indicators in the State Performance Plan (SPP), links to recorded online modules and webinars, a calendar of professional development and technical assistance spanning the year, strategies for increasing accessibility across the content areas, and resources to enhance parent involvement and understanding of their child's educational progress. Schools missing AMOs for students with disabilities must consult with DPI special education consultants to determine which, if any, of these available resources will best support local efforts to improve student outcomes.

Supporting English Language Learners

With an increasing population of ELLs across the state, DPI recognized the need to hire education consultants with expertise in instructional strategies to support language acquisition and ELLs. As such, DPI hired consultants to review agency resources, materials, and systems of support to ensure they were adequate, appropriate, and effective for the language learning population. Additionally, these education consultants provide technical assistance to stakeholders in the field and align them to appropriate resources as necessary and requested. A

large proportion of the technical assistance provided, in collaboration with the CESAs and WIDA, address:

- English language development standards;
- Differentiated instruction for ELLs;
- Academic content language for ELLs;
- ACCESS for ELLs; and
- Title III technical assistance

As the population of ELLs increases each year, the number and quality of professional development addressing instructional practices to support improved outcomes for ELLs has also increased statewide. The following provide examples of some professional development opportunities offered during 2011-12:

- Principles of Effectiveness: Best Practices for ELL Instruction and Programming;
- Reading, Writing, Thinking: Literacy Instruction for ELLs;
- Leveraging Technology to Support ELLs;
- Common Core and More: Making the Right Connections for Language and Academic Achievement of ELLs;
- Designing Formative Assessments to Promote ELL Achievement;
- Data Discovery: Understanding and Using ACCESS for ELLs and GREAT for ELs;
- Data to Promote Success and Achievement;
- Supporting ELLs in Mainstream Classrooms;
- RtI for ELLs and Culturally Responsive Practices;
- Supporting ELLs in Early Childhood settings; and
- Involving Parents and Families of ELLs in their education

Schools missing AMOs for English language learners must consult with DPI consultants to determine which, if any, of these available resources will best support local efforts to improve student outcomes.

Wisconsin is the lead state for the World-Class Instructional Design and Assessment (WIDA) Consortium.

Consequences	If, after four years of reform and Focus School status, the school does not exit Focus School status, DPI will increase the level of involvement at the state level to become much more prescriptive with regard to the school requirements. Rather than requiring schools to conduct a self-assessment, a team of DPI and RtI Center staff will conduct an onsite school diagnostic review to thoroughly evaluate the level and quality of RtI implementation. The diagnostic review will focus on the following key elements:

- Strong leadership
- Team approach (leadership and staff/teachers sharing a common vision; collaboration; communication)
- Curriculum, instruction, and assessment aligned with state standards
- Data informed instruction
- Focused professional development (addressing areas of need identified in

needs assessment; research-based interventions; evaluation of PD) / ongoing evaluation of instruction and interventions

- Safe school environment
- Engagement of families and stakeholder buy-in (family/community involvement)

Upon completion of the review, DPI will provide specific requirements for staff training addressing student interventions, assessments, and instructional methods which directly align to findings from the onsite review and are consistent with needs identified in the data for specific student groups. For example, DPI consultants with expertise in ELL educational programs will provide expertise and technical assistance to schools identified due to low performance of ELL students. Additionally, all RtI practices must be approved by the appropriate DPI expert (special education, ELL, reading, mathematics). Depending on the need(s), these schools may be required to implement reforms similar to Priority Schools including extended learning opportunities, placement of highly skilled educators and leaders, and family engagement. In addition, DPI's role/presence will increase in these schools, in terms of monitoring and support, which will consist of onsite diagnostic review, monthly review of the Indistar$^{©}$ online system, fiscal monitoring, data reviews, and on-site visits.

The Building State Capacity and Productivity Center (BSCP Center) focuses on helping state education agencies (SEAs) throughout the country, as they adapt to reduced fiscal resources and increased demands for greater productivity. As State Departments of Education are facing a daunting challenge of improving student performance with diminishing financial resources, the BSCP Center provides technical assistance to SEAs that builds their capacity to support local educational agencies (LEAs or districts) and schools, and to the 21 regional and content comprehensive centers that serve them, by providing high quality information, tools, and implementation support. The partners in the BSCP Center are Edvance Research, Inc., the Academic Development Institute (ADI), the Center on Reinventing Public Education (University of Washington), and the Edunomics Lab (Georgetown University).

Solutions emerges from specific questions or problems facing an SEA that arise during the work of the BSCP Center with the SEA in a consultancy. It represents information that is highly responsive to an SEA's practical needs. The writing of a *Solutions* issue is also stimulated by questions from Comprehensive Centers or SEAs regarding the use of a BSCP Center tool, the application of a new concept, or an implementation challenge.

About the Author

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