The School Renewal Project Progress Scale in North Dakota Public Schools

Calibration Scenario Activity & Results Summary

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School Renewal Project Progress Scale in North Dakota Public Schools: Calibration Scenario Activity & Results Summary

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Introduction

The North Dakota Department of Public Instruction (NDDPI) uses a three-pillar approach to school renewal efforts: build relationships, cultivate opportunity, and inspire growth. A key product of this approach was the [North Dakota School Renewal Guide,](#) created by the NDDPI and the Region 11 Comprehensive Center (R11CC), a support center funded by the U.S. Department of Education and operated by McREL International. The guide includes practitioner-friendly school improvement strategies grounded in evidence-based improvement practices for schools identified as Targeted Support and Improvement (TSI) or Comprehensive Support and Improvement (CSI). The guide, now in its third edition, is updated annually based on feedback from the NDDPI, the North Dakota Regional Education Association (REA), and the TSI and CSI schools and districts using the guide.

This report tells the story of how the NDDPI project team created and tested a calibration activity to increase inter-rater reliability ratings among REA staff, NDDPI representatives, and schools. By using procedures for consistent and accurate ratings, REA liaisons can provide schools with tailored coaching to support their improvement journeys, help schools track progress on goals and initiatives, and help schools collect the evidence required for them to exit TSI and CSI status. The report is intended as a resource for school leaders working to implement short-cycle school improvement goals.

Background

Within the North Dakota School Renewal Guide, the NDDPI project team, comprising NDDPI, REA, and R11CC staff, created a Project Progress Scale. The modified rubric originated from Carnegie Improvement Science work (Figure 1). The scale is intended to help REA liaisons and NDDPI representatives assess implementation and provide tailored coaching to support schools in their improvement journeys. It also is designed to help school teams self-assess their use of evidence-based strategies and contributes to the body of evidence for schools to exit TSI and CSI status.

After piloting the scale, the project team recognized the need to help REA liaisons, NDDPI representatives, and schools better understand and reliably use the scale to track progress on improvement projects. To reduce variability in how individuals measure short-cycle improvement and to refine the accuracy of data collected across the state, the NDDPI team created a calibration activity. The calibration activity intends to make the Project Progress Scale a valid and reliable measurement tool for monitoring the progress of CSI and TSI schools.

Figure 1. Project Progress Scale

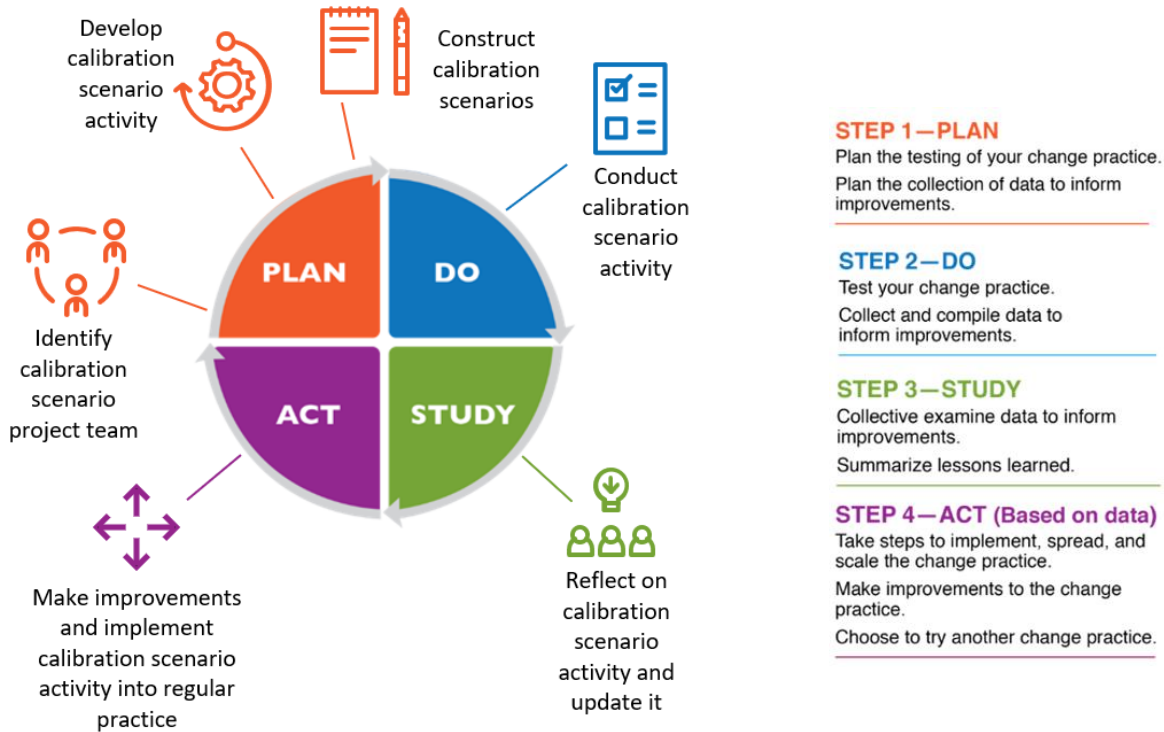| Project Progress		Definition
0.5	Intent to participate	A working theory of improvement/focus goal (including a focus goal, measures, and initial change ideas) has not been completed, action planning is not established, nor has a school renewal team been identified.
1.0	Goal set and team established	A team has been formed, and a problem statement has been defined and reviewed by relevant stakeholders. The school also has an overall school action plan.
1.5	Planning has begun	The organization of the project structure has begun (i.e., meetings are scheduled, required resources and support are identified, tools/materials are gathered, etc.) and is being documented in a knowledge management system.
2.0	Activity but no tests	Initial learning has begun—an investigation of the problem statement, collection of baseline data, development of the focus goal, and an initial working theory of improvement (driver diagrams established).
2.5	Tests but no improvement	Initial rapid inquiry testing cycles have begun. A practical measurement plan has been established to track progress. Data displays have been designed and shared. The team is meeting regularly to reflect and refine.
3.0	Minimal improvement	Completed tests of change practices have produced meaningful learning relevant to the working theory of improvement (driver diagram) identified by the team. Evidence of minimal improvement exists in progress measures.
3.5	Moderate improvement	Testing continues and additional improvement in project measures towards goals are seen. Modest evidence of improvement exists, and student-based data is continuing to show increasingly positive results.
4.0	Scalable improvement	Expected results are achieved for the identified population or subsystem. Support for implementation has begun (training, documentation of practices, the establishment of standard work routines, etc.). School is beginning to scale and spread this PDSA cycle and focus goal.
4.5	Sustainable improvement	Data on key measures indicate the sustainability of the improvement (i.e., 9–12 data points over time at the new level of performance).
5.0	Sustainable results	Project goals and expected results have been accomplished. Organizational and systemic changes have been embedded to accommodate new practices and make the changes permanent.

Plan-Do-Study-Act Cycles

Plan-Do-Study-Act (PDSA) cycles are an improvement science tool utilized in North Dakota school renewal efforts. Improvement science is a problem-solving approach to improve teaching and learning by systematically identifying and addressing issues. In a PDSA cycle, teams develop, test, discuss, and refine changes to accomplish their goals. Over time and with repeated cycles, this continuous improvement process can help educators achieve results reliably and at scale.

PDSA cycles help frame the creation of the Project Progress Scale calibration activity discussed in this report. Figure 2 demonstrates the Project Progress Scale calibration activity through the lens of a PDSA cycle.

Figure 2. Creation of the Project Progress Scale Calibration Activity: PDSA Cycle

STEP 1—PLAN
Plan the testing of your change practice.
Plan the collection of data to inform improvements.

STEP 2—DO
Test your change practice.
Collect and compile data to inform improvements.

STEP 3—STUDY
Collective examine data to inform improvements.
Summarize lessons learned.

STEP 4—ACT (Based on data)
Take steps to implement, spread, and scale the change practice.
Make improvements to the change practice.
Choose to try another change practice.

The Calibration Activity Story as a PDSA Cycle

Plan: 3 Steps to Create the Calibration Activity

1. Identify Calibration Scenario Project Team
The team is comprised of members from NDDPI, REA, and R11CC staff. The team developed the activity and tested the scenarios. The R11CC team members provided evaluation expertise to provide insights and recommendations to inform the calibration activity. The team also identified a Community of Practice (CoP) group made up of 14 REA coaches and liaisons who would support the process.

2. Develop the Calibration Scenario Activity
With the goal of creating a calibration activity to assess how REA liaisons measure short-cycle improvement and to increase inter-rater reliability ratings among observers, the project team created a Gantt chart (later revised when there were changes) (Appendix A), outlining the work they wanted to complete, objectives, responsible team members, and anticipated timelines to build the activity. The major work included:
- Constructing a set of calibration scenarios.
- Developing the calibration scenario activity.
- Conducting a calibration scenario activity with REA liaisons.

The team created eight scenarios, which detail examples of work being done at schools. For example, Scenario 1 discussed a school that identified increasing attendance as its focus for school improvement efforts. The scenario outlined progress (a 5 percent

decrease in chronic absenteeism), listed areas in need of improvement (family outreach), and identified steps the school improvement team will work on next. When creating scenarios, the project team looked for opportunities to highlight diversity, equity, and inclusion (DEI) that reflects the context of North Dakota's (e.g., one scenario focused on Native American students and another addressed students with disabilities).

3. Construct Calibration Scenarios

The project team proceeded to create the Project Progress Scale calibration activity, which includes protocols for facilitators and participants. The facilitator protocol includes group norms, guiding topics for documentation and evidence supporting the scores, as well as space for participant names and note taking. The participant protocol covers considerations to support ratings and space to document individual and group ratings.

Do: Conduct Calibration Scenario Activity Sessions

Practice Test Session

With eight calibration scenarios and the protocols developed, the project team completed the practice session to test the calibration activity. The project team recorded their session so that it could be used as a training tool and a primer for REA liaisons to review. Project team members independently reviewed and rated the scenarios using the Project Progress Scale and recorded their ratings and supporting evidence in a Google Form (Appendix A). Team members then discussed their ratings, including the evidence they used to justify their ratings. Considering each other's perspectives, such as reasons for ratings to be higher or lower, the team came to consensus on a master score for each scenario.

The Master Scoring Session

Following a successful practice session, the project team completed the master scoring session. They collectively rated all eight scenarios used to make a master key (Appendix A) for the calibration activity. These "true scores" measure the variation in using the Project Progress Scale to assess school improvement progress. The closer the scores, the greater the accuracy and consistency of using the tool. The project team established a reliability goal of rating 80% or more of the calibration scenarios scored correctly.

REA CoP Session

Ten REA liaisons out of the 14 assigned liaisons attended the 90-minute Project Progress Scale calibration scenario activity, hosted by members of the project team. Following a welcome and overview of the scale and activity, participants were divided into three groups to calibrate the scenarios. Each group had a facilitator and notetaker. Participants individually scored the scenarios and then convened within their groups to discuss and form consensus ratings. All groups returned to the full group to review their results. Full group ratings were compared to the master ratings. For all but two scenarios in which the group scores differed slightly (i.e., 0.5 points) from the master, the REA liaison scores aligned to the master scores.

Figure 3 provides an overview of the scores for all eight of the scenarios rated during the REA CoP session. Figure 4 provides a closer look at the scores, including evidence reported by liaisons for calibrated and group scores. In the scenario example discussed previously about a school focused on increasing attendance (Scenario 1), the team rated the work as a 3 on the Project Progress Scale, with its supporting evidence for this rating shown in Figure 4.

Figure 3. Overview of Calibration Scenario Activity Scores

Project Progress Scale		Calibration Scenario							
		1	2	3	4	5	6	7	8
0.5	Intent to participate		☆						
1.0	Goal set and team established								
1.5	Planning has begun				☆				
2.0	Activity but no tests			☆		☆			
2.5	Tests but no improvement							☆	
3.0	Minimal improvement	☆							👥 (group)
3.5	Moderate improvement						🔑 (master)		🔑 (master)
4.0	Scalable improvement						👥 (group)		
4.5	Sustainable improvement								
5.0	Sustainable results								

Legend:
- ☆ Calibrated score (Group score = Master score)
- 🔑 Master score
- 👥 Group score

Figure 4. Calibration Scenario Activity Scores & Supporting Evidence

Scenario 1) The East High leadership team is revisiting their theory of improvement for increasing attendance. After Semester 1, they notice that, although there has been a 5 percent decrease in chronic absenteeism, the texting program is not reaching as many families as they had hoped. They wonder if in-person home visits would be useful. The team decides a couple of team members will look into the research on home visits and a couple of team members will do two empathy interviews each to understand why texting is not reaching as many families as hoped. Both smaller teams will bring back learnings to the whole team to decide the next steps.	**3.0** (Calibrated score) ⭐

Evidence supporting the calibrated score
- *They have a theory of improvement for increasing attendance.*
- *Not a moderate improvement yet because they haven't reached as many families as they would hope but are working on a change in approach.*
- *Team members will explore home visit research and perform empathy interviews.*

Scenario 2) The leadership team at Belle Elementary has been in a constant state of flux. Over the course of the past nine months, there have been two different principals and two different vice principals. During this time, the school team has met only twice and is still in a state of needs sensing and determining which problem/s to solve as they attempt to map out next steps in their improvement project planning.	**0.5** (Calibrated score) ⭐

Evidence supporting the calibrated score
- *They have only met twice and are trying to determine what their program really is.*
- *They don't have a goal set.*
- *There's some intent, but it's concerning urgency.*

Scenario 3) The Mountain Sky Elementary School principal has been tasked with sharing out on progress toward their improvement goal of increasing proficiency in English language arts (ELA) for 3rd grade multilingual students. To do so, she has developed a comprehensive binder of documents that includes the school's focus goal, a corresponding driver diagram, and Excel spreadsheets that include data from schoolwide interim assessments and the previous year's state-level data.	**2.0** (Calibrated score) ⭐

Evidence supporting the calibrated score
- *Lack of team approach, it's just the principal developing the goal.*
- *They have a focus goal and driver diagram.*
- *Data is based on the interim and it's not specific for change practice at the classroom level.*
- *No tests are happening.*

Scenario 4) Jasper Middle School is working hard on school improvement goals dedicated to improving student outcomes in math, reading, and attendance. They have established professional learning communities (PLCs) to address goals in all three areas and members of each team feel good about the progress being made toward each goal. At PLC meetings, they share out on promising practices and on challenges related to their goals.	**1.5** (Calibrated score) ⭐

Evidence supporting the calibrated score
- *Goals are not specific.*
- *Planning has started, they have created a structure, but they haven't created a working theory of improvement.*
- *PLCs are meeting to share promising practices.*

Scenario 5) The Bunker Hill Middle School team met prior to the start of the school year to establish a schoolwide goal to increase the percentage of 7th grade Native American students at or above proficiency in ELA by 10 percentage points. The teachers on the team are interested in implementing a particular new ELA program, specifically change practices around phonemic awareness given their analysis of where Native American students scored the lowest in last year's tests. Two teachers volunteered to dive deep into the new ELA program and draw up a detailed draft of the first Plan-Do-Study-Act (PDSA) cycle. They might run around this change practice and bring a draft back to the team for consideration.	**2.0** (Calibrated score)

Evidence supporting the calibrated score
- *They have an established team.*
- *They have done the initial learning, they have an initial problem statement, identified subgroup, and are discovering their measures, but don't have a tight measure.*
- *They have looked at multiple data points and have teacher volunteers willing to teach phonemic awareness.*
- *Not yet at the test phase.*

Scenario 6) The Lakeshore Elementary School team has run several PDSAs on a set of interventions around peer relationships, instructional structures, and teacher–student relationships in some 4th grade classrooms to reach their focus goal around student belonging. Based on documented success among 4th graders, they've decided to test this change package throughout all 5th grade classrooms, collect more data on how it serves a different grade level, and monitor changes through the school climate survey at the beginning and end of each semester.	**3.5 / 4.0** (Master score /Group score)

Evidence supporting master score	**Evidence supporting group score**
- *Several PDSAs have been conducted around peer relationships, instructional structures, and teacher relationships in some 4th grade classrooms regarding student belonging.* - *Based on success with 4th grade students the team has decided to test the change practice with all 5th grade students.* - *Scalable.*	- *Several PDSAs with several focus statements.* - *They are ready to expand.* - *They have documented success.* - *They are monitoring all the pieces.* - *They are scaling it.*

Scenario 7) The Casper Ridge High School team set the goal of 90 percent of 11th grade students developing mathematical authority in the classroom, as measured by schoolwide climate survey. The team developed a theory of improvement to reach this goal. They've decided to start implementing a Peer Learning Strategy change practice in October across some 11th grade classrooms and observe its impact on increasing student sense of confidence. They are collecting and analyzing the following measures: weekly exit tickets to track student perceptions; check for the fidelity of Peer Learning Strategy implementation; and results from school climate surveys.	**2.5** (Calibrated score)

Evidence supporting the calibrated score
- *They have a theory, set the goal, and have done some measures of the data.*
- *They have not started testing, but they have a plan to start testing.*
- *Beginning implementation.*

Scenario 8) Carver Middle School decided to focus on modeling specific prewriting strategies in conjunction with introducing a particular reading comprehension protocol, both related to increasing ELA outcomes. After several PDSAs across 6th and 7th grade classrooms over two months, teachers have documented how they're adapting the strategies and protocols to meet the needs of their grade levels, but they haven't abandoned them because they're working. They're seeing consistent improvement in the length of student written responses but slower improvement in students accurately answering questions and using proper sentence structure.	**3.5 / 3.0** (Master score /Group score)

Evidence supporting master score
- *Increasing ELA outcomes by focusing on modeling prewriting strategies and introducing a reading comprehension protocol.*
- *Several PDSAs across 6th and 7th grade classrooms over two months and teachers have documented how they're adapting the strategies to meet the needs of their grade levels.*
- *Consistent improvement in the length of student written responses.*
- *Slower improvement in students accurately answering questions and using proper sentence structure.*
- *Testing has occurred.*

Evidence supporting group score
- *Some things were shown as being completed such as testing and some of them are working and some are not as consistent.*
- *They are testing and adapting based on results but to the extent of being able to say moderate.*
- *Improvements are still being made.*

Study: Reflect on the Calibration Scenario Activity and Update It

A few days following the REA CoP calibration scenario activity, the project team members met to reflect on the activity together, including both what went well and what could have been improved. To help facilitate their reflections, the team used a plus/delta form that included the added component of identifying specific improvement items (Appendix A). Plus/delta is an improvement tool that provides a structured approach to capturing feedback and identifying opportunities for improvement.

The Pluses: What Went Well
The team identified several pluses or strengths of the calibration scenario activity.

+ Strengths (*What worked well?*)

- + Facilitation
- + Having notetakers
- + Discussion and engagement of liaisons
- + Scenario documents and their content (e.g., purpose and norms, master score document, guiding questions)
- + Sharing materials ahead of the CoP

- + Activity script for reference
- + Participant groups and timing
- + Correlation of group scoring to master scoring
- + The variance between the group and master scores that didn't match for two scenarios was small

The Deltas: Opportunities for Improvement
The team also identified some deltas or opportunities for improvement.

Δ Deltas (*What changes are necessary?*)

- Δ Participant attendance and being on time
- Δ Technology, Microsoft Teams (e.g., group assignments, sound entering breakout groups, participants dropped and having to deal with Teams update)
- Δ One participant was frustrated because they didn't get to sign up

- Δ Didn't record groups' discussion
- Δ Need to ask for volunteers to report out group discussion
- Δ Update scenarios six and eight to determine the calibration master scores based on feedback from liaisons

Items Identified for Improvement
Looking holistically at the pluses and deltas of the calibration scenario activity, the project team contemplated improvement items, the Rx, to make the activity better.

Rx (What are the improvement items?)

- ☐ Use Zoom
- ☐ Assign facilitators and notetakers
- ☐ Assign one person to stay in the main room
- ☐ Practice with a script
- ☐ Remind participants of many ways to signup

- ☐ Assume that the scenarios are happening
- ☐ Ask for group volunteers to report on discussions
- ☐ Determine if recordings are needed
- ☐ Assign multiple scenarios to each group depending on size

Act: Make Improvements and Implement Calibration Scenario Activity into Regular Practice

Having a Project Progress Scale calibration activity and the plus/delta results with specific improvement items named will guide the NDDPI in making changes to improve the activity and make it a regular REA liaison practice. Helping to ensure liaisons consistently and accurately use the scale will help foster positive change for school improvement projects. Embedding the calibration activity into REA training and professional learning offers the opportunity to reduce the variability in how short-cycle school improvements are measured.
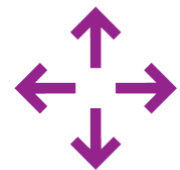
Next Steps

The NDDPI plans to continue to use the calibration activity. NDDPI will update scenarios six and eight based on REA liaison feedback to confirm the master scores. They also plan to design a coaching guide using the same scenarios. The guide will provide liaisons with resources on how to support each of the school teams within the scenarios to reach the next level of the progress scale. In turn, the resources should increase the liaison's coaching skills for working with their school teams.

Resources

The following resources may be consulted to learn more about NDDPI's school renewal work.

- Accomplishing Effective Systems Change to Improve Student Achievement in North Dakota
  - [AERA 2023 (iPosterSessions - an aMuze! Interactive system)](#)
- Creating a blueprint for enhancing school supports in North Dakota
  - https://www.mcrel.org/blueprint-for-school-improvement-north-dakota/
- Improvement Discipline in Practice
  - https://www.carnegiefoundation.org/blog/improvement-discipline-in-practice/
- North Dakota Department of Public Instruction School Renewal Guide – PK-12 Education Strategic Vision Framework
  - [North Dakota releases latest School Renewal Guide focusing on improvement science to support high-quality teaching and learning opportunities - Region 11 Comprehensive Center (region11cc.org)](#)
- North Dakota Parshall Impact Story
  - [Impact Story: Improving School Attendance in a Rural North Dakota Community - Region 11 Comprehensive Center (region11cc.org)](#)
- North Dakota Plan-Do-Study-Act Video
  - https://region11cc.org/video-north-dakota-schools-embrace-a-plan-do-study-act-cycle-of-improvement/
- North Dakota Renewal Guide
  - https://www.nd.gov/dpi/sites/www/files/documents/Division%20of%20SS%26I/ESSA/Accountability/NDSchoolRenewalHandbook2.0.pdf
- North Dakota School Renewal Story/Blog
  - https://www.mcrel.org/blueprint-for-school-improvement-north-dakota/
- School Renewal Animated Video
  - https://region11cc.org/video-north-dakota-schools-embrace-a-plan-do-study-act-cycle-of-improvement/
- Senate Bill 2554—Implications for CSI Schools
  - https://www.nd.gov/dpi/sites/www/files/documents/Division%20of%20SS%26I/ESSA/Accountability/SB2254CSIimplications.pdf

Appendix A: Artifacts

Gantt chart

NDDPI SCHOOL RENEWAL SCHOOL PROGRESSION SCALE CALIBRATION PROCESS

Calendar date = Milestone / Due date　▢ = Milestone completed

Activities	Objective	Person's Responsible	Sept. 2023	October	November	December	January 2024	February	March	April
Identify calibration scenario planning team		Joe								
Identify planning team: Rachel T., Katie S., Ben C., Jeanette K., Nathan P)., Patrik ., Edit K., and send meeting poll to participants	Identify team members			25						
Planning team meeting #1	Team outlines the process				10					
Planning team meeting #2 **if needed** (Ben, Patrik, Nathan & Joe)	Team continues to outline the process				18					
Share planning team meeting notes	Meeting transparency and archival notes				10					
Construct calibration scenarios		Ben & Team								
Share draft calibration scenarios with planning team	Draft scenarios			25						
Review draft scenarios	Update scenarios				10					
Add 4 scenarios for a total of 8 scenarios	Add scenarios					13				
Test the scenarios with the NDDPI Core Team and record the practice session	Core team participants to test the scenarios with Zoom recording					20				
Finalize the scenario document with editorial staff and media specialist and edit the recording	Scenarios completed with recording					20				
Develop the calibration scenario process		Joe & Team								
Develop the protocol for using the calibration scenarios	Standardize protocol				18					
Finalize the scenario process with the McREL evaluation team,	Scenario process completed					8				
Conduct mastery scoring session with NDDPI core team						27				
Conduct calibration scenarios		Ben & Team								
Identify the purpose and goal/s of the liaisons/coaches CoP scenarios training	Create focus of the training/s				6					
Create the liaisons'/coaches' scenario protocol	Construct the scenario process					8				
Conduct liaisons'/coaches' community of practice judging/evaluating scenarios	Conduct over view and judge scenarios					15				

Activities	Objective	Person's Responsible	Sept. 2023	October	November	December	January 2024	February	March	April
Develop calibration scenario results summary report		Ben & research assistant								
Develop draft report and obtain participants' feedback	Create draft archival document								15	
Finalize draft report	Complete archival document								31	
Revise and finalize final report	Complete archival document									30

Updated: 2/11/24, version #14

Practice Test Session—Google Form

Core team project progress calibration

Scenario: Two teachers on Diamond Elementary team have volunteered to test a particular reading strategy that the team has identified might support increasing phonics as measured by nonsense word fluency whole words read in 1st grade. They will try to implement the strategy four times this week, collect data around how many students improve correct letter sounds, how many students improve on whole words read, and how many days they actually do the activity, and share how it went in their weekly huddle next week.

1. What is your rating of this scenario?

   Mark only one oval.

   ◯ 0.5
   ◯ 1.0
   ◯ 1.5
   ◯ 2.0
   ◯ 2.5
   ◯ 3.0
   ◯ 3.5
   ◯ 4.0
   ◯ 4.5
   ◯ 5.0

2. What evidence do you have from scenario to support your score?

   _____

   _____

   _____

   _____

   _____

Calibration Activity Master Key

North Dakota Department of Public Instruction School Renewal Progress Scale Calibration

Purpose: Calibration is a crucial process designed to enhance inter-rater reliability within the team of North Dakota Regional Education Association (NDREA) liaisons supporting Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI) schools when assessing progress toward school teams goals and outcomes. Its primary purpose is to ensure consistency and accuracy in the measurement of school's progress on improvement projects. By engaging in calibration sessions, liaison team members can align their understanding of the ND School Renewal project scale criteria, reducing subjectivity and bias that may otherwise affect ratings. This alignment, in turn, fosters a fair and equitable approach to tracking progress, promoting trust within the team, and ultimately enabling better decision-making regarding support and follow up for TSI and CSI school teams. In essence, calibration serves as a vital tool in maintaining the credibility and effectiveness of the ND School Renewal process, contributing to more objective, reliable, and impactful assessments of school teams' efforts and achievements.

Instructions: The table below portrays a list of scenarios related to school renewal team improvement projects. Please read each scenario and provide your rating based on the ND School Renewal Project Progress Scale linked here: School Renewal Guide (nd.gov) page 24. In addition to providing a rating for each scenario, please be sure to also include notes within the other column provided.

Considerations to support your rating:

- Is a goal stated, or is it a problem statement?
- Is the goal truly a focus goal? Does it have the four components?
- Is a team established?
- Is there a working theory of improvement (driver diagram) to support the team's school renewal project?
- Is a change practice stated, or is it a program?
- Are there measures that will be used to track the team's progress?

Scenario	Master Score	Documentation and Evidence Supporting the Score
1) **The East High leadership team** is revisiting their theory of improvement for increasing attendance. After Semester 1, they notice that, although there has been a 5 percent decrease in chronic absenteeism, the texting program is not reaching as many families as they had hoped. They wonder if in-person home visits would be useful. The team decides a couple of team members will look into the research on home visits and a couple of team members will do two empathy interviews each to understand why texting is not reaching as many families as hoped. Both smaller teams will bring back learnings to the whole team to decide the next steps.	**3.0**	- Theory of improvement increasing attendance - 5% decrease in chronic attendance - Texting program not reaching all families - Team members researching home visits - Team members completing two empathy interviews

Calibration Activity & Scenario Results Summary

Scenario	Master Score	Documentation and Evidence Supporting the Score
2) **The leadership team at Belle Elementary** has been in a constant state of flux. Over the course of the past nine months, there have been two different principals and two different vice principals. During this time, the school team has met only twice and is still in a state of needs sensing and determining which problem/s to solve for as they attempt to map out next steps in their improvement project planning.	.5	- Two principals' and vice principals' changes - No focus goal established - School team met twice and continues to need to conduct needs sensing to identify problem/s to solve
3) **The Mountain Sky Elementary School principal** has been tasked with sharing out on progress toward their improvement goal of increasing proficiency in English language arts (ELA) for 3rd grade multilingual students. To do so, she has developed a comprehensive binder of documents that includes the school's focus goal, a corresponding driver diagram, and Excel spreadsheets that include data from schoolwide interim assessments and the previous year's state-level data.	2.0	- Principal tasked with sharing progress improvement goal of increasing proficiency in English language arts for 3rd grade multilingual students - Comprehensive binder with focus goal, driver diagram, and Excel spreadsheets including schoolwide interim assessment and previous year's state-level data
4) **Jasper Middle School** is working hard on school improvement goals dedicated to improving student outcomes in math, reading, and attendance. They have established professional learning communities (PLCs) to address goals in all three areas and members of each team feel good about the progress being made toward each goal. At PLC meetings, they share out on promising practices and on challenges related to their goals.	1.5	- Improvement goals: math, reading, and attendance - No theory of improvement - No specific improvement data - Meeting in PLCs to address goals and sharing promising practices - Activity but no tests
5) **The Bunker Hill Middle School team** met prior to the start of the school year to establish a schoolwide goal to increase the percentage of 7th grade Native American students at or above proficiency in ELA by 10 percentage points. The teachers on the team are interested in implementing a particular new ELA program, specifically change practices around phonemic awareness given their analysis of where Native American students scored the lowest in last year's tests. Two teachers volunteered to dive deep into the new ELA program and draw up a detailed draft of the first Plan-Do-Study-Act (PDSA) cycle they might run around this change practice and bring a draft back to the team for consideration.	2.0	- Increase percentage of 7th grade Native American students at or above proficiency in ELA by 10 percentage points - New ELA program change practices around phonemic awareness based on student scores from last year's tests - Two teachers volunteered to develop a detailed draft of the first PDSA cycle and the change practice and bring it back to the team for consideration - No testing

Scenario	Master Score	Documentation and Evidence Supporting the Score
6) **The Lakeshore Elementary School team** has run several PDSAs on a set of interventions around peer relationships, instructional structures, and teacher–student relationships in some 4th grade classrooms to reach their focus goal around student belonging. Based on documented success among 4th graders, they've decided to test this change package throughout all 5th grade classrooms, collect more data on how it serves a different grade level, and monitor changes through the school climate survey at the beginning and end of each semester.	3.5	- Several PDSAs have been conducted around peer relationships, instructional structures, and teacher relationships in some 4th grade classrooms regarding student belonging - Based on success with 4th grade students the team has decided to test the change practice with all 5th grade students - Scalable
7) **The Casper Ridge High School team** set the goal of 90 percent of 11th grade students developing mathematical authority in the classroom, as measured by schoolwide climate survey. The team developed a theory of improvement to reach this goal. They've decided to start with implementing a *Peer Learning Strategy* change practice in October across some 11th grade classrooms and observe its impact on increasing student sense of confidence. They are collecting and analyzing the following measures: weekly exit tickets to track student perceptions; check for the fidelity of *Peer Learning Strategy* implementation; and results from school climate surveys.	2.5	- The goal of 90% of the 11th grade students developing mathematical authority as measured by the schoolwide climate survey - Implement a Peer Learning Strategy change practice - Team meets regularly - Practical measurement plan: weekly exit tickets to track student perceptions, check fidelity of implementation and review results from school climate surveys - No testing
8) **Carver Middle School** decided to focus on modeling specific prewriting strategies in conjunction with introducing a particular reading comprehension protocol, both related to increasing ELA outcomes. After several PDSAs across 6th and 7th grade classrooms over two months, teachers have documented how they're adapting the strategies and protocols to meet the needs of their grade levels, but they haven't abandoned them because they're working. They're seeing consistent improvement in the length of student written responses but slower improvement in students accurately answering questions and using proper sentence structure.	3.5	- Increasing ELA outcomes by focusing on modeling prewriting strategies and introducing a reading comprehension protocol - Several PDSAs across 6th and 7th grade classrooms over two months and teachers have documented how they're adapting the strategies to meet the needs of their grade levels - Consistent improvement in the length of student written responses - Slower improvement in students accurately answering questions and using proper sentence structure - Testing has occurred

Facilitator Calibration Activity Protocol
North Dakota Department of Public Instruction School Renewal Progress Scale
Calibration Facilitators Guiding Questions Note Catcher

Group Members:

Group Norms
- Assume positive intent.
- Listen and seek for understanding and learning.
- All voices are valued and safe.
- Comments and discussions center around scenarios, not people

Guiding Topics for Documentation and Evidence Supporting the Score:
- Share Individual Scores - Where on the scale did individuals place the scenario? What evidence supports your decision?
- Place of Shared Understanding - Does anyone feel so strongly about their rating they cannot be swayed? What evidence did you hear from others that could change your score?
- Describe What is Actually There - What are the key components or key pieces of evidence?
- Seek Understanding - What wonderings does the group have? Do we understand what the scenario is showing?

Scenario	Individual Ratings	My Group's Rating	Documentation and Evidence Supporting the Score
1) **The East High leadership team** is revisiting their theory of improvement for increasing attendance. After Semester 1, they notice that, although there has been a 5 percent decrease in chronic absenteeism, the texting program is not reaching as many families as they had hoped. They wonder if in-person home visits would be useful. The team decides a couple of team members will look into the research on home visits and a couple of team members will do two empathy interviews each to understand why texting is not reaching as many families as hoped. Both smaller teams will bring back learnings to the whole team to decide the next steps.			
2) **The leadership team at Belle Elementary** has been in a constant state of flux. Over the course of the past nine months, there have been two different principals and two different vice principals. During this time, the school team has met only twice and is still in a state of needs sensing and determining which problem/s to solve for as they attempt to map out next steps in their improvement project planning.			

3) **The Mountain Sky Elementary School principal** has been tasked with sharing out on progress toward their improvement goal of increasing proficiency in English language arts (ELA) for 3rd grade multilingual students. To do so, she has developed a comprehensive binder of documents that includes the school's focus goal, a corresponding driver diagram, and excel spreadsheets that include data from schoolwide interim assessments and the previous year's state-level data.			
4) **Jasper Middle School** is working hard on school improvement goals dedicated to improving student outcomes in math, reading, and attendance. They have established professional learning communities (PLCs) to address goals in all three areas and members of each team feel good about the progress being made toward each goal. At PLC meetings, they share out on promising practices and on challenges related to their goals.			
5) **The Bunker Hill Middle School team** met prior to the start of the school year to establish a schoolwide goal to increase the percentage of 7th grade Native American students at or above proficiency in ELA by 10 percentage points. The teachers on the team are interested in implementing a particular new ELA program, specifically change practices around phonemic awareness given their analysis of where Native American students scored the lowest in last year's tests. Two teachers volunteered to dive deep into the new ELA program and draw up a detailed draft of the first Plan-Do-Study-Act (PDSA) cycle they might run around this change practice and bring a draft back to the team for consideration.			
6) **The Lakeshore Elementary School team** has run several PDSAs on a set of interventions around peer relationships, instructional structures, and teacher–student relationships in some 4th grade classrooms to reach their focus goal around student belonging. Based on documented success among 4th graders, they've decided to test this change package throughout all 5th grade classrooms, collect more data on how it serves a different grade level, and monitor changes through the school climate survey at the beginning and end of each semester.			

7) **The Casper Ridge High school team** set the goal of 90 percent of 11th grade students developing mathematical authority in the classroom, as measured by schoolwide climate survey. The team developed a theory of improvement to reach this goal. They've decided to start implementing a *Peer Learning Strategy* change practice in October across some 11th grade classrooms and observe its impact on increasing student sense of confidence. They are collecting and analyzing the following measures: weekly exit tickets to track student perceptions; check for the fidelity of *Peer Learning Strategy* implementation; and results from school climate surveys.			
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Participant Calibration Activity Protocol

North Dakota Department of Public Instruction School Renewal Progress Scale Calibration

Purpose: Calibration is a crucial process designed to enhance inter-rater reliability within the team of North Dakota Regional Education Association (NDREA) liaisons supporting Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI) schools when assessing progress toward school teams goals and outcomes. Its primary purpose is to ensure consistency and accuracy in the measurement of school's progress on improvement projects. By engaging in calibration sessions, liaison team members can align their understanding of the ND School Renewal project scale criteria, reducing subjectivity and bias that may otherwise affect ratings. This alignment, in turn, fosters a fair and equitable approach to tracking progress, promoting trust within the team, and ultimately enabling better decision-making regarding support and follow up for TSI and CSI school teams. In essence, calibration serves as a vital tool in maintaining the credibility and effectiveness of the ND School Renewal process, contributing to more objective, reliable, and impactful assessments of school teams' efforts and achievements.

Considerations to support your rating:

- Is a goal stated, or is it a problem statement?
- Is the goal truly a focus goal? Does it have the four components?
- Is a team established?
- Is there a working theory of improvement (driver diagram) to support the team's school renewal project?
- Is a change practice stated, or is it a program?
- Are there measures that will be used to track the team's progress?

Scenario	Individual Ratings	My Group's Rating	Documentation and Evidence Supporting the Score
1) **The East High leadership team** is revisiting their theory of improvement for increasing attendance. After Semester 1, they notice that, although there has been a 5 percent decrease in chronic absenteeism, the texting program is not reaching as many families as they had hoped. They wonder if in-person home visits would be useful. The team decides a couple of team members will look into the research on home visits and a couple of team members will do two empathy interviews each to understand why texting is not reaching as many families as hoped. Both smaller teams will bring back learnings to the whole team to decide the next steps.			

2) **The leadership team at Belle Elementary** has been in a constant state of flux. Over the course of the past nine months, there have been two different principals and two different vice principals. During this time, the school team has met only twice and is still in a state of needs sensing and determining which problem/s to solve for as they attempt to map out next steps in their improvement project planning.			
3) **The Mountain Sky Elementary School principal** has been tasked with sharing out on progress toward their improvement goal of increasing proficiency in English language arts (ELA) for 3rd grade multilingual students. To do so, she has developed a comprehensive binder of documents that includes the school's focus goal, a corresponding driver diagram, and excel spreadsheets that include data from schoolwide interim assessments and the previous year's state-level data.			
4) **Jasper Middle School** is working hard on school improvement goals dedicated to improving student outcomes in math, reading, and attendance. They have established professional learning communities (PLCs) to address goals in all three areas and members of each team feel good about the progress being made toward each goal. At PLC meetings, they share out on promising practices and on challenges related to their goals.			
5) **The Bunker Hill Middle School team** met prior to the start of the school year to establish a schoolwide goal to increase the percentage of 7th grade Native American students at or above proficiency in ELA by 10 percentage points. The teachers on the team are interested in implementing a particular new ELA program, specifically change practices around phonemic awareness given their analysis of where Native American students scored the lowest in last year's tests. Two teachers volunteered to dive deep into the new ELA program and draw up a detailed draft of the first Plan-Do-Study-Act (PDSA) cycle they might run around this change practice and bring a draft back to the team for consideration.			

6) **The Lakeshore Elementary School team** has run several PDSAs on a set of interventions around peer relationships, instructional structures, and teacher–student relationships in some 4th grade classrooms to reach their focus goal around student belonging. Based on documented success among 4th graders, they've decided to test this change package throughout all 5th grade classrooms, collect more data on how it serves a different grade level, and monitor changes through the school climate survey at the beginning and end of each semester.			
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8) **Carver Middle School** decided to focus on modeling specific prewriting strategies in conjunction with introducing a particular reading comprehension protocol, both related to increasing ELA outcomes. After several PDSAs across 6th and 7th grade classrooms over two months, teachers have documented how they're adapting the strategies and protocols to meet the needs of their grade levels, but they haven't abandoned them because they're working. They're seeing consistent improvement in the length of student written responses but slower improvement in students accurately answering questions and using proper sentence structure.			

Calibration Scenario Activity Agenda and Meeting Script

ND REA Liaisons/Coaches Community of Practice Scenario Scoring Activity
Friday, December 15, 2023, 9:00 a.m. MST/10:00 a.m. CST

Meeting Script:

- Welcome, introductions & set the stage – (introductions Atiana, Arlene, Ben, Edit, Kim & Joe) **Katie 4 mins**.
- REA check-in (celebrations & clearing protocol) – **Katie 10 mins.**
- Purpose, instructions (review purpose, instructions and considerations & show scenarios document) and groups (place in chat) remind participants to use their scored calibration document and the project progress scale during groups – **Ben 8 mins.**
- **Rachel** will add groups in chat and place everyone in breakout groups
- Facilitators review group norms & utilize guiding topics for documentation and evidence supporting the score (show scenarios document in groups) **Facilitators & Notetakers Katie/Kim scenarios #3 & #5, Ben/Joe scenarios #2 & #4, Edit/Arlene scenarios #1 & #7, & Rachel/Atiana scenarios #6 & #8**
    - Display assigned scenarios in breakout groups and let groups know each breakout will be 10 mins. to 24 minutes depending on groups size
    - Ask for a volunteer to report out about group discussion
    - Group calibrations round **#1 (10 mins. - 24 mins.)** (larger groups will need more time & ask for volunteer to begin discussions)
        - Review group norms
        - 3-5 minutes to review scenario and score
        - Give everyone an opportunity to share documentation and evidence
        - Questions available in notecatcher – ask for volunteers to begin the scoring discussion
    - Group calibrations round **#2 (10 mins. - 24 mins.** (larger groups will need more time & ask for volunteer to begin discussions)
        - 3-5 minutes to review scenario and score
        - Give everyone an opportunity to share documentation and evidence
        - Questions available in notecatcher – ask for volunteers to begin the scoring discussion
- Groups' follow-up discussion and closing – **Katie 20 mins.**
    - Ask coaching liaisons to share results for each scenario; scenarios (1, 2, 3, 4, 5, 6, 7 & 8) sharing to begin with scenario #1
    - Ask for a presenter volunteer from each group to begin the discussion

Planning Notes:

- ✓ **NDDPI core team members to meet on Friday, December 15, 2023, at 8:55 a.m. MST/9:55 a.m. CST for final preparation**
- ✓ **Groups** (will added to chat)
    - ○ **Katie- Facilitate, Kim- Notetaker**; Scenarios 3 and 5 and – Group: Alyson Parsley, Becky Nelson, Danette Brown- Coaching Liaisons
    - ○ **Ben- Facilitate, Joe- Notetaker**; Scenarios 2 and 4- Group: Erin Lacina, Jenna Feldman, Ryan Lyson- Coaching Liaisons
    - ○ **Edit- Facilitate, Arlene- Notetaker**; Scenarios 1 and 7 – Group: Tonya Hunskor, Sarah McFadden, Lyndsi Engstrom, Viola Slater- Coaching Liaisons
    - ○ **Rachel- Facilitate, Atiana- Notetaker**; Scenarios 6 and 8 – Group: Janet O'Hara, Jennifer Glasheen, Mitch Strand- Coaching Liaisons
- ✓ **Rachel** will put groups in breakout rooms and send a reminder when 5 minutes is left in round #2
- ✓ **Notetaker**s will monitor the time in each group
- ✓ **Rachel and Katie** will see if breakout groups can be recorded
- ✓ Send group notes to **Kim Jones** (kjones@mcrel.org) at the end of the activity

Plus, Delta, and Improvements

Continuous Improvement Planning Study Form
Plus, Delta & Improvements

Plus / Delta Form for REA CoP Scenario Calibration Activity

Date December 15, 2023   Group Completing Form NDDPI Core Team

+ Strengths (What worked well?)	△ Opportunities for Improvement (What changes are necessary?)
✓ Facilitation ✓ Notetakers ✓ Liaisons/coaches discussion 　　○ Deep conversations – liaisons/coaches improvement knowledge 　　○ Liaisons/coaches engaged ✓ Scenario documents 　　○ Scenarios document – purpose, instructions & considerations to support rating 　　○ Scenarios master score document 　　○ Scenarios norms and guiding questions document ✓ Documents shared prior to activity ✓ Facilitators and notetakers practice & script ✓ Grouping participants ✓ Correlation of scoring to master document ✓ Completing scenarios – small groups (2-3 participants) 8-10 minutes & larger groups (5–8 participants) 16-20 minutes ✓ Scenario #6 master score 3.5 and group score 4.0 ✓ Scenario #8 master score 3.5 and group score 3.0	✓ Participants' attendance and being late ✓ Technology Microsoft Teams (group assignments, sound bleeding into breakout groups, participants being dropped and having to sign in again & dealing with Teams update) ✓ One participant frustrated because they didn't sign-up and receive a calendar invite ✓ Didn't record groups' discussions ✓ During groups ask for volunteers to report out discussions

RX (Improvement Items)
1. Use Zoom as an option
2. Assign facilitators and note takers
3. Assign one person to stay in the main room
4. Preplan groups
5. Practice with a script
6. Remind participants in a variety of ways (email, sign-up, reminder emails, & announcements in meetings)
7. Assume that the scenarios are happening
8. Ask group volunteers to report on discussions
8. Determine if recordings will be needed (main room & breakouts)
9. Assign multiple scenarios to each group depending on group sizes