Differentiated Assistance Protocols for Local Educational Agencies (LEAs)

Facilitation Guide - 2nd Edition





Acknowledgements

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To work jointly with districts in affirming and/or supporting focus areas of work that:

- Builds capacity through professional expertise and local decision-making
- Fosters systemic collaboration
- · Builds a culture of co-learning and reflective inquiry
- Promotes a climate of candor, evidence and urgency to take action
- Results in improved student outcomes and leads to sustainable change

Technical Assistance

Proposed Criteria for Determining LEA Eligibility for Differentiated Assistance and Intensive Intervention. LEAs are eligible for technical assistance if the LEA "fails to improve pupil achievement across more than one state priority for one or more student groups."

Basics (Priority 1)

Not Met for Two or More Years on Local Performance Indicator

Implementation of State Academics Standards (Priority 2)

Not Met for Two or More Years on Local Performance Indicator

Parent Engagement (Priority 3)

Not Met for Two or More Years on Local Performance Indicator

Pupil Achievement (Priority 4)

- Red on both English Language Arts and Math tests OR
- Red on English Language Arts or Math test AND Orange on the other test OR
- Red on the English Learner Indicator (English learner student group only)

Pupil Engagement (Priority 5)

- Red on Graduation Rate Indicator OR
- Red on Chronic Absence Indicator

School Climate (Priority 6)

- Red on Suspension Rate Indicator OR
- Not Met for Two or More Years on Local Performance Indicator

Access to and Outcomes in a Broad Course of Study (Priorities 7 & 8)

Red on College/Career Indicator

Coordination of Services for Expelled Pupils - COEs Only (Priority 9)

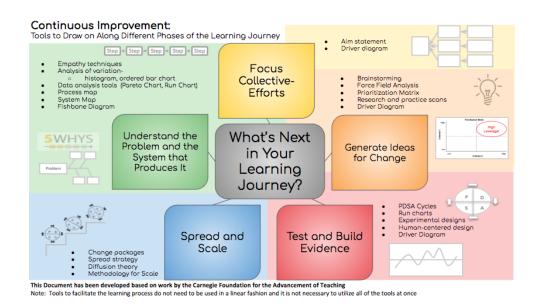
Not Met for Two or More Years on Local Performance Indicator

Coordination of Service for Foster Youth - COEs Only (Priority 10)

Not Met for Two or More Years on Local Performance Indicator



Process Overview (



Improvement Journey Map (What's Next Slide)

Purpose: To frame the purpose of differentiated assistance, identify team members and determine meeting time(s).

Guiding Question: What makes an LEA eligible for differentiated assistance and what does the process entail?



Description of the Process: After release of Dashboard and LEA is notified of Differentiated Assistance by the county superintendent or designee, COE contacts qualifying LEAs via a phone call or in person to describe the differentiated assistance process. During the conversation or follow-up meeting with district leadership discuss the composition of the district team in light of state indicators, student groups, or both. Because the process will focus on gaining a deeper understanding of the gaps in student performance and the system that is currently producing these outcomes, it will be important to include stakeholders from across the district. Central Office leaders should consider inviting stakeholders from across their system such as site leaders, teachers, CBO, HR, Special Ed Director, SELPA representative.

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Approach:

- Shift from compliance to capacity building
- Identify strengths and weaknesses
- Self-identify or reaffirm 2-3 areas of focus to strengthen systems
- Support continuous improvement process
- Consider evidence to assist in the reflective process

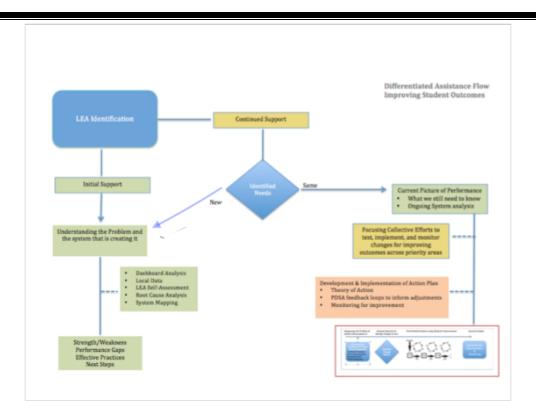
Overview of process including:

- Initial inquiry process and ongoing continuous support activities
- Tools to be used
- Team members to be included and their roles.
- Timeline Overview
- Written Summary Letter that includes identification of next steps

Continued Support:

- Focusing collective efforts to test, implement and monitor changes for improving outcomes across priority areas.
- Looking at current performance and further systems analysis
- Development and implementation of action plan, including Theory of Action/Practice Improvement, PDSAs feedback loops to inform adjustments, monitoring for improvement.





Differentiated Assistance – Statute Identification of the school district's (LEA) strengths and weaknesses in regard to the state priorities described in subdivision (d) of **EC Section 52060**, communicated in writing to the school district (LEA). This identification shall include a review of effective, evidence-based programs that apply to the school district's (LEA) goals.

EC Section 52066 Commencing with the 2019–20 fiscal year and in each fiscal year thereafter, the county superintendent of schools shall submit the summary described in this subdivision with its local control and accountability plan pursuant to subdivision (a) of Section 52070.5.

Summary of action report due 2018-19, describes plan to support school districts and schools within the county. Summary shall include one or more goals for:

- Completing the review of LCAPs
- Providing technical assistance to school districts (EC 52071)
- Providing any other support in implementation of this article
- Metrics to assess the progress of identified goals
- Specific actions and expenditures to meet identified goals
- Steps to collaborate with CCEE, CDE, and other COEs to support school districts
- Presented to the county office board at the same public meeting as LCAP
- No specific, statewide template (not required for COEs with a single school district)



- · Specific actions do not supersede local bargaining.
- Describe how COE will support the continuous improvement of all school districts within the county
- Describe TA for each <u>identified</u> school district to improve pupil outcomes. May include actions the school district will take independent of the COE
- July 2019 COEs submit summary to CDE
- November 2019 CDE compiles summaries into a single report and posts it on the CDE Website.

Ed Code 52071

Understand the Problem and the System that Produces It



DASHBOARD ANALYSIS

Purpose: To begin to identify areas of strengths and weaknesses and determine possible entry points based upon dashboard results during initial support.

Guiding Question:

How is the System Performing?

Description of the Process: Using the **Dashboard Analysis LCAP Summary Protocol** review performance on the Dashboard for the state indicators, for all students and student groups to identify performance strengths and weaknesses. (Below are some entry-level prompts; LCAP Summary Protocol includes prompts for deeper exploration of student group performance gaps.)

- What were the strongest (blue/green) areas?
- What were the areas of greatest need (red/orange)?
- What were areas that showed greatest growth?
 - o What patterns do you notice?
 - o What questions do you have?
 - o Are there outliers in the data that may need further investigation?
 - o What additional information is needed to better understand the problem?
 - o What actions and services were in the LCAP to address the needs of these groups, and how were they implemented?

Review performance on the local indicators on the Dashboard.

- What were the strongest areas of performance?
- What were the areas of greatest need?

- Dashboard Analysis LCAP Summary Protocol
- California Dashboard
- Local Control and Accountability Plan (LCAP)
- Annual Update



LOCAL MEASURES ANALYSIS

Purpose: To surface other data or local measures need to be reviewed to provide a full understanding of performance.

Guiding Question:

What additional information provides insight on the system's performance?

Description of the Process: Time invested to assist the LEA team in developing inquiry questions that will guide them in further investigating their problem and gathering additional data is critical at this point. Local data and information can help to clarify and pinpoint the system component(s) that is contributing to the problem.

Metacognitive process occurring during Dashboard and Local Measures analysis:

Reflect on the current LCAP, the Annual Update, and the areas of strength and need reviewed during the analysis process; begin to hypothesize where there may be a need to explore developing or strengthening one or more components of an effective LEA system.

If the district has already put in place any actions/services to meet the identified need, then consider asking if they are noticing any effectiveness and/or what early progress monitoring is showing.

Tools/Resources:

DA Data Analysis Notetaking Guide

ROOT CAUSE ANALYSIS - ONE IDENTIFIED AREA



Purpose: Identify, through a deeper inquiry process, what might be contributing to strengths and/or weaknesses in one identified area through the use of improvement tools and processes

Guiding Question: What are the possible causes for the specific system outcomes?

Description of the Process: While supporting an LEA it will be invaluable to



take time to consolidate learning, share investigations, and debrief data analysis and interviews while continuing to maintain a learning stance.

Tools/Resources:

- Empathy Interviews with Stakeholders
- 5 Whys Protocol
- Fishbone Diagram Protocol
- Pareto Analysis
- Process Maps
- Research & Practice Scans

SYSTEMS ANALYSIS

Purpose: Identify the component(s) or subcomponent(s) where the problem may reside, review the research and effective practices that support LEA goals and continuous improvement.

Guiding Questions:

- How is the system designed?
- What is the capacity of your system?
- What is a possible area for growth or entry point?

Description of the Process: Based upon your data analysis, deeper investigation, interviews, inquiry and reflection, use the LEA Self-Assessment*, FIA and/or instrument of LEA's choosing:

Identify the component that the LEA can use as an entry point

- Ask the probing questions under each sub-component; record responses
 - Listen; do not jump to solutions or judgments.
 - o In an effort to hear from all members of the team, plan for ways to invite different members to be the first response to sub-components and to add their perspective to each question. (Encourage superintendent and other cabinet members to speak after other team members have shared their thinking)
 - o Be prepared with follow-up questions that will foster deeper inquiry to identify what is causing the results.



- Upon completion of each section, ask the team if there were areas that stood out that validated their current goals/focus areas and if there is anything that stood out that they might need to focus attention on.
- Identify placement on the continuum/rubric.
- Upon conclusion of the LEA Self-Assessment lead a discussion that:
 - Affirms district responses to findings already in place
 - Identifies where additional information is needed from stakeholders or others
 - Prioritizes or reaffirms top 2-3 areas of focus
 - Shares additional resources (i.e. LEA Self-Assessment Companion Resource)
 - Identifies how they might communicate with key LEA stakeholders the findings and resulting priorities of the LEA Self-Assessment
 - Determine the need/interest to inquire deeper using additional resources

Tools/Resources:

- LEA Self-Assessment
- Abridged LEA Self-Assessment
- Companion LEA Self-Assessment Resource
- Fidelity Integrity Assessment (FIA)
- Empathy Interviews with Stakeholders
- Research & Practice Scans

SYNTHESIS OF FINDINGS (



Purpose: Consolidate the information and analysis completed during the differentiated assistance process and identify improvement actions that will be included in the LCAP.

Guiding Questions:

- What have we come to understand regarding the design of our system and the outcomes it produces?
- What are our strengths and weaknesses and what might our next steps be?

Description of the Process: Summarize and agree upon findings for performance and system strengths and weaknesses.

In closing, summarize the findings: Review the strengths, weaknesses and areas of need, identify what was determined by the deeper inquiry



of a single area of need, include reference of effective evidence-based programs aligned to the LEA goals and where in the LCAP the changes will be made.

Consider discussing strategies for continued support as the LEA begins
to plan for improvement. This may result in late spring and summer
ongoing support and could position the LEA and COE to be out in front
of continuous improvement efforts and new indicator triggers.

Tools/Resources:

Consolidation of Learning

WRITTEN SUMMARY LETTER TO LEA



Purpose: Provide written summary of support as a follow-up to visit.

Guiding Question: NA

Description of the Process: Send Summary of Differentiated Assistance letter be sent to LEA within two weeks.

Tools/Resources:

Summary Letter Template

Continuous Improvement Continued Support <



Continuous improvement is an ongoing effort to improve services or processes within an LEA, that is integrated into the daily work of individuals within the system. It uses evidence based practices to improve effectiveness, efficiency and equity of services and systems towards the pursuit of better outcomes for all students.

As you continue to support an LEA in their improvement journey, there is a need to develop a collaborative process that will provide a framework to guide COEs and LEAs in "how to improve". The proposed model includes a focused area of study informed by the initial problem and system analysis and any additional analysis conducted based upon current dashboard indicators. A working Theory for Improvement will be developed and iteratively refined throughout this continued support. County offices of education will be asked to provide a Summary Action report that describes the support to LEAs as well as goals and metrics to gauge



progress.

- Subject matter expertise can assist in helping LEAs identify evidence based changes to test in addressing the target area of improvement.
- Learning sessions designed to build knowledge and expertise of LEA team members, develop a working theory of practice improvement with identified change ideas, develop Plan-Do-Study-Act cycles (PDSAs) to test and build evidence towards the theory, and develop a plan for scaling improvement.
- Action periods run in between learning sessions and are supported by improvement coaching allow LEA teams to test and implement changes in their local context and collect data to measure the impact of change.

Through this process the LEA team will learn on a small scale what works for whom, and under what conditions. This part of the process is based on A Framework for Improvement (Model of Improvement).

- What specifically are we trying to accomplish? (AIM)
- What changes might we make and why? (CHANGE & THEORY)
- How will we know if a change is an improvement? (MEASURE)

Focus Collective Efforts (



Purpose: To identify a specific focus for change efforts.

Guiding Question: What specifically are we trying to accomplish?

Description of the Process: Based on analysis of root causes, the team develops an aim statement that addresses the essential question: *what specifically are we trying to accomplish?* This aim focuses the work and serves as the starting point for theory development.

- Useful aim statements clearly define success for the improvement effort by specifying:
 - What will be improved? (clear, operational definitions)
 - How much? (measurable, specific, numeric goals)
 - By when? (time frame)
 - For whom? (target population)
- The aim statement may be revisited and refined as the development of potential change ideas and measures provides more detail about:
 - The resources required to work towards the aim
 - The capacity and will of the people who will engage in the work

- Sentence Frame for developing AIM
- AIM Statements Overview
- AIM Statements
- Developing AIM Statements



Generate Change Ideas (



Purpose: Identifying evidence-based change ideas through a Theory of Practice Improvement process.

Guiding Question: What is our theory for how we think these changes will result in an improvement?

Description of the Process: Change ideas will be generated based on Research Knowledge, Practice Knowledge, or developed based on a deep understanding of one's system. These changes are based on an informed theory of how to reach the aim and should be considered *possibly wrong, and definitely incomplete*.

- A Force Field Analysis can identify potential forces that may restrain or push against, or for change, and helps in prioritizing change ideas.
- A 4-Quadrant Prioritizing Matrix can be used to identify high leverage change ideas in early stages of change idea generating. While generating change ideas as a group tends to be a flaring activity, the prioritizing matrix is a focussing activity.
- This stage should be revisited as needed and should involve many stakeholders, drawing on differing perspectives and expertise.
- All work towards an aim is informed by individual theories which are often
 implicit. Coaching should heavily focus on making those theories explicit
 and shared across the team. A simple way to begin developing a theory is
 to express how each change will shift a piece of the system which will
 contribute to the aim.
- A Driver Diagram is a more advanced tool that can articulate a working theory for improvement. It should be considered a working draft that evolves as evidence is collected.

- Generating Change Ideas Protocol
- Driver Diagram
- Force Field Analysis
- Force Field Analysis Article
- Failure Mode Analysis
- 4 Quadrant Prioritizing Document
- Change Ideas Task Card
- Template for Theory Development



Test and Build Evidence (



Purpose: To engage in small tests of change ideas to track progress and make adjustments.

Guiding Question: How will we know that a change is an improvement?

Description of the Process: One of the biggest issues with implementation in education is not identifying needed changes in the current system. Plan/Do/Study/Act (PDSA) is a way to test changes; learning about how to get a given innovation or change to work under unique and varying contexts and the immediate impact of changes. Coaching support during the action periods is critical to this learning process. Teams will need support planning their PDSA, being disciplined in collecting and analyzing the results, and deciding how to respond as a result.

- Documentation is critical and often overlooked as an important step.
- Encourage individuals to record questions they have about how the PDSA will go and what they predict will happen for each question. This helps to expose bias-based assumptions and shape them as a learning opportunity.
- Collect data regarding the change that was introduced helps to decide:
 - O Did the change occur?
 - O Did the change occur as intended?
 - What is the immediate impact of this change?
- PDSAs should be run on a small scale and ramped up and tested in different contexts and more broadly in order to confirm reliability. Measures should be in place to capture:
 - Are the changes resulting in the improvement we theorized?
 - Are there any other improvements in the system?
 - Are there any negative impacts as a result of change on the system?
 - PDSAs may provide LEAs with a variety of local measures that can be used to share progress and provide rationale for decision-making.

- Overview of PDSAs
- Blank PDSA Form
- PDSA Ramps



Spread and Scale (

Purpose: Once there is sufficient evidence and confidence of an improvement on a small scale, it is strategized to spread promising practices to other contexts and scale across an organization.

Guiding Question:

- What exactly should be scaled based on evidence from PDSA tests and other measures?
- Who will you spread the improvement effort to and how will you support their effort?
- How will we continue to learn about the integration of the change in growing and diverse contexts?

Description of Process: This work is largely based around 1) consolidating evidence from other phases of the effort, 2) creating a scale package, 3) strategizing how to scale that package to others, and 4) ensuring the new scale effort has measures in place to help the organization learn about how to "learn" those changes into their system.

- An improvement package is developed which includes details about necessary changes, the outcomes of those changes as tested on a smaller scale, and resources and tips to go about the change.
- A spread and scale plan should be developed and include a strategy about who receives the package and how they are supported.
- A measurement plan should be considered which helps to learn about how to implement the package and produce an improvement in a new context.

- Change Package Reference
- Change Package Template
- Scale Decision Matrix



Tools/Resource Links Addendum 🕒

Abridged LEA Self-Assessment

 Used by District Leadership teams to examine the current status of systemic practices that have been consistently demonstrated through research to be the components of effective district systems.

AIM Statements Overview

Statements to create questions that lead to systems improvement.

AIM Statements

How to develop AIM Statements.

Annual Update

 The LCAP contains an Annual Update section for LEAs to identify and review the actual measureable outcomes identified in the prior year's goals.

Blank PDSA Form

 Template for documenting change ideas and data analysis throughout the PDSA cycle.

California School Dashboard

 Shows how LEAs and schools perform on test scores, graduation rates, and other measures of stuent success.

Change Ideas Task Cards

• Prioritize change ideas using a matrix tool to identify the best change to implement first.

Change Package Reference

Collections of changes made to achieve a specific outcome.

Change Package Template

Template for documenting change ideas.

CDE State Priority Related Resources

 To assist LEAs in addressing the state priorities in their Local Control and Accountability Plan (LCAP). Links to tools, promising practices and research posted on the Quality Schooling Framework website.

Coherence Framework

 Michael Fullan's Coherence Framework: focusing directions; cultivating collaborative cultures; deepening learning; securing accountability.



Companion LEA Self-Assessment Resource

 Used by County Offices of Education with individual LEAs to assist in developing areas of focus for systems improvement.

Consolidation of Learning

 Tool to capture and consolidate information and identify improvement actions during the Differentiated Assitance process.

DA Data Analysis and LCAP Summary Protocol

 Tool to assist with identifying additional sources of data or local measures to provide a full understanding of Local Measures Analysis.

Dashboard Analysis and LCAP Summary Protocol

• To review performance on the Dashboard for the state indicators, for all students and student groups, identifying strengths and needs.

Developing AIM Statements

Background and protocols for creating AIM statements.

Driver Diagram

Tool used to organize theories and ideas in an improvement effort.

Education Code 52071, 52064.5 and 52074

LCFF Technical Assistance

Empathy Interview with Stakeholders

 To get a clearer picture of how the central office supports principals, and how it might be redesigned to better align, streamline, and improve their services in supporting site leaders around their improvement efforts.

Failure Mode Analysis

 A systematic method to identify problems that may lead to the inability to achieve desired outcomes.

Fidelity Integrity Assessment (FIA) 2.0

 Used by School Leadership Teams to examine the current status of school wide practices. SWIFT Fidelity Integrity (FIA) is a self-assessment that has been demonstrated through research to provide a basis for successfully including all students who live in the school community.

Fishbone Diagram Protocol

• To arrive at a deeper understanding of the problem we are trying to solve (before jumping to solutions).



5 Whys Protocol

To identify actionable root causes of problems.

Force Field Analysis

 Tool to better understand the forces that support and hinder improvement efforts.

Force Field Analysis Article

Article explaining the steps of Force Field Analysis technique.

4 Quadrant Prioritizing Matrix

Tool used to prioritize ideas to create focus on the goal.

Generating Change Ideas Protocol

 Protocol for generating change ideas and selecting a path to move forward.

Improving Performance of Students with Disabilities

 Used by COE teams as they help LEAs understand the California School Dashboard and use the data presented on the Dashboard to make adjustments to programs and services for students with disabilities.

LEA Self-Assessment

 Used by District Leadership teams to examine the current status of systemic practices that have been consistently demonstrated through research to be the components of effective district systems.

Local Control and Accountability Plan (LCAP)

 A three-year plan that describes an LEA's goals, actions, services, and expenditures that support positive student outcomes that address state and local priorities.

Overview of PDSAs

The PDSA cycle creating changes the result in improvement.

Pareto Analysis

 Used to analyze the frequency of problems or causes in a process. The Pareto Principle states 80% of the problem is caused by 20% of the causes.

PDSA Ramps

• Focus is on one change idea to test but composed of multiple PDSA cycles that result from the Study of the previous PDSA.



Process Maps

 A visual guide for picturing the steps and decision points involved in developing a process.

Research & Practice Scans

 Curated educational resources to support systemic improvement for decreasing student suspensions.

Scale Decision Mix

• Evaluate and priortize a list of ideas to determine participants' williningness for change.

Sentence Frame for Developing AIM Statements

• Sentence frame for creating AIM statements that answer the questions, "What specifically are we trying to accomplish?"

Summary Letter Template

• Template for creating the LEA Summary of Differentiated Assistance.

Template for Theory Development

 Tool for determining the impact drivers and change ideas for developed AIM statements.



COMPONENT 1: Shared Beliefs, Vision and Mission

1.1 LEA VISION AND MISSION provides a collaboratively developed descriptive picture of an LEA's preferred future as outlined in LEA planning documents (i.e., LCAP, LCAP Federal Addendum). Our LEA's mission is a collaboratively developed description of how our LEA will achieve its vision. Stakeholders involved in the process are representative of our LEA's demographics and include students, parents, community members, teachers, staff, the Board of Education, and others. Together the vision and mission guide LEA and school practices, policies, and goal development, resulting in increased student achievement embracing the concepts of "closing the gap" as well as "raising the bar" for all students.

	LA GOLLOKI
Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
The alignment of our LEA's vision, mission, and state priorities with LEA and school planning documents, practices, and policies results in increased student achievement in the majority of schools as outlined in our LEA planning documents (e.g., LCAP).	□ The alignment of our LEA's vision, mission, and state priorities with LEA and school planning documents, practices, and policies results in increased student achievement in all schools as outlined in our LEA planning documents (e.g., LCAP).
A majority of schools in our LEA have the capacity to lead school improvement using our LEA's vision, mission, and state priorities as outlined in our LEA planning documents (e.g., LCAP).	 All schools in our LEA have the capacity to lead school improvement using our LEA's vision, mission, and state priorities as outlined in our LEA planning documents (e.g., LCAP).
A majority of stakeholders are knowledgeable and supportive of our LEA's vision and mission. Our LEA's mission is a description of how our LEA will achieve its vision.	□ All stakeholders are knowledgeable and supportive of our LEA's vision and mission. Our LEA's mission is a collaboratively developed description of how our LEA will achieve its vision.
Our LEA's vision, mission, values, and priorities are planned for the achievement and needs of all students. This vision addresses the concepts of "closing the gap" as well as "raising the bar." Actions and services that are aligned to our LEA's vision, mission, values, and priorities are implemented consistently in a majority of schools .	□ Our LEA's vision, mission, values, and priorities are focused on the achievement and needs of all students. This vision embraces the concepts of "closing the gap" as well as "raising the bar." Actions and services that are aligned to our LEA's vision, mission, values, and priorities are implemented consistently in all schools.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
(Not yet started or minimal implementation) The little or no connection between our LEA's vision, mission, and state priorities with LEA and school planning documents, practices, and policies, results in increased student achievement in few schools as outlined in our LEA planning documents (e.g.,	 ☐ The minimal alignment between our LEA's vision, mission, and state priorities with LEA and school planning documents, practices, and policies, results in increased student achievement in some schools as outlined in our LEA planning
(Not yet started or minimal implementation) The little or no connection between our LEA's vision, mission, and state priorities with LEA and school planning documents, practices, and policies, results in increased student achievement in few schools as outlined in our LEA planning documents (e.g., LCAP). Capacity building has not yet been a focus for our LEA b enable schools to lead school improvement using our LEA's vision, mission, and state priorities as outlined in our LEA	 (Working towards implementation) □ The minimal alignment between our LEA's vision, mission, and state priorities with LEA and school planning documents, practices, and policies, results in increased student achievement in some schools as outlined in our LEA planning documents (e.g., LCAP). □ Some schools in our LEA have the capacity to lead school improvement using our LEA's vision, mission, and state priorities as outlined in our LEA planning documents (e.g.,
(Not yet started or minimal implementation) The little or no connection between our LEA's vision, mission, and state priorities with LEA and school planning documents, practices, and policies, results in increased student achievement in few schools as outlined in our LEA planning documents (e.g., LCAP). Capacity building has not yet been a focus for our LEA b enable schools to lead school improvement using our LEA's vision, mission, and state priorities as outlined in our LEA planning documents (e.g., LCAP).	 (Working towards implementation) □ The minimal alignment between our LEA's vision, mission, and state priorities with LEA and school planning documents, practices, and policies, results in increased student achievement in some schools as outlined in our LEA planning documents (e.g., LCAP). □ Some schools in our LEA have the capacity to lead school improvement using our LEA's vision, mission, and state priorities as outlined in our LEA planning documents (e.g., LCAP). □ Some stakeholders have knowledge of our LEA's

Reflective Questions:

- How are stakeholders involved in the development and periodic refinement of the LEA's vision, mission, and school wide learner outcomes?
- In what ways do students, parents, and other members of the school and business community demonstrate understanding of and commitment to the LEA's vision and mission?

Evidence shared for 1.1	

COMPONENT 1: Shared Beliefs, Vision and Mission

1.2 PROMOTION OF POSITIVE SCHOOL CULTURE reflects the norms, behaviors, and practices of an LEA that ensure staff and students are connected and valued. A growth mindset underlies the culture. Our LEA measures perceptions of school safety and connectedness and reports to the governing board.

Implementing	
(Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
Our LEA's processes to effectively promote a positive school culture resulting in clear, operational procedures that are integrated into daily practice in a majority of schools through communication, interaction, respect, and high-quality learning environments.	 Our LEA has a documented process to effectively promote a positive school culture resulting in clear, operational procedures that are integrated into daily practice in all schools through communication, interaction, respect, and high-quality learning environments.
□ Parents and community members understand the noms, behaviors and practices that contribute to a positive school culture.	 Parents and community members understand and support the norms, behaviors and practices that contribute to a positive school culture.
☐ The values, norms, and behaviors, that support improvement, learning and success of students are evident in a majority of schools .	 The values, norms, and behaviors that support improvement, learning and success of students are evident in all schools.
☐ A commitment to continuous improvement across a majority of our LEA is demonstrated by LEA leadership through aligned behaviors and systemic, coordinated actions.	 A high commitment to continuous improvement across our LEA is demonstrated by LEA leadership through aligned behaviors and systemic, well-coordinated actions.
☐ Our LEA is building a culture of commitment, equal access, collegiality, mutual respect, and stability.	 Our LEA has built a culture of commitment, equal access, collegiality, mutual respect, and stability.
☐ Professional norms have been established , including peer support, collaboration, trust, shared responsibility, and continuous learning for the adults in the system.	 Professional norms are deeply embedded in the culture of our LEA and include peer support, collaboration, trust, shared responsibility, and continuous learning for the adults in the system.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
 Our LEA has limited or nonexistent processes to effectively promote positive school cultures resulting in unclear 	☐ Our LEA has an inconsistent or unevenly applied
procedures.	process to effectively promote positive school cultures resulting in unclear, operational procedures.
procedures. Parents and community members are not aware of the norms, behaviors and practices that contribute to a positive school culture.	
□ Parents and community members are not aware of the norms, behaviors and practices that contribute to a positive school culture. □ The values, norms, and behaviors that support improvement, learning and success of students are evident in few schools .	resulting in unclear, operational procedures. Parents and community members have been informed about the norms, behaviors and practices that contribute to a positive
□ Parents and community members are not aware of the norms, behaviors and practices that contribute to a positive school culture. □ The values, norms, and behaviors that support improvement,	resulting in unclear, operational procedures. Parents and community members have been informed about the norms, behaviors and practices that contribute to a positive school culture. The values, norms, and behaviors that support improvement, learning and success of students are
 □ Parents and community members are not aware of the norms, behaviors and practices that contribute to a positive school culture. □ The values, norms, and behaviors that support improvement, learning and success of students are evident in few schools. □ Few schools demonstrate a commitment to continuous improvement. The actions are not systemic, coordinated practices. □ Our LEA has not yet begun to build a culture of commitment, collegiality, mutual respect, and stability. 	resulting in unclear, operational procedures. Parents and community members have been informed about the norms, behaviors and practices that contribute to a positive school culture. The values, norms, and behaviors that support improvement, learning and success of students are encouraged in some schools. A commitment to continuous improvement is evident in some of the schools in our LEA. The actions are not always
 □ Parents and community members are not aware of the norms, behaviors and practices that contribute to a positive school culture. □ The values, norms, and behaviors that support improvement, learning and success of students are evident in few schools. □ Few schools demonstrate a commitment to continuous improvement. The actions are not systemic, coordinated practices. □ Our LEA has not yet begun to build a culture of 	resulting in unclear, operational procedures. Parents and community members have been informed about the norms, behaviors and practices that contribute to a positive school culture. The values, norms, and behaviors that support improvement, learning and success of students are encouraged in some schools. A commitment to continuous improvement is evident in some of the schools in our LEA. The actions are not always systemic, coordinated practices. Our LEA has begun to build a culture of commitment,

Reflective Questions:

- How are parents, community members, staff and students engaged in the governance of the school?
- What processes are used to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to ensure quality student learning?

Evidence shared for 1.2

COMPONENT 1: Shared Beliefs, Vision and Mission

1.3 LEA SUPPORT FOR SAFE LEARNING ENVIRONMENTS AND STUDENT ENGAGEMENT

LEA planning documents include programs and strategies that include behavioral expectations and consequences for actions, as well as knowledge and skills needed by students and staff to promote safe physical and social emotional learning environments. LEA uses restorative practices to cultivate positive relationships in classrooms and at school sites.

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
Our LEA has documented procedures that ensure safe and orderly environments are embedded within daily practices at a majority of our LEA's schools.	 Our LEA has documented procedures that ensure safe and orderly environments are embedded within daily practices at all of our LEA's schools.
Data analysis and assessment are often used to continuously improve safe learning environments and promote student engagement.	 Data analysis and ongoing assessment are consistently used to continuously improve safe learning environments and promote student engagement.
Parents recognize and value that safe learning environments are necessary for the majority of schools in our LEA.	 Parents recognize and value that safe learning environments are necessary for all schools in our LEA.
Our LEA ensures that a universal behavior support system is in place at most schools and includes school-wide behavioral expectations, recognition systems, and consequence systems.	 Our LEA ensures that a universal behavior support system is in place at each school and includes teaching school-wide behavioral expectations, recognition systems, and consequence systems.
Our LEA ensures that a majority of schools have a multi- tiered system of support available to all students to provide increasing levels of behavioral support and intervention for students who need it Advanced tiered interventions are available for some students, regardless of eligibility of special education or other student support services.	 Our LEA ensures that all schools have a multi-tiered system of support available to all students to provide increasing levels of behavioral support and intervention for students who need it. Advanced tiered interventions are available for all students, regardless of eligibility of special education or other student support services.
A majority of schools in our LEA review behavior outcome data to evaluate the effectiveness of behavior instruction and interventions.	 All schools in our LEA reviews behavior outcome data to evaluate the effectiveness of behavior instruction and interventions.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
Our LEA lacks procedures to prevent violence, foster a drug- free environment, promote student engagement, and/or create a safe learning environment in all its schools.	 Our LEA's implementation of procedures to ensure safe and orderly environments and promote student engagement in all its schools is inconsistent, incomplete, or ineffective.
There is limited use of data analysis and assessment to improve safe learning environments and promote student engagement.	□ Some use of data analysis and assessment to improve safe learning environments and promote student engagement is evident.
Parents are unclear about safe learning environments within the LEA.	Parents recognize and value that safe learning pricepages are processed for their children's school
Our LEA is exploring school wide behavioral supports.	environments are necessary for their children's school. — Our LEA is building behavior support systems at each
Our LEA is exploring a multi-tiered system of support for all students.	school, which include teaching school-wide behavioral expectations, recognition systems, and consequence
Our LEA expects behavior issues to be handled by school administrators .	systems. Our LEA is inconsistent in ensuring that schools have a multi-tiered system of support available to all students.
	 Our LEA is working towards collecting data to assist schools in reviewing behavior outcome data to evaluate behavior instruction and interventions.
f (orderly environments are embedded within daily practices at a majority of our LEA's schools. Data analysis and assessment are often used to continuously improve safe learning environments and promote student engagement. Parents recognize and value that safe learning environments are necessary for the majority of schools in our LEA. Our LEA ensures that a universal behavior support system is in place at most schools and includes school-wide behavioral expectations, recognition systems, and consequence systems. Our LEA ensures that a majority of schools have a multitiered system of support available to all students to provide increasing levels of behavioral support and intervention for students who need it Advanced tiered interventions are available for some students, regardless of eligibility of special education or other student support services. A majority of schools in our LEA review behavior outcome data to evaluate the effectiveness of behavior instruction and interventions. Laying the Foundation (Not yet started or minimal implementation) Our LEA lacks procedures to prevent violence, foster a drugnere environment, promote student engagement, and/or create a safe learning environment in all its schools. There is limited use of data analysis and assessment to mprove safe learning environments and promote student engagement. Parents are unclear about safe learning environments within the LEA. Our LEA is exploring school wide behavioral supports. Our LEA is exploring a multi-tiered system of support for all students.

Reflective Questions:

- In what ways are school leadership and staff involved in shared decisionmaking and take responsibility for implementing practices and programs that support student safe learning environments which facilitate student engagement?
- What structures exist for internal communication, planning, and resolving differences?

Evidence shared for 1.3		

COMPONENT 2: Teaching, Learning, and Assessment

2.1 LEA CURRICULUM AND INSTRUCTIONAL GUIDANCE provides a **clear instructional vision and deliberate set of student learning outcomes for all students** including core content standards, grade level benchmarks, instructional strategies, and assessments. Our LEA planning documents (i.e., LCAP, LCAP Federal Addendum) provide curricular and instructional transitions between grades and disciplines within and among LEA schools.

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
A majority of schools consistently monitor, evaluate, and improve implementation of the state adopted curriculum and instruction frameworks to maintain the integrity of the state content standards, content, grade level benchmarks, instructional strategies, and assessments for growth of student achievement.	All schools consistently monitor, evaluate, and improve implementation of the state adopted curriculum and instruction frameworks to maintain the integrity of the state content standards, content, grade level benchmarks, instructional strategies, and assessments for growth of student achievement.
Our LEA provides support to teachers and principals to implement the state adopted frameworks.	 Our LEA provides and facilitates additional support to teachers and principals to implement the state adopted frameworks.
Our LEA provides additional support for curricular and instructional transition between grades and disciplines within and among a majority of schools , when necessary.	 Our LEA provides additional support for curricular and instructional transitions between grades and disciplines within and among all schools, when necessary.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
(Not yet started or minimal implementation)	
(Not yet started or minimal implementation) Few schools consistently monitor, evaluate, and improve implementation of the state adopted curriculum and instruction frameworks to maintain the integrity of the state content standards, content, grade level benchmarks, instructional strategies, and assessments	(Working towards implementation) Some schools consistently monitor, evaluate, and improve implementation of the state adopted curriculum and instruction frameworks to maintain the integrity of the state content standards, content, grade level benchmarks, instructional strategies, and assessments

Reflective Questions:

- In what ways are school leadership and staff involved in developing a clear instructional vision and student learning outcomes for all students?
- How are school leaders and staff involved in a shared understanding of the LEA's instructional vision for student learning?
- What structures exist for supporting school leadership and staff in the implementation of the LEA's instructional vision for student learning?
- Is there a match between the mission/vision of the LEA, their beliefs, policies, and practices related to student outcomes?

Evidence shared for 2.1	



COMPONENT 2: Teaching, Learning, and Assessment

2.2 LEACURRICULUM Alignment describes the systematic and systemic processes, support, and training for the use of curriculum aligned to a clear instructional vision and deliberate set of student learning outcomes utilizing state and LEA academic standards, resulting in common, high expectations, and a shared vocabulary for curriculum, instruction, and assessment for all students. School personnel share responsibility and employ culturally responsive practices to educate all students in our LEA.

INDICATORS OF LI	_A JUFFUNI
Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
 Our LEA's processes, support, and training for the use of curriculum aligned to state adopted standards and assessments lead to common expectations and vocabulary for instruction, curriculum, and assessment that foster improvement of instructional and assessment practices in a majority of schools. A majority of schools utilize our LEA's established expectations and vocabulary for curriculum, instruction, and assessment to promote the school's planning and implementation of improved instructional and assessment practices. Our LEA monitors the successful application of state adopted, standards-aligned curriculum, classroom instruction, and assessment, and provides additional support to a majority of schools. Our LEA monitors the successful application of culturally responsive teaching and learning to accommodate the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student's cultural identity in a majority of schools. 	 Our LEA's processes, support, and training for the use of curriculum aligned to state adopted standards and assessments lead to common expectations and vocabulary for instruction, curriculum, and assessment that foster improvement of instructional and assessment practices in all schools. All schools utilize our LEA's established expectations and vocabulary for curriculum, instruction, and assessment to promote the school's planning and implementation of improved instructional and assessment practices. Our LEA monitors the successful application of state adopted standards-aligned curriculum, classroom instruction, and assessment, and provides additional support to all schools. Our LEA monitors the successful application of culturally responsive teaching and learning and ensures that schools accommodate the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student's cultural identity in all schools.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
 Our LEA has provided no resources and/or processes to assist schools with curriculum alignment, resulting in no common vocabulary for classroom instruction, curriculum, and assessment. Our LEA has not established expectations and vocabulary for curriculum, instruction, and assessment to promote the school's planning and implementation of improved instructional and assessment practices. Our LEA has not monitored the application of state adopted, standards-aligned curriculum, classroom instruction, and assessment at any school. Our LEA does not yet have systems in place to monitor the application of culturally responsive teaching and learning to accommodate the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student's cultural identity. 	 Our LEA supports processes that result in curriculum aligned to the state adopted standards and assessments, but provides little additional support or training in all schools to ensure that common expectations and vocabulary for classroom instruction, curriculum, and assessment assist with the school's improvement of instructional and assessment practices. Some schools utilize our LEA's established expectations and vocabulary for curriculum, instruction, and assessment to promote the school's planning and implementation of improved instructional and assessment practices. Our LEA monitors the successful application of state adopted, standards-aligned curriculum, classroom instruction, and assessment, and provides additional support to some schools. Our LEA encourages the application of culturally responsive teaching and learning to accommodate the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student's cultural identity in some schools.



Reflective Questions:

- What processes, supports and training are in place to foster the improvement of instructional and assessment practices?
- How does our LEA monitor benchmark assessment results as well as state assessment results to consider the reallocation of resources as a result of findings?

Evidence shared for 2.2		



COMPONENT 2: Teaching, Learning, and Assessment

2.3 LEA ENSURES EQUITABLE ACCESS TO RIGOROUS COURSEWORK AND

EDUCATIONAL OPPORTUNITIES to promote academic success for all students and additional support for students who do not demonstrate success in our LEA.

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
The majority of schools use flexible grouping of students to maximize student engagement and participation in learning.	 All schools consistently use flexible grouping of students to maximize student engagement and participation in learning.
 Data disaggregated by primary language, economic status, program participation and socio-emotional factors are examined quarterly to verify students are equitably represented in all rigorous coursework and educational opportunities. 	 Data disaggregated by primary language, economic status, program participation and socio-emotional factors are examined frequently to verify students are equitably represented in all rigorous coursework and educational opportunities.
 Interventions are in place for the majority of students who need additional academic support. 	 Interventions are in place for all students who need additional academic support.
 Practices within a majority of schools support high expectations by providing extra scaffolding and support to students who need it. 	 Practices within all schools support high expectations by providing extra scaffolding and support to students who need it.
Laying the Foundation	Installing
(Not yet started or minimal implementation)	(Working towards implementation)
(Not yet started or minimal implementation) — Few schools use flexible grouping of students to maximize	(Working towards implementation) Some schools use flexible grouping of students to maximize student engagement and participation in
 (Not yet started or minimal implementation) Few schools use flexible grouping of students to maximize studentengagement and participation in learning. Data disaggregated by primary language, economic status, program participation and socio-emotional factors are rarely examined to verify students are equitably represented in all 	
 (Not yet started or minimal implementation) Few schools use flexible grouping of students to maximize studentengagement and participation in learning. Data disaggregated by primary language, economic status, program participation and socio-emotional factors are rarely examined to verify students are equitably represented in all rigorous coursework and educational opportunities Interventions are in place for few students who need 	(Working towards implementation) Some schools use flexible grouping of students to maximize student engagement and participation in learning. Data disaggregated by primary language, economic status, program participation and socio-emotional factors are examined infrequently to verify students are equitably represented in all rigorous coursework and educational opportunities.



Reflective Questions:

- What practices are in place to maximize student engagement and participation in learning?
- How is data used to inform the equitable representation of all students in rigorous coursework and educational opportunities?
- What supports for administrator learning are in place within the LEA for reflection, collaboration, and professional development?

Evidence shared for 2.3		



COMPONENT 2: Teaching, Learning, and Assessment

2.4 LEA SUPPORT FOR RESEARCH-BASED INSTRUCTION refers to the effective support that

our LEA provides to teachers and schools regarding the use of research-based instructional strategies, materials, and assessments aligned to a clear instructional vision and deliberate set of student learning outcomes that effectively meet the needs of all students in the most inclusive learning environment.

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
Our LEA requires, finances, supports, monitors, and evaluates the effectiveness of a majority of schools' implementation of research-based instructional strategies and assessments resulting in multiple opportunities at the classroom level for all students to meet state standards. Our LEA provides additional targeted resources and training to support research-based instruction for a majority ofschools. Referrals to intervention and Special Education have begun to decrease. A majority of teachers are provided researched-based instructional strategies, materials, and assessments that effectively meet the needs of all students in the most inclusive learning environment.	 Our LEA requires, finances, supports, monitors, and evaluates the effectiveness of all schools' implementation of research-based instructional strategies and assessments resulting in multiple opportunities at the classroom level for all students to meet state standards. Our LEA provides additional targeted resources and training to support research-based instruction for all schools. Referrals to intervention and Special Education have decreased significantly or have remained low over time. All teachers are provided researched-based instructional strategies, materials, and assessments that effectively meet the needs of all students in the most inclusive learning environment.
Laying the Foundation (Not yet started or minimal implementation)	Installing
 (Not yet started of minimal implementation)	(Working towards implementation)
Our LEA requires, finances, supports, monitors, and evaluates the effectiveness of few schools ' implementation of research-based instructional strategies and assessments resulting in multiple opportunities at the classroom level for all students to meet state standards. Our LEA provides additional targeted resources and	 Our LEA requires, finances, supports, monitors, and evaluates the effectiveness of some schools' implementation of research-based instructional strategies and assessments resulting in multiple opportunities at the classroom level for all students to meet state standards.
Our LEA requires, finances, supports, monitors, and evaluates the effectiveness of few schools' implementation of research-based instructional strategies and assessments resulting in multiple opportunities at the classroom level for all students to meet state standards. Our LEA provides additional targeted resources and training to support research-based instruction for few schools .	 Our LEA requires, finances, supports, monitors, and evaluates the effectiveness of some schools' implementation of research-based instructional strategies and assessments resulting in multiple opportunities at the classroom level for all
Our LEA requires, finances, supports, monitors, and evaluates the effectiveness of few schools ' implementation of research-based instructional strategies and assessments resulting in multiple opportunities at the classroom level for all students to meet state standards. Our LEA provides additional targeted resources and training to support research-based instruction for few	 Our LEA requires, finances, supports, monitors, and evaluates the effectiveness of some schools' implementation of research-based instructional strategies and assessments resulting in multiple opportunities at the classroom level for all students to meet state standards. Our LEA provides additional targeted resources and training to support research-based instruction for some



- What processes, supports and practices are in place to support and evaluate the effectiveness of instructional strategies, resources and assessments in meeting the needs of all students?
- To what extent is staff supported by time, personnel, material, and fiscal resources for planning and professional learning to support the achievement of all students?

evidence shared for 2.4



COMPONENT 2: Teaching, Learning, and Assessment

2.5 LEAUSE AND SUPPORT OF DATA TO CLOSE ACHIEVEMENT GAPS refers to practices

and systems our LEA uses to address student, program, and school data to identify targeted areas for curriculum, instruction, and other program improvements to support the academic achievement and social-emotional well-being for all students, and their support of the school's capacity to use a variety of data that can be disaggregated by student groups to make effective decisions that benefit students.

indications of i	LEA SUPPURI
Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
Our LEA recognizes a need and has a plan to build capacity for school-based, data-driven decision making in all of its schools, especially its low-performing schools resulting in improved student outcomes. Our LEA uses data to identify achievement gaps, and provides some feedback for implementing curriculum, instruction, and other program improvements to support all students. Our LEA monitors and evaluates the effectiveness of a majority of its schools' use of data to improve curriculum, instruction, and other programs, and to appropriately support all students. Our LEA periodically provides additional resources to support all schools' efforts to close the achievement gap. Our LEA is involved and consistently supports a majority of school staff to use a variety of disaggregated student data to make decisions. A majority of schools are self-sufficient in their capacity to make data-based decisions to close the achievement gap. All teachers at a majority of schools collaborate to monitor students' academic progress. Universal screening and progress monitoring data are collected and reviewed at a majority of school sites to track student outcomes and improvement.	 Our LEA has a documented plan to build capacity for school-based, data-driven decision making in all of its schools, especially its low- performing schools resulting in improved student outcomes. Our LEA uses data to monitor and evaluate the effectiveness of all its schools use of data to identify achievement gaps, and provides meaningful feedback for implementing curriculum, instruction, and other program improvements to support all students. Our LEA monitors and evaluates the effectiveness of all its schools' use of data to improve curriculum, instruction, and other programs, and to appropriately support all students. Our LEA regularly provides additional resources to support all schools' efforts to close the achievement gap. Our LEA is extensively involved and consistently supports all school staff to use a variety of disaggregated student data to make decisions. All schools are self-sufficient in their capacity to make databased decisions to close the achievement gap. All teachers in all schools collaborate to monitor students' academic progress. Universal screening and progress monitoring data are collected and reviewed at all school sites to track student outcomes and improvement.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
Our LEA does not have a plan or process in place to build capacity and that supports the use of school-based, data-driven decision making. Our LEA is not using data to identify achievement gaps to support schools in identifying targeted areas for curriculum, instruction, and other program improvements. Our LEA monitors and evaluates the effectiveness of few of its schools' use of data to improve curriculum, instruction, and other programs, and to appropriately support all students. Our LEA fails to provide additional resources to support all schools' efforts to close the achievement gap. Our LEA is not involved in supporting school staff in using disaggregated student data to make decisions. Schools have not reached the level of self-sufficiency in their capacity to make data-based decisions to close the achievement gap. Teachers do not collaborate to monitor student's academic progress. Universal screening and progress monitoring data are collected and reviewed at few school sites to track student outcomes and improvement.	 Our LEA recognizes the need and has a process to build capacity and that supports the use of school-based, data-driven decision- making, but the process is applied infrequently or inconsistently. Our LEA uses data to identify achievement gaps, but is infrequent and/or inconsistent with its support to its schools in identifying targeted areas for curriculum, instruction, and other program improvements to support all students. Our LEA monitors and evaluates the effectiveness of some of its schools' use of data to improve curriculum, instruction, and other programs, and to appropriately support all students. Our LEA sporadically provides additional resources to support all schools' efforts to close the achievement gap. Our LEA is involved and supports some school staff to use a variety of disaggregated student data to make decisions. Some schools are self-sufficient in their capacity to make data-based decisions to close the achievement gap. Teachers at some schools collaborate to monitor students' academic progress. Universal screening and progress monitoring data are collected and reviewed at some school sites to track student outcomes and improvement.



- How are LEA staff and other stakeholders involved in the process of using data to inform decision-making?
- What practices are in place to build the capacity of staff and other stakeholders to analyze performance data to inform instruction?

Evidence shared for 2.5



COMPONENT 2: Teaching, Learning, and Assessment

2.6 LEA SUPPORT FOR INTERVENTIONS AND EXTENDED LEARNING OPPORTUNITIES

refers to the system of a multi-tiered system of support that schools use that are aligned to a clear instructional vision and deliberate set of student learning outcomes that insure all students have equal access to interventions and extended learning opportunities in the most inclusive learning environments. These strategies can include: tutoring, summer school, intersession courses, afterschool programs, and extended learning opportunities within the school day.

	Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
edi	majority of students in our LEA participate in the general ucation curriculum of their grade level peers with the assistance of llaborative learning strategies.	All students in our LEA participate in the general education curriculum of their grade level peers with the assistance of collaborative learning strategies.
ava aca tiei	majority of schools implement a multi-tiered system of support ailable to all students to provide increasing levels of support and ademic intervention to meet the needs of students. Advanced r interventions are available for all students regardless of gibility of special education or other student support services.	All schools implement a multi-tiered system of support available b all students to provide increasing levels of support and academic intervention to meet the needs of students. Advanced tier interventions are available for all students regardless of eligibility of special education or other student support services.
ext	majority of schools implement a systematic approach to using tended learning opportunities to meet the needs of struggling idents.	□ All schools implement a systematic approach to using extended learning opportunities to meet the needs of struggling students.
im	IT LEA has a periodic process to monitor interventions for their pact and to ensure every struggling student(s) is/are not being minated from higher-level learning opportunities.	 Our LEA has an ongoing process to monitor interventions for their impact and to ensure every struggling student(s) is/are not being eliminated from higher-level learning opportunities.
	erventions are occasionally modified based on formative data more effectively meet the learning needs of all students.	 Interventions are consistently modified based on formative data to more effectively meet the learning needs of all students.
o n	tended learning opportunities are occasionally modified based formative data to more effectively meet the learning needs of students.	 Extended learning opportunities are consistently modified based on formative data to more effectively meet the learning needs of all students.
	Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
	(Not yet started or minimal implementation) Few students in our LEA participate in the general education curriculum of their grade level peers with the	(Working towards implementation) Some students in our LEA participate in the general education curriculum of their grade level peers with the assistance of
	(Not yet started or minimal implementation) Few students in our LEA participate in the general education curriculum of their grade level peers with the assistance of collaborative learning strategies. Few schools implement a multi-tiered system of support available to all students to provide increasing levels of support	(Working towards implementation) Some students in our LEA participate in the general education curriculum of their grade level peers with the assistance of collaborative learning strategies. Some schools implement a multi-tiered system of support available to all students to provide increasing levels of support and academic intervention to meet the needs of students. Advanced tier interventions are available for all students regardless of
	(Not yet started or minimal implementation) Few students in our LEA participate in the general education curriculum of their grade level peers with the assistance of collaborative learning strategies. Few schools implement a multi-tiered system of support available to all students to provide increasing levels of support and academic intervention to meet the needs of students. Few schools implement a systematic approach to using extended learning opportunities to meet the needs of struggling	(Working towards implementation) Some students in our LEA participate in the general education curriculum of their grade level peers with the assistance of collaborative learning strategies. Some schools implement a multi-tiered system of support available to all students to provide increasing levels of support and academic intervention to meet the needs of students. Advanced tier interventions are available for all students regardless of eligibility of special education or other student support services. Some schools implement a systematic approach to using extended learning opportunities to meet the needs of struggling students. Our LEA has a sporadic process to monitor interventions for their impact and to ensure every struggling student(s) is/are not being eliminated from higher-level learning opportunities.
	(Not yet started or minimal implementation) Few students in our LEA participate in the general education curriculum of their grade level peers with the assistance of collaborative learning strategies. Few schools implement a multi-tiered system of support available to all students to provide increasing levels of support and academic intervention to meet the needs of students. Few schools implement a systematic approach to using extended learning opportunities to meet the needs of struggling students. Our LEA has not yet developed a process to monitoring interventions for their impact and to ensure every struggling student(s) is/are not being eliminated from higher-level	(Working towards implementation) Some students in our LEA participate in the general education curriculum of their grade level peers with the assistance of collaborative learning strategies. Some schools implement a multi-tiered system of support available to all students to provide increasing levels of support and academic intervention to meet the needs of students. Advanced tier interventions are available for all students regardless of eligibility of special education or other student support services. Some schools implement a systematic approach to using extended learning opportunities to meet the needs of struggling students. Our LEA has a sporadic process to monitor interventions for their impact and to ensure every struggling student(s) is/are not being



- What instructional practices are used in classrooms and at school sites to meet the learning needs of all students?
- What structures are in place to provide differentiated instruction and support to meet the needs of all learners?
- For which subject areas is additional learning time needed?
- How could we create opportunities for additional learning time for those students who need it?

Evidence shared for 2.6	



COMPONENT 3: Leadership and Governance

3.1 LEA ADMINISTRATIVE LEADERSHIP TEAM AND BOARD OF EDUCATION refers to our

LEA administration and the Board's critical role in aligning policies, resources, and funding to our LEA's goals and priorities, and overseeing the impact of those funds.

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
Our LEA administrative leadership team ensures LEA policies, resources, and funding will address our LEA's goals and priorities to increase student achievement. Our LEA reports student outcome and fidelity data to the school board. Our LEA has a policy and process for selecting research-based practices and the selection may involve selected school administrators and teaching staff.	 Our LEA administrative leadership team, in collaboration with the Board of Education, aligns policies, resources, and funding to our documented LEA goals and priorities, and oversees the impact of those funds. Our LEA formally and regularly reports student outcome and fidelity data to the school board. Our LEA has a clear written policy and process for selecting research-based practices and the selection process involves school administrators and teaching staff.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
targets and alignment of LEA funds and resources to increase student achievement.	 Our LEA administrative leadership team targets LEA funds and resources to increase student achievement. Our LEA is identifying student outcome and/or fidelity data that needs to be reported and how best to report it to the school board. Our LEA has limited policies and processes for selecting research-based practices.

- In what ways does LEA administrative leadership and the Board of Education collaborate to align and evaluate the impact of funding allocations?
- What processes are in place to involve school administrators and teachers in the selection of evidence-based practices?
- How does district administration hold school leadership accountable for outcomes while supporting them with needed resources?

Evidence snared for 3.1		



COMPONENT 3: Leadership and Governance

3.2 LEASUPPORT FOR LEADERSHIP LEARNING AND DEVELOPMENT refers to how the

LEA builds capacity of central office and school building administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning. Building "systems thinking" leaders ensures coherent improvement efforts that impact student and adult learning.

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
Our LEA provides structured, regular opportunities for all central office and school building leaders to participate in leadership development opportunities.	 Our LEA provides ongoing, focused, research-based learning and leadership development opportunities for all central office and school building leaders.
Our LEA provides opportunities for networking that allows leaders to learn from one another and develop innovative practices that maximize success of adults and students.	 Our LEA provides ongoing, focused opportunities for networking that allows leaders to learn from one another and develop innovative practices that maximize success of adults and students.
Our LEA administrators provide guidance to some site administrators to provide feedback to teachers for continuous improvement in academic, behavioral, and social-emotional domains.	 Our LEA administrators provide guidance to all site administrators in effective ways to provide feedback to teachers for continuous improvement in academic, behavioral, and social- emotional domains.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
(Not yet started or minimal implementation) Our LEA encourages learning for school building leaders, but allows administrators to self-select and determine their own learning needs. Our LEA provides few or no opportunities for networking amongst leaders.	(Working towards implementation) Our LEA provides some opportunities for school building leaders to attend conferences and professional learning
(Not yet started or minimal implementation) Our LEA encourages learning for school building leaders, but allows administrators to self-select and determine their own learning needs. Our LEA provides few or no opportunities for	Our LEA provides some opportunities for school building leaders to attend conferences and professional learning sessions. Our LEA provides limited opportunities for networking and leaders have limited time to learn from

- In what ways does the LEA build the capacity of central office and site administrators to lead instructional improvements?
- What opportunities are available for site administrators to network together?
- What additional support/mentoring is provided to new administrators to help build their knowledge and skills as an instructional leader?

Evidence shared for 3.2



COMPONENT 3: Leadership and Governance

3.3 LEA SUPPORT FOR SCHOOL LEADERSHIP TEAMS AND SHARED LEADERSHIP is

essential for effective implementation of strategies and programs (academic and behavioral).

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
 Our LEA provides supports for School Leadership Teams. School Leadership Teams are comprised of the site principal and educators representing general education, special education, and other student services. Principals are encouraged to utilize the expertise of their team members and share leadership. School Leadership Teams at least monthly to review schoolwide data, both academic and behavioral, in order to monitor school progress, guide instructional practice, and make school governance decisions. The team functions well and regularly looks for ways to improve effectiveness. LEA personnel with decision-making authority attend School Leadership Team meetings two – three times per year. School Leadership Team meets twice annually to set goals and monitor effectiveness of the actions set to meet those goals. 	 Our LEA provides documented structures and supports for School Leadership Teams to be successful. School Leadership Teams are comprised of the site principal and educators representing general education, special education, and other student services. Principals receive ongoing support on how to better utilize the expertise of their team members and share leadership. School Leadership Teams meet twice a month to review school wide data, both academic and behavioral, in order to monitor school progress, guide instructional practice, and make school governance decisions. The team functions well and regularly looks for ways to improve effectiveness. LEA personnel with decision-making authority attend School Leadership Team meetings at least once a month. Administrator and School Leadership Team meet regularly to set goals and monitor effectiveness of the actions set to meet those goals.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
 Our LEA provides little or no support for School Leadership Teams. 	□ Our LEA provides inconsistent support for School Leadership Teams.
	School Leadership Teams. Principals inconsistently utilize School Leadership Teams and rarely share leadership.
Leadership Teams. Principals are recruiting Leadership Team members and designing roles and responsibilities for team	School Leadership Teams. □ Principals inconsistently utilize School
 Leadership Teams. Principals are recruiting Leadership Team members and designing roles and responsibilities for team members. School Leadership Teams are being established and a schedule is being drafted for a minimum of 	School Leadership Teams. Principals inconsistently utilize School Leadership Teams and rarely share leadership. School Leadership Teams meet inconsistently to review school wide data, both academic and behavioral, in order to monitor school progress, guide instructional practice, and

- What structures are in place to support School Leadership Teams to guide instructional practice and monitor school progress?
- Do School Leadership Teams represent the staff of each school well (i.e. grade level, subject representation, special student services, etc.)?

Evidence shared for 3.3		

COMPONENT 3: Leadership and Governance

3.4 LEASUPPORTFORTEACHERLEADERSHIPFORSTUDENTACHIEVEMENT

recognizes the critical role that LEAs play in building teacher ownership of student achievement by providing opportunities for teachers to collaboratively plan and work together on school improvement and professional learning.

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
The LEA partners with schools in promoting student achievement by deliberately building teacher leadership through support of teacher opportunities for collaborative planning, school improvement planning, and professional learning planning opportunities.	The LEA partners with schools in promoting student achievement by deliberately building and sustaining teacher leadership through support of teacher opportunities for collaborative planning, school improvement planning, and professional learning planning opportunities.
Teacher leaders are identified as facilitators in collaborative settings.	 Teacher leaders are identified and utilized as leaders/facilitators in collaborative settings.
Teacher leaders at a majority of schools are recognized by site administrators and asked to consider areas for leadership involvement within the school or LEA.	 Teacher leaders are recognized at all schools by site administrators and asked to consider areas for leadership involvement within the school or LEA.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
Laying the Foundation (Not yet started or minimal implementation) The LEA has little or no evidence of building teacher leadership. Teacher leaders are not identified as facilitators.	
(Not yet started or minimal implementation) The LEA has little or no evidence of building teacher leadership.	(Working towards implementation) The LEA has begun acknowledging the role that teacher leadership plays in increasing student achievement, but efforts to support and build teacher

- In what ways does the LEA build and sustain teacher leadership?
- What process does the LEA use to identify teacher leaders in order to maximize the use of their expertise?

Evidence shared for 3.4		

COMPONENT 4: Professional Learning for ALL

4.1 LEAPROFESSIONALLEARNING PLAN is organized around LEA mission, vision, goals, and program priorities, is a long-term, systematic, comprehensive, standards- driven approach created collaboratively to serve the Professional Learning (PL) needs of all staff providing a structure for high quality learning opportunities that focus on improving student learning and achievement for all students through a multi-tiered system of support.

INDICATORS OF LEASUFF ORT			
Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)		
Our LEA has adopted a single year , standards-based professional learning plan , based on data and a needs assessment and organized around a comprehensive set of program priorities.	 Our LEA has adopted a multi-year, standards-based professional learning plan, based on data and a needs assessment and organized around a comprehensive set of program priorities. 		
The plan has been successfully implemented and considered for revision each year in order to meet the needs and goals of all students and staff.	The plan has been successfully implemented and is sustained and regularly revised in order to meet the needs and goals of all students and staff.		
Data is inconsistently used to monitor the effectiveness of the professional learning plan.	 Data is used to monitor the effectiveness of the professional learning plan and is used to determine new opportunities. 		
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)		
	(Working towards implementation) Our LEA offers a variety of professional learning activities, but it is not a standards-based professional learning plan		
(Not yet started or minimal implementation) Our LEA offers professional learning based on the	(Working towards implementation) — Our LEA offers a variety of professional learning activities,		
(Not yet started or minimal implementation) Our LEA offers professional learning based on the desires of teachers. Professional learning activities are inconsistent and	(Working towards implementation) Our LEA offers a variety of professional learning activities, but it is not a standards-based professional learning plan based on data and a needs assessment and organized		
(Not yet started or minimal implementation) Our LEA offers professional learning based on the desires of teachers. Professional learning activities are inconsistent and voluntary. Data is not used to monitor the effectiveness of the	 (Working towards implementation) Our LEA offers a variety of professional learning activities, but it is not a standards-based professional learning plan based on data and a needs assessment and organized around a comprehensive set of program priorities. The activities have been successfully implemented, and the impact of the activities is inconsistently 		

- How are professional learning opportunities aligned to the LEA's mission, vision and goals?
- What processes are in place to analyze the impact of professional learning and make adjustments?
- How does professional learning align to student, teacher and administrator needs?

Evidence shared for 4.1	



COMPONENT 4: Professional Learning for ALL

4.2 LEA SUPPORT OF NEW TEACHERS is a component of the systematic process that our LEA has implemented to support the teachers' orientation and mentoring needs.

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)		
Our LEA provides intensive and targeted support of new teachers through orientation and mentoring programs. Our LEA monitors the effectiveness of its efforts to improve orientation, coaching, and mentoring programs. Highly effective teachers are encouraged to coach and mentor our newest teachers to ensure strong support for each new teacher.	 Our LEA provides intensive and targeted support of new teachers through orientation, coaching, and mentoring programs within their first 2 years of teaching and ongoing as indicated through data or upon educator request. Our LEA monitors and evaluates the effectiveness of its efforts to improve orientation, coaching, and mentoring programs. Highly effective teachers are willing and used to coach and mentor our newest teachers to ensure strong support for each new teacher. 		
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)		
(Not yet started or minimal implementation) Our LEA has little or no evidence of an organized system	(Working towards implementation) — Our LEA provides support of new teachers through		

- · How are new teachers supported through their first two years of teaching?
- What processes are used to evaluate the effectiveness of these supports?
- How often are new teachers observed by site and district administrators and given feedback to help them improve?

Evidence snared for 4.2	

COMPONENT 4: Professional Learning for ALL

4.3 LEASUPPORTFORCOLLABORATIONTEAMS are used to establish focused coherence and build the skills of school staff to collect and analyze data, with an emphasis placed on data related to student groups, and the attainment of specific targets in order to make recommendations for actions and monitor the effectiveness of those actions.

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)		
Our LEA monitors results of collaborative meetings and revises LEA supports and resources as necessary.	 Our LEA frequently monitors the results of collaborative meetings and revises LEA supports and resources as necessary. 		
Collaboration teams periodically collect and analyze school-wide data, and student group data to monitor the effectiveness of programs and practices, and revise actions in order to increase student achievement.	Collaboration teams regularly and systematically collect and analyze school-wide data and student group data to monitor the effectiveness of programs and practices, and make necessary revisions to actions in order to continuously increase student achievement.		
On a monthly basis, collaboration teams consider upcoming units of study to identify background knowledge and key vocabulary students need for success. Beginning with the culminating performance assessment, teams backward map to determine key benchmarks/learning outcomes students need to master for success.	On a weekly basis, collaboration teams review upcoming units of study to identify background knowledge and key vocabulary students need for success. Beginning with the culminating performance assessment, teams backward map to determine key benchmarks/learning outcomes students need to master for success.		
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)		
Our LEA does not monitor results of collaborative			
meetings and does not revise LEA supports and resources as necessary.	 Our LEA infrequently monitors results of collaborative meetings and revises LEA supports and resources as necessary. 		
meetings and does not revise LEA supports and resources	meetings and revises LEA supports and resources as		

- In what ways does the LEA support the development of collaborative teams focused on instructional practices, monitoring of student progress and student achievement?
- What student monitoring processes exist to inform planning and decision-making?

Evidence shared for 4.3			



COMPONENT 4: Professional Learning for ALL

4.4 LEASUPPORT OF PRINCIPALS AS INSTRUCTIONAL LEADERS refers to how our LEA

ensures school building administrators monitor, supervise, and support instruction as their top priority and ensure schools implement a multi-tiered system of support that includes preventions and interventions that addresses the needs of all students.

mbio, monto on E	EA SUPPORT
Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
Our LEA uses the results of principal evaluations and school monitoring to support building administrators and other leaders in improving student learning.	 Our LEA systematically uses the results of principal evaluations and school monitoring to support building administrators and other leaders in improving student learning.
Our LEA provides resources to principals to implement a multi- tiered system of support that includes preventions and interventions that address the needs of all students.	 Our LEA provides resources and ongoing support to principals to implement a multi-tiered system of support that includes preventions and interventions that addresses the needs of all students.
Our LEA provides coaching and support on best practices for collaboration and providing feedback to teachers.	 Our LEA provides coaching and ongoing support on best practices for collaboration and providing feedback to teachers.
Our LEA provides coaching to site administrators in techniques to ask effective questions to build a reflective and continuous improvement mindset with staff.	 Our LEA provides coaching to site and LEA administrators in techniques to ask effective questions to build a reflective and continuous improvement mindset with staff.
Our LEA ensures site administrators meet with teachers and/or collaboration teams to analyze academic, behavioral, and social-emotional data and determine next steps in order to clearly understand the challenges within their school community.	 Our LEA ensures site and LEA administrators meet with teachers and/or collaboration teams to analyze academic, behavioral, and social-emotional data and determine next steps in order to clearly understand the challenges within their school community.
Our LEA ensures site administrators participate with teachers in professional learning so they are able to provide feedback and support as teachers implement new strategies in their classrooms.	 Our LEA ensures site and LEA administrators participate with teachers in professional learning so they are able to provide feedback and support as teachers implement new strategies in their classrooms.
Laying the Foundation	
(Not yet started or minimal implementation)	Installing (Working towards implementation)
(Not yet started or minimal implementation) Our LEA provides little/no support to administrators and other	Our LEA provides some support to administrators and other leaders for instructional leadership. Our LEA provides little support to principals to implement a multi-tiered system of support that includes preventions and interventions that addresses the needs of
(Not yet started or minimal implementation) Our LEA provides little/no support to administrators and other leaders for instructional leadership. Our LEA does not yet support principals in implementing a multitiered system of support that includes preventions and	Our LEA provides some support to administrators and other leaders for instructional leadership. Our LEA provides little support to principals to implement a multi-tiered system of support that includes preventions and interventions that addresses the needs of all students. Our LEA provides some coaching and support on best
 Our LEA provides little/no support to administrators and other leaders for instructional leadership. Our LEA does not yet support principals in implementing a multitiered system of support that includes preventions and interventions that addresses the needs of all students. Our LEA provides little/no coaching and support on best practices for collaboration and providing feedback to teachers. Our LEA provides little/no coaching to site administrators in techniques to ask effective questions to build a reflective	Our LEA provides some support to administrators and other leaders for instructional leadership. Our LEA provides little support to principals to implement a multi-tiered system of support that includes preventions and interventions that addresses the needs of all students. Our LEA provides some coaching and support on best practices for collaboration and providing feedback to teachers.
Our LEA provides little/no support to administrators and other leaders for instructional leadership. Our LEA does not yet support principals in implementing a multitiered system of support that includes preventions and interventions that addresses the needs of all students. Our LEA provides little/no coaching and support on best practices for collaboration and providing feedback to teachers. Our LEA provides little/no coaching to site administrators	Our LEA provides some support to administrators and other leaders for instructional leadership. Our LEA provides little support to principals to implement a multi-tiered system of support that includes preventions and interventions that addresses the needs of all students. Our LEA provides some coaching and support on best practices for collaboration and providing feedback to

- In what ways does the LEA build the capacity and support site administrators in leading instructional improvements?
- How are administrators supported in developing understanding of differentiated supports to accelerate learning for underperforming students?

Evidence snared for 4.4		

COMPONENT 4: Professional Learning for ALL

4.5 LEA SUPPORT OF ORIENTATION AND MENTORING FOR PRINCIPALS is a systematic process that our LEA has implemented to support the orientation and mentoring needs of new principals and the ongoing learning of all principals.

INDIGATIONS OF ELACOTE ON			
Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)		
 Our LEA monitors the effectiveness of its efforts to improve orientation and mentoring programs to address the changing needs of new principals that result in continuous improvement of LEA services to administrators. Our LEA provides ongoing learning opportunities and strategies forprincipals. 	 Our LEA monitors and evaluates the effectiveness of its efforts to improve orientation and mentoring programs to address the changing needs of new principals that result in continuous improvement of LEA services to administrators. Our LEA continually provides and evaluates ongoing professional learning opportunities and strategies for principals. 		
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)		
 Our LEA has little or no evidence of an organized system for the orientation and mentoring of new principals. No evidence of systematic ongoing learning opportunities for all principals. 	 Our LEA has a system for the orientation and mentoring of new principals, but it is not aligned with the identified goals of our LEA and little monitoring and improvement of the systemoccurs. Our LEA provides few and inconsistent learning opportunities for principals. 		

- What structures are in place to support the development of new principals?
- In what ways does the LEA support the ongoing professional growth of principals as instructional leaders?
- How do we determine if the support being provided for principals is effective and targeted to greatest areas of need?

Evidence shared for 4.5



COMPONENT 5: Infrastructure Alignment

5.1 LEA DEVELOPMENT OF A DATA SYSTEM FOR SCHOOL IMPROVEMENT is a

comprehensive and systematic documented process developed by our LEA for collecting and using a variety of data that can be disaggregated by student subgroups. The data system is accessible to school staff and includes strategies for stakeholders to continuously provide feedback. Data to be reviewed includes all required metrics reported in the LCAP.

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems ae in place that are regularly monitored and revised)
Our LEA has a comprehensive system of targeted data that can be disaggregated by student groups. The system is user-friendly and accessible. Our LEA has a comprehensive system to track behavioral data and disaggregate it by student group, offense, and consequence.	 Our LEA has a systematic, comprehensive, and documented system of targeted data that can be disaggregated by student groups, is enhanced and improved continuously, and includes structures for stakeholders to access data and provide feedback. The system is user-friendly and accessible. Our LEA has a robust system to track behavioral data and disaggregate it by student group, offense, and consequence.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
Our LEA does not yet have a comprehensive system for gathering and reporting disaggregated data related to student achievement.	 Our LEA has a system of targeted data that can be disaggregated by student groups. The system may not be user-friendly and/or accessible.
Our LEA does not yet have a system to track behavioral data and disaggregate it by student group, offense, and consequence.	 Our LEA has a system to track behavioral data and disaggregate it by student group, offense, and consequence.

- What tools, processes and structures are in place to facilitate the use of data for continuous improvement?
- In what ways are staff and other key stakeholders involved in making sense of student and school performance data?

Evidence shared for 5.1	

COMPONENT 5: Infrastructure Alignment

5.2 LEA USE OF DATA FOR RESOURCE ALLOCATION TO IMPROVE STUDENT

LEARNING refers to a LEA documented system for targeting resources, including money, staff, professional learning, materials, and additional support to schools based on the analysis of a variety of data that is disaggregated by student groups to determine LEA and school needs.

INDIOATORS OF L	LA GOLLOIGI
Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
Our LEA has a continuous improvement process involving multiple stakeholders who use a variety of data that are disaggregated by student groups to allocate resources in order to improve LEA operations and meet critical learning needs of students. The system is evaluated and refined to improve resource allocation to meet the needs of the schools and ourLEA.	 Our LEA has a documented, systematic continuous improvement process involving multiple stakeholders who use a variety of data that are proactively disaggregated by student groups to allocate resources in order to improve LEA operations and meet critical learning needs of students. The system is continuously evaluated and refined to improve resource allocation to meet the needs of the schools and our LEA.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
Our LEA does not have a process to consistently use disaggregated student data to make adjustments based on performance and operational needs.	 Our LEA has a process to use data. Our LEA uses data that is disaggregated by student groups to make some adjustments based on performance and operational needs.
There is no provision for refining the system.	☐ The system may be periodically refined to improve resource allocation to meet the needs of the schools and our LEA.

- What processes exist for analyzing and making use of data to improve LEA operations and student learning?
- In what ways are staff and other key stakeholders involved in making sense of student and school performance data?

Evidence snared for 5.2		



COMPONENT 5: Infrastructure Alignment

5.3 LEA RECRUITMENT AND RETENTION OF FULLY CREDENTIALED, EXPERIENCED

TEACHERS refers to a proactive, structured documented system for the formation and maintenance of a highly qualified teacher pool based on historic knowledge of the needs of schools in our LEA. Our LEA may partner with universities and/or businesses to develop teacher-training programs.

INDICATORS OF LI	27. 33. 1 31.1
Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
 Our LEA recruits and places fully credentialed, effective, and qualified teachers in its neediest schools. LEA policies and procedures enable schools to move early and quickly when identifying needs and selecting staff. Our LEA has identified strategies to improve teacher retention. Personnel evaluations result in the identification of strengths and areas for improvement. The personnel evaluation and feedback processes are used consistently throughout our LEA for continuous improvement. 	 Our LEA actively recruits and retains fully credentialed, highly effective and qualified teachers that have the necessary skills to implement evidenced-based practices. A documented structured system of recruiting and screening potential candidates has been developed. LEA policies and procedures enable schools to move early and quickly when identifying needs and selecting staff. Our LEA monitors and evaluates the effectiveness of its efforts to recruit, place, and retain highly qualified, effective, and experienced teachers in its neediest schools. Personnel evaluations result in the identification of strengths and areas for improvement. Teachers and principals report that feedback is supportive. Evaluation processes include multiple sources of information and data.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
 Our LEA has little or no evidence that it prioritizes recruitment and placement of its most effective teachers in its neediest schools. Personnel evaluation practices have not changed or been evaluated in recent years. 	 Our LEA attempts to recruit and place fully credentialed, effective, and qualified teachers in its neediest schools and identifies strategies to improve school climate/culture and the retention of those teachers. Personnel evaluations strive to identify strengths and areas for improvement. The personnel evaluation and feedback processes vary from school to school.

- What processes are in place to recruit and retain highly qualified teachers throughout the LEA?
- What procedures are in place to ensure staff members are qualified based upon background, training and preparation and appropriately assigned to maximize their expertise?

Evidence shared for 5.3		



COMPONENT 5: Infrastructure Alignment

5.4 LEA USE OF FISCAL RESOURCES refers to how LEAs use fiscal resources from local, state, and federal programs to achieve their goals and priorities, and how those resources are coordinated in our LEA.

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
Our LEA has a process to evaluate and improve the use of fiscal resources and collaboration among programs and departments that are responsible for various funding sources. Carryover of school improvement funds only occurs when funds are allocated for future support of specific school improvement activities.	Our LEA has a documented, ongoing process to evaluate and improve the use of fiscal resources and collaboration among programs and departments that are responsible for various funding sources. This evaluation and collaboration allows our LEA to more effectively achieve its goals and priorities in its low-performing schools.
Laying the Foundation	Installing
(Not yet started or minimal implementation)	(Working towards implementation)

- What processes are in place to evaluate the aligned fiscal resources to LEA goals and priorities?
- How are staff and other key stakeholders involved in the process of aligning fiscal resources with LEA goals and priorities?

Evidence shared for 5.4



COMPONENT 6: Clear & Collaborative Relationships

6.1 LEA COMMUNICATION WITH STAKEHOLDERS is a key strategy to foster two-way communication between stakeholders and our LEA by systematically gathering input on important topics and sharing information to collectively achieve our LEA vision and mission. Stakeholders are representative of our LEA's demographics and include students, parents, community members, teachers, staff, the Board of Education, and others.

Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
 Our LEA has a documented, ongoing, systemic, formal two- way structure for communicating with key stakeholders in all its schools. These structures are assessed for their effectiveness, and continuous improvements are made. Our LEA ensures that parent information is readily available in accessible formats and languages spoken by families in our LEA. Stakeholders, including parents and community, have regular and consistent opportunities to exchange ideas in addressing school issues through meetings or other reciprocal communications with leaders.
Installing (Working towards implementation)
 Our LEA has an initial plan or informal structures in place for communicating with stakeholders, but these structures provide few ongoing opportunities to gather feedback, input, or updates from stakeholders. Our LEA provides basic, parent information in most languages spoken by families in our LEA. Stakeholders have occasional opportunities to exchange ideas with school leaders.

- In what ways does the LEA communicate regularly with key stakeholders?
- · How is the effectiveness of these communication strategies assessed?

Evidence shared for 6.1		

COMPONENT 6: Clear & Collaborative Relationships

6.2 LEA COMMUNITY PARTNERSHIPS enhance the achievement of students by providing external resources that benefit our LEA and schools.

INDIOATORO	
Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
 Partnerships between LEA and community agencies/ organizations assist with aspects of student learning and success, resulting in increased student performance in all schools. 	 Partnerships between LEA and community agencies/organizations are documented and structured, self-sustaining, and continuously developing with a focus on increasing student performance in all schools.
 Partnerships are occasionally assessed for their impact on student/ school success and are generally responsive to changing needs. 	 Partnerships are regularly assessed for their impact on student/school success and are responsive to changing needs.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
 Our LEA has limited or nonexistent partnerships with community agencies/organizations with little focus on addressing the needs of the students and schools. 	 Our LEA has fragmented or informal partnerships with community agencies/organizations with little focus on addressing the needs of the students and schools.
 Partnerships are not assessed for their impact on student/school success, and do not address changing needs. 	Partnerships are rarely assessed for their impact on student/school success, and are not adjusted to meet changing needs.

- What strategies are used to cultivate, develop and sustain partnerships with parents/guardians and community members?
- How are local resources provided by parents and community members identified and utilized?

Evidence shared for 6.2		



COMPONENT 6: Clear & Collaborative Relationships

6.3 STAKEHOLDER ENGAGEMENT LEA engages all stakeholders in the planning and implementing processes. Recruit participation of family and community members who are representative of the student population. Our LEA seeks input from parents and community for LEA and school decision-making. Our LEA promotes parent and community participation in schoolprograms.

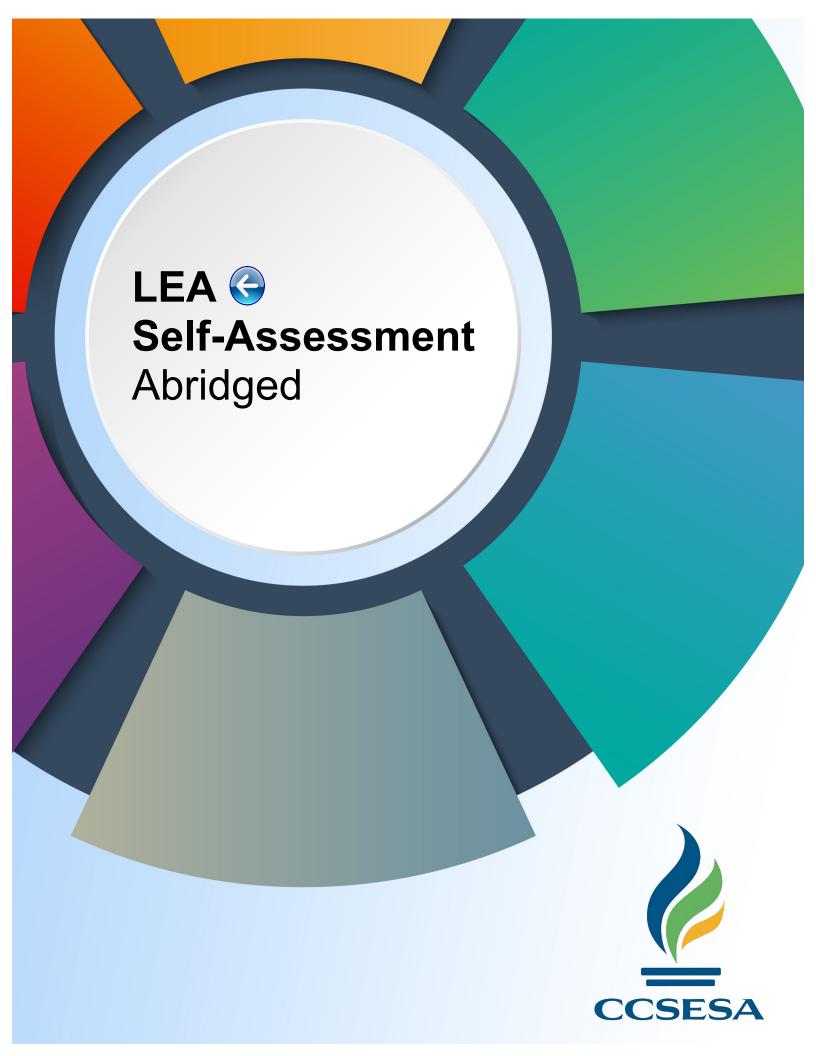
	LLA JOI I OIXI
Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
Meaningful engagement of parents, students, and other stakeholders is part of our LEA planning and implementing process. Our LEA encourages parent representation on committees that reflect the composition of the school/LEA student body. A majority of schools in our LEA assess how parents perceive the quality of partnerships with school staff at least once a year.	 Meaningful engagement of parents, students, and other stakeholders is documented and an ongoing part of our LEA planning and implementing processes. Our LEA ensures that parent representation on committees reflects the composition of the school/LEA student body. All schools in our LEA assess how parents perceive the quality of the partnerships with school staff two times a year and use the results to improve partnerships.
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
(Not yet started or minimal implementation) There is minimal engagement of parents, students, and other stakeholders as part of our LEA planning and	(Working towards implementation) Some engagement of parents, students, and other stakeholders is part of our LEA planning and implementing
(Not yet started or minimal implementation) There is minimal engagement of parents, students, and other stakeholders as part of our LEA planning and implementing process. Parent representation on committees is not reflective	(Working towards implementation) Some engagement of parents, students, and other stakeholders is part of our LEA planning and implementing process. Parent representation on committees usually reflects the composition of the school/LEA student

- How are parents/guardians, students, and other stakeholders meaningfully engaged in the LEA planning and implementation processes?
- How does the LEA gauge the quality and effectiveness of engagement strategies?

Evidence shared for 6.3	

Additional Resources by Component:

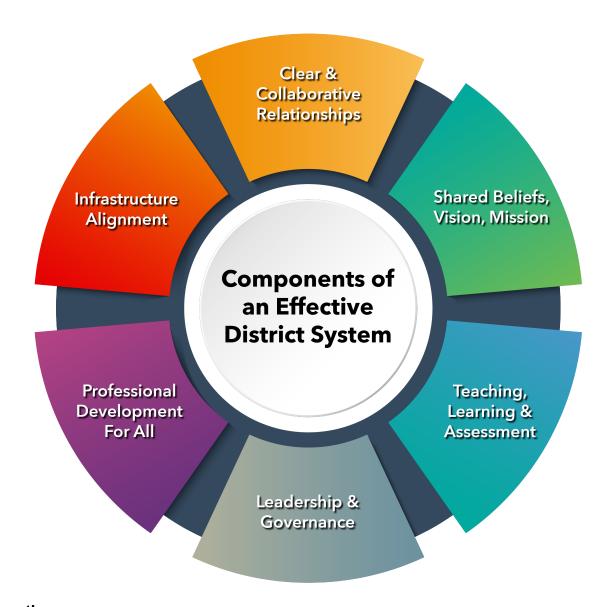
1. Shared Beliefs, Vision, & Mission	 Building Blocks of Integrated Academic LEA Support Characteristics of Successful LEAs Characteristics of School LEAs that are Exceptionally Effective in Closing the Achievement Gap Coherence: The right drivers in action for schools, LEAs, and systems Characteristics of Improved School LEAs (Washington)
2. Teaching, Learning, & Assessment	 Building Blocks of Integrated Academic LEA Support Characteristics of Successful LEAs Characteristics of School LEAs that are Exceptionally Effective in Closing the Achievement Gap Characteristics of Improved School LEAs (Washington)
3. Leadership & Governance	The 20 Non-Negotiable Characteristics of Higher Performing School System Building Blocks of Integrated Academic LEA Support Characteristics of Successful LEAs
4. Professional Learning for All	 Building Blocks of Integrated Academic LEA Support Characteristics of Successful LEAs Characteristics of Improved School LEAs Characteristics of School LEAs that Are Exceptionally Effective in Closing the Achievement Gap Coherence: The right drivers in action for schools, LEAs, and systems The 20 Non-Negotiable Characteristics of Higher Performing School Systems High Reliability Organizations in Education
5. Infrastructure Alignment	 The 20 Non-Negotiable Characteristics of Higher Performing School Systems Building Blocks of Integrated Academic LEA Support Characteristics of Successful LEAs
6. Clear & Collaborative Relationships	Building Blocks of Integrated Academic LEA Support Characteristics of Successful LEAs Family Engagement Framework (CDE, 2014)



The Abridged LEA Self-Assessment is a tool for District Leadership Teams to examine the current status of systemic practices that have been consistently demonstrated through research to be the components of effective district systems.

The Abridged LEA Self-Assessment was developed from:

- SWIFT Education Center: Fidelity Integrity Assessment (FIA)
- District Capacity Assessment (NIRN)
- LEA Self-Assessment Companion Resource CCSESA
- Michael Fullan's Coherence Framework



Instructions

LEAs reflect on the six components of an effective district system. Under each Indicator of LEA Support are descriptive statements and reflective questions. Note evidence of the LEA's components of an effective system.



COMPONENT 1: Shared Beliefs, Vision and Mission

- 1. LEA VISION AND MISSION provides a collaboratively developed descriptive picture of an LEA's preferred future as outlined in LEA planning documents (i.e., LCAP, LCAP Federal Addendum). Our LEA's mission is a collaboratively developed description of how our LEA will achieve its vision. Stakeholders involved in the process are representative of our LEA's demographics and include students, parents, community members, teachers, staff, the Board of Education, and others. Together the vision and mission guide LEA and school practices, policies, and goal development, resulting in increased student achievement embracing the concepts of "closing the gap" as well as "raising the bar" for all students.
- PROMOTION OF POSITIVE SCHOOL CULTURE reflects the norms, behaviors, and practices
 of an LEA that ensure staff and students are connected and valued. A growth mindset underlies the
 culture. Our LEA measures perceptions of school safety and connectedness and reports to the
 governing board.
- 3. LEA SUPPORT FOR SAFE LEARNING ENVIRONMENTS AND STUDENT ENGAGEMENT

LEA planning documents include programs and strategies that include behavioral expectations and consequences for actions, as well as knowledge and skills needed by students and staff to promote safe physical and social emotional learning environments. LEA uses restorative practices to cultivate positive relationships in classrooms and at school sites.

Infrastructure Alignment Shared Beliefs, Vision, Mission

Components of an Effective District System

Professional
Development
For All

Teaching, Learning & Assessment

Leadership & Governance

- How are stakeholders involved in the development and periodic refinement of the LEA's vision, mission, and school wide learner outcomes?
- In what ways do students, parents, and other members of the school and business community demonstrate understanding of and commitment to the LEA's vision and mission?
- How are parents, community members, staff and students engaged in the governance of the school?
- What processes are used to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to ensure quality student learning?
- In what ways are school leadership and staff involved in shared decision-making and take responsibility for implementing practices and programs that support student safe learning environments which facilitate student engagement?
- What structures exist for internal communication, planning, and resolving differences?

Evidence:			



COMPONENT 2: Teaching, Learning, and Assessment

2.1 LEA CURRICULUM AND INSTRUCTIONAL GUIDANCE provides a clear instructional vision and deliberate set of student learning outcomes for all students including core content standards, grade level benchmarks, instructional strategies, and assessments. Our LEA planning documents (i.e., LCAP, LCAP Federal Addendum) provides curricular and instructional transitions between grades and disciplines within and among LEA schools.

2.2 LEA CURRICULUM Alignment describes the systematic and systemic processes, support, and training for the use of curriculum aligned to a clear instructional vision and deliberate set of student learning outcomes utilizing state and LEA academic standards, resulting in common, high expectations, and a shared vocabulary for curriculum, instruction, and assessment for all students. School personnel share responsibility and employ culturally responsive practices to educate all students in our LEA.

2.3 LEA ENSURES EQUITABLE ACCESS TO RIGOROUS COURSEWORK AND EDUCATIONAL OPPORTUNITIES to promote academic success for all students and additional support for students who do not demonstrate success in our LEA.

Collaborative

2.4 LEA SUPPORT FOR RESEARCH-BASED INSTRUCTION refers to the effective support that our LEA provides to teachers and schools regarding the use of research-based instructional strategies, materials, and assessments aligned to a clear instructional vision and deliberate set of student learning outcomes that effectively meet the needs of all students in the most inclusive learning environment.

2.5 LEA USE AND SUPPORT OF DATA TO CLOSE ACHIEVEMENT GAPS refers to practices and systems our LEA uses to address student, program, and school data to identify targeted areas for curriculum, instruction, and other program improvements to support the academic achievement and social and emotional well-being for all students, and their support of the school's capacity to use a variety of data that can be disaggregated by student groups to make effective decisions that benefit students.

2.6 LEA SUPPORT FOR INTERVENTIONS AND EXTENDED LEARNING OPPORTUNITIES

refers to the system of a multi-tiered system of support that schools use that are aligned to a clear instructional vision and deliberate set of student learning outcomes that insure all students have equal access to interventions and extended learning opportunities in the most inclusive learning environments. These strategies can include: tutoring, summer school, intersession courses, after-school programs, and extended learning opportunities within the school day.

Professional Development For All Teaching, Learning & Assessment

Leadership & Governance



- In what ways are school leadership and staff involved in developing a clear instructional vision and student learning outcomes for all students?
- How are school leaders and staff involved in a shared understanding of the LEA's instructional vision for student learning?
- What structures exist for supporting school leadership and staff in the implementation of the LEA's instructional vision for student learning?
- Is there a match between the mission/vision of the LEA, their beliefs, policies, and practices related to student outcomes?
- What processes, supports and training are in place to foster the improvement of instructional and assessment practices?
- How does our LEA monitor benchmark assessment results as well as state assessment results to consider the reallocation of resources as a result of findings?
- What practices are in place to maximize student engagement and participation in learning?
- How is data used to inform the equitable representation of all students in rigorous coursework and educational opportunities?
- What supports for administrator learning are in place within the LEA for reflection, collaboration, and professional development?
- What processes, supports and practices are in place to support and evaluate the effectiveness of instructional strategies, resources and assessments in meeting the needs of all students?
- To what extent is staff supported by time, personnel, material and fiscal resources for planning and professional learning to support the achievement of all students?
- How are LEA staff and other stakeholders involved in the process of using data to inform decision-making?
- What practices are in place to build the capacity of staff and other stakeholders in analyze performance data to inform instruction?
- What instructional practices are used in classrooms and at school sites to meet the learning needs of all students?
- What structures are in place to provide differentiated instruction and support to meet the needs of all learners?
- · For which subject areas is additional learning time needed?
- How could we create opportunities for additional learning time for those students who need it?

Evidence:			



COMPONENT 3: Leadership and Governance

- **3.1 LEA ADMINISTRATIVE LEADERSHIP TEAM AND BOARD OF EDUCATION** refers to our LEA administration and the Board's critical role in aligning policies, resources, and funding to our LEA's goals and priorities, and overseeing the impact of those funds.
- **3.2 LEA SUPPORT FOR LEADERSHIP LEARNING AND DEVELOPMENT** refers to how the LEA builds capacity of central office and school building administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning. Building "systems thinking" leaders ensures coherent improvement efforts that impact student and adult learning.
- 3.3 LEA SUPPORT FOR SCHOOL LEADERSHIP TEAMS AND SHARED LEADERSHIP is essential for effective implementation of strategies and programs (academic and behavioral).

3.4 LEA SUPPORT FOR TEACHER LEADERSHIP FOR STUDENT ACHIEVEMENT

recognizes the critical role that LEAs play in building teacher ownership of student achievement by providing opportunities for teachers to collaboratively plan and work together on school improvement and professional learning.

Relationships

Infrastructure Alignment Shared Beliefs, Vision, Mission

Components of an Effective District System

Professional
Development
For All

Teaching, Learning & Assessment

Leadership & Governance

- In what ways does LEA administrative leadership and the Board of Education collaborate to align and evaluate the impact of funding allocations?
- What processes are in place to involve school administrators and teachers in the selection of evidence-based practices?
- How does district administration hold school leadership accountable for outcomes while supporting them with needed resources?
- In what ways does the LEA build the capacity of central office and site administrators to lead instructional improvements?
- What opportunities are available for site administrators to network together?
- What additional support/mentoring is provided to new administrators to help build their knowledge and skills as an instructional leader?
- What structures are in place to support School Leadership Teams to guide instructional practice and monitor school progress?
- Do School Leadership Teams represent the staff of each school well (i.e. grade level, subject representation, special student services, etc.)?
- In what ways does the LEA build and sustain teacher leadership?
- What process does the LEA use to identify teacher leaders in order to maximize the use of their expertise?

Evidence:		



COMPONENT 4: Professional Development for ALL

- **4.1 LEA PROFESSIONAL LEARNING PLAN** is organized around LEA mission, vision, goals, and program priorities, is a long-term, systematic, comprehensive, standards- driven approach created collaboratively to serve the Professional Learning (PL) needs of all staff providing a structure for high quality learning opportunities that focus on improving student learning and achievement for all students through a multi-tiered system of support.
- **4.2 LEA SUPPORT OF NEW TEACHERS** is a component of the systematic process that our LEA has implemented to support the teachers' orientation and mentoring needs.
- **4.3 LEA SUPPORT FOR COLLABORATION TEAMS** are used to establish focused coherence and build the skills of school staff to collect and analyze data, with an emphasis placed on data related to student groups, and the attainment of specific targets in order to make recommendations for actions and monitor the effectiveness of those actions.
- **4.4 LEA SUPPORT OF PRINCIPALS AS INSTRUCTIONAL LEADERS** refers to how our LEA ensures school building administrators monitor, supervise, and support instruction as their top priority and ensure schools implement a multi-tiered system of support that includes preventions and interventions that addresses the needs of all students.
- 4.5 LEA SUPPORT OF ORIENTATION AND MENTORING FOR PRINCIPALS is a systematic process that our LEA has implemented to support the orientation and mentoring needs of new principals and the on- going learning of all principals.

Infrastructure Alignment Shared Beliefs, Vision, Mission

Components of an Effective District System

Professional Development For All

Learning & Assessment

Leadership & Governance

- How are professional learning opportunities aligned to the LEA's mission, vision and goals?
- What processes are in place to analyze the impact of professional learning and make adjustments?
- How does professional learning align to student, teacher and administrator needs?
- How are new teachers supported through their first two years of teaching?
- What processes are used to evaluate the effectiveness of these supports?
- How often are new teachers observed by site and district administrators and given feedback to help them improve?
- In what ways does the LEA support the development of collaborative teams focused on instructional practices, monitoring of student progress and student achievement?
- What student monitoring processes exist to inform planning and decision-making?
- In what ways does the LEA build the capacity and support site administrators in leading instructional improvements?
- How are administrators supported in developing understanding of differentiated supports to accelerate learning for underperforming students?
- What structures are in place to support the development of new principals?
- In what ways does the LEA support the ongoing professional growth of principals as instructional leaders?
- How do we determine if the support being provided for principals is effective and targeted to greatest areas of need?

Evidence:		



COMPONENT 5: Infrastructure Alignment

5.1 LEA DEVELOPMENT OF A DATA SYSTEM FOR SCHOOL IMPROVEMENT is a comprehensive and systematic documented process developed by our LEA for collecting and using a variety of data that can be disaggregated by student subgroups. The data system is accessible to school staff and includes strategies for stakeholders to continuously provide feedback. Data to be reviewed includes all required metrics reported in the LCAP.

5.2 LEA USE OF DATA FOR RESOURCE ALLOCATION TO IMPROVE STUDENT

LEARNING refers to a LEA documented system for targeting resources, including money, staff, professional learning, materials, and additional support to schools based on the analysis of a variety of data that is disaggregated by student groups to determine LEA and school needs.

5.3 LEA RECRUITMENT AND RETENTION OF FULLY CREDENTIALED, EXPERIENCED

TEACHERS refers to a proactive, structured documented system for the formation and maintenance of a highly qualified teacher pool based on historic knowledge of the needs of schools in our LEA. Our LEA may partner with universities and/or businesses to develop teacher-training programs.

5.4 LEA USE OF FISCAL RESOURCES refers to how LEAs use fiscal resources from local, state, and federal programs to achieve their goals and priorities, and how those resources are coordinated in our LEA.

District System

- What tools, processes and structures are in place to facilitate the use of data for continuous improvement?
- In what ways are staff and other key stakeholders involved in making sense of student and school performance data?
- What processes exist for analyzing and making use of data to improve LEA operations and student learning?
- In what ways are staff and other key stakeholders involved in making sense of student and school performance data?
- What processes are in place to recruit and retain highly qualified teachers throughout the LEA?
- What procedures are in place to ensure staff members are qualified based upon background, training and preparation and appropriately assigned to maximize their expertise?
- What processes are in place to evaluate the aligned fiscal resources to LEA goals and priorities?
- How are staff and other key stakeholders involved in the process of aligning fiscal resources with LEA goals and priorities?

Evidence:			



COMPONENT 6: Clear and Collaborative Relationships

6.1 LEA COMMUNICATION WITH STAKEHOLDERS is a key strategy to foster two-way communication between stakeholders and our LEA by systematically gathering input on important topics and sharing information to collectively achieve our LEA vision and mission. Stakeholders are representative of our LEA's demographics and include students, parents, community members, teachers, staff, the Board of Education, and others.

6.2 LEA COMMUNITY PARTNERSHIPS enhance the achievement of students by providing external resources that benefit our LEA and schools.

6.3 STAKEHOLDER ENGAGEMENT LEA engages all stakeholders in the planning and implementing processes. Recruit participation of family and community members who are representative of the student population. Our LEA seeks input from parents and community for LEA and school decision-making. Our LEA promotes parent and community participation in school programs.

Clear & Collaborative Relationships

Infrastructure Alignment Shared Beliefs, Vision, Mission

Components of an Effective District System

Professional
Development
For All

Teaching, Learning & Assessment

Leadership & Governance

- In what ways does the LEA communicate regularly with key stakeholders?
- How is the effectiveness of these communication strategies assessed?
- What strategies are used to cultivate, develop and sustain partnerships with parents/guardians and community members?
- How are local resources, provided by parents and community members, identified and utilized?
- How are parents/guardians, students, and other stakeholders meaningfully engaged in the LEA planning and implementation processes?
- How does the LEA gauge the quality and effectiveness of engagement strategies?

Evidence:			













SCHOOLWIDE INTEGRATED FRAMEWORK FOR TRANSFORMATION





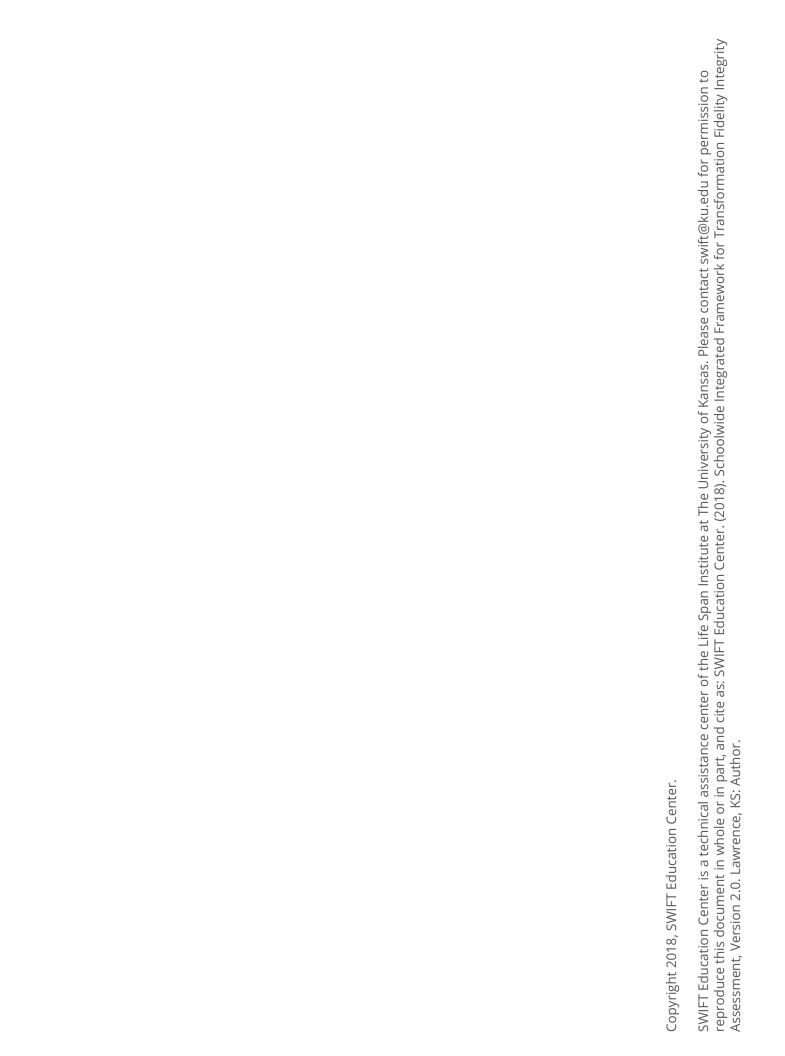












Purpose of SWIFT-FIA

evidence to substantiate the ratings they assign each item. By assessing the extent of current implementation research to provide a basis for successfully including all students who live in the school community. Schoolexamine the current implementation status of schoolwide practices that have been demonstrated through SWIFT Fidelity Integrity Assessment (SWIFT-FIA) is a self-assessment used by School Leadership Teams to based teams can administer SWIFT-FIA through a structured conversation accompanied by a review of of SWIFT features during the school year, teams can monitor their progress over time.

Conducting SWIFT-FIA

Who completes SWIFT-FIA?

what it looks like when schools implement each SWIFT feature. The individual should be trained in the content of the features, group facilitation, and criteria for scoring SWIFT-FIA. A school team should be trained in using helping the team assign scores. This facilitator clearly understands the SWIFT framework and can articulate A trained School Leadership Team completes SWIFT-FIA with one person facilitating the discussion and SWIFT-FIA to discuss the school's performance and progress in SWIFT implementation.

When and how often should SWIFT-FIA be completed?

SWIFT-FIA results should be used on a regular basis to monitor stages of implementation across the features. implemented. At the very least, school teams should complete SWIFT-FIA twice a school year to coincide with A School Leadership Team generally completes SWIFT-FIA approximately every 3 months (or Fall, Winter, and Spring of the school year) to discuss progress and barriers to progress, and how changes can be planning and accountability cycles in their district.

How is SWIFT-FIA completed?

A School Leadership Team reviews each descriptive statement on SWIFT-FIA and examines its current status (e.g., We are Laying the Foundation, Installing, Implementing, or Sustaining and Scaling Up). Team members progress monitoring administrations. Over time, teams can expect to become more efficient and focus on should schedule 60-90 minutes for the first administration and at least 30-45 minutes for subsequent changes that result from implementation efforts.

SWIFT Domains, Features, and SWIFT-FIA Items

strong ar Strong Ec Strong Ec Strong Ec Strong Ec Inclusive Inclusive Brainity Trusting It		SWIFT Domain	SWIFT Feature	
Strong and Engaged Site Leadership Strong Educator Support System Inclusive Academic Instruction Fully Integrated Organizational Structure Fully Integrated Organizational Structure Trusting Family Partnerships Trusting Community Partnerships Strong LEA (District)/School Relationship LEA (District) Policy Framework	1			Valued Leadership
Strong Educator Support System Inclusive Academic Instruction Inclusive Behavior Instruction Fully Integrated Organizational Structure Positive & Strong School Culture Trusting Family Partnerships Trusting Community Partnerships Strong LEA (District)/School Relationship LEA (District) Policy Framework	S	Administrative	Strong and Engaged Site Leadership	Empowered Decision Making
Inclusive Academic Instruction Inclusive Behavior Instruction Fully Integrated Organizational Structure Positive & Strong School Culture Trusting Family Partnerships Trusting Community Partnerships Strong LEA (District)/School Relationship LEA (District) Policy Framework	•	Leadership	Catholic Cat	Educator Coaching & Learning
Inclusive Academic Instruction Inclusive Behavior Instruction Fully Integrated Organizational Structure Positive & Strong School Culture Trusting Family Partnerships Trusting Community Partnerships Strong LEA (District)/School Relationship LEA (District) Policy Framework			oriong Educator Support System	Personnel Evaluation
Inclusive Academic Instruction Inclusive Behavior Instruction Fully Integrated Organizational Structure Positive & Strong School Culture Trusting Family Partnerships Trusting Community Partnerships Strong LEA (District)/School Relationship LEA (District) Policy Framework				Academic Support
Inclusive Behavior Instruction Fully Integrated Organizational Structure Positive & Strong School Culture Trusting Family Partnerships Strong LEA (District)/School Relationship LEA (District) Policy Framework	•		Inclusive Academic Instruction	Academic Instruction
Fully Integrated Organizational Structure Positive & Strong School Culture Trusting Family Partnerships Trusting LEA (District)/School Relationship Strong LEA (District) Policy Framework		Multi-tiered System		Data-based Decision Making
Fully Integrated Organizational Structure Positive & Strong School Culture Trusting Family Partnerships Trusting Community Partnerships Strong LEA (District)/School Relationship LEA (District) Policy Framework		of Support		Behavior Support
Fully Integrated Organizational Structure Positive & Strong School Culture Trusting Family Partnerships Trusting Community Partnerships Strong LEA (District)/School Relationship LEA (District) Policy Framework			Inclusive Behavior Instruction	Behavior Instruction
Fully Integrated Organizational Structure Positive & Strong School Culture Trusting Family Partnerships Trusting Community Partnerships Strong LEA (District)/School Relationship LEA (District) Policy Framework				Data-based Decision Making
Trusting Family Partnerships Trusting Community Partnerships Strong LEA (District)/School Relationship LEA (District) Policy Framework				Universal Instruction for All
Positive & Strong School Culture Trusting Family Partnerships Trusting Community Partnerships Strong LEA (District)/School Relationship LEA (District) Policy Framework		Integrated Educational		Non-categorical Service Delivery
Trusting Family Partnerships Trusting Community Partnerships Strong LEA (District)/School Relationship LEA (District) Policy Framework		Framework	Doct-till Docton Cabon Calletin	Full Access for All Students
Trusting Family Partnerships Trusting Community Partnerships Strong LEA (District)/School Relationship LEA (District) Policy Framework				Shared Responsibility
Trusting Community Partnerships Strong LEA (District)/School Relationship LEA (District) Policy Framework				Family Opportunities to Participate
Trusting Community Partnerships Strong LEA (District)/School Relationship LEA (District) Policy Framework	7 °	Family & Community	i rusting Family Partnersnips	Partnerships with Families
Strong LEA (District)/School Relationship LEA (District) Policy Framework]	Engagement		Community Collaboration
Strong LEA (District)/School Relationship LEA (District) Policy Framework			i rusting Community Partnersnips	Community Benefits
Strong LEA (District)/School Relationship LEA (District) Policy Framework				LEA (District) Support
LEA (District) Policy Framework		Inclusive Policy	strong LEA (District)/School Relationship	LEA (District) Addresses Barriers
		Structure & Practice	LEA (District) Policy Framework	LEA (District) Links Initiatives
				LEA (District) Process for RBP

Scoring and Summarizing Results

The current status of each item in SWIFT-FIA is assessed on a 0-3 scale.

0 = Laying the Foundation: Our school does not have in place all the components of this item and no actions the need for implementation, including discussions to identify existing strengths and opportunities, and the degree to which the item description meets the needs of our school, and exploration of options to meet the are planned or in progress at this time. However, our school may have discussed our current status and

1 = Installing: Our school has a clear plan and is actively working to put in place the components of this item. Our School Leadership Team defined clear plans to develop the feature and personnel are assigned 'esponsibility for carrying out the planned tasks.

2 = Implementing: Our school has in place all the implementation components and is now refining and improving upon them. Our transformation efforts are starting to make systemic changes. 3 = Sustaining Schoolwide Implementation: Our school has in place all components and continues to make through the system. Overall effectiveness is monitored and components for ongoing implementation are efforts to ensure they are fully integrated and well functioning. Our school maintains and improves skills revised to improve contextual fit when necessary.

SWIFT-FIA results are summarized into

stage, and 3) individual item list in each implementation stage. Total score is determined by calculating the SWIFT-FIA results are summarized into 1) a total score, 2) proportion of items in each implementation percentage of points.

See the tables on pages 4-6 for a sample score summary sheet and an example of calculating scores.

The results can be used for

- Identifying and prioritizing practices for transformation or continuous improvement
 - Internal decision making about actions to install and implement those practices
- Follow up on effects of action plans on practices

The summary of results provides schools with a picture of their current implementation of the SWIFT framework.

SWIFT Fidelity Integrity Assessment Date of Completion:

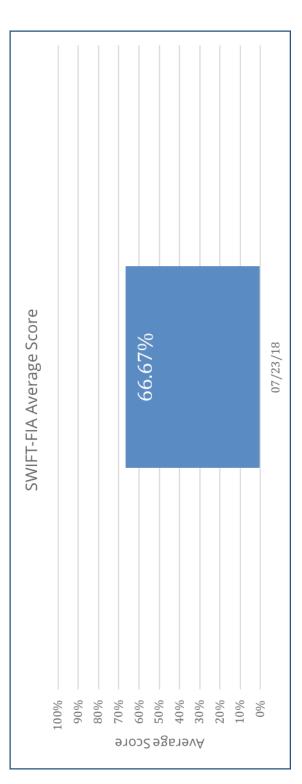
Participants:

Facilitator:

SWIFT Domains	SWIFT Features	SWIFT-FIA Items/Improvement Areas	Item Scores	ores
	Strong and Engaged	Valued Leadership	/3	%
Administrative	Site Leadership	Empowered Decision Making	/3	%
Leadership	Strong Educator	Educator Coaching & Learning	/3	%
	Support System	Personnel Evaluation	/3	%
		Academic Support	/3	%
	Inclusive Academic Instruction	Academic Instruction	/3	%
Multi-tiered		Data-based Decision Making	/3	%
System of Support		Behavior Support	/3	%
	Inclusive Behavior Instruction	Behavior Instruction	/3	%
		Data-based Decision Making	/3	%
	Fully Integrated	Universal Instruction for All	/3	%
Integrated	Organizational Structure	Non-categorical Service Delivery	/3	%
Educational Frame- work	Positive and Strong	Full Access for All Students	/ 3	%
	School Culture	Shared Responsibility	/3	%
	Trusting Family	Family Opportunities to Participate	/3	%
Family &	Partnerships	Partnerships with Families	/3	%
gagement	Trusting Community	Community Collaboration	/3	%
	Partnerships	Community Benefits	/3	%
	Strong LEA (District)/	LEA (District) Support	/3	%
Inclusive Policy	School Relationship	LEA (District) Addresses Barriers	/3	%
Structure & Practice	LEA (District)	LEA (District) Links Initiatives	/3	%
		LEA (District) Process for RBP	/3	%
		SWIFT-FIA Average	(%) 99/	(%)

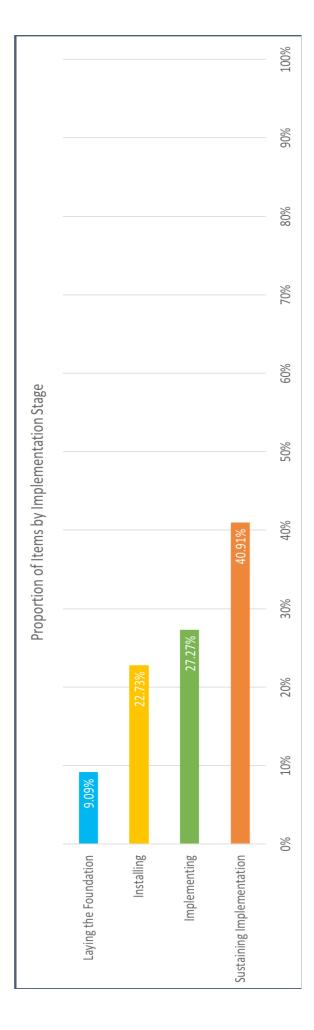
SWIFT-FIA Scoring and Summary Example

Summarized results can provide graphic display of total, proportion of items in each implementation stage, and list of items in each implementation stage. The figure below shows an example chart for improvement in the SWIFT-FIA total score across time. The graph below shows a total score (i.e., percent of points from all items).



The table above shows the number of items and its proportion in each implementation stage. The proportion of items in implementation stages can be depicted as follows.

Proportions	80.6	22.73%	27.27%	40.91%
Number of Items	2	5	9	6
Implementation Stage	Laying the Foundation	Installing	Implementing	Sustaining Implementation



Users also can list items in each implementation stage to summarize current strength and opportunities.

SWIFT-FIA v2.0

continuously uses data to improve teaching Our school has a Leadership Team that and learning.

Components include:

- School Leadership Team meets twice a month (or once a month with equivalent sufficient time).
- representing general education, special education, and other student services. School Leadership Team includes administrator(s) and educators
- schoolwide student and/or school School Leadership Team reviews performance data.
- School Leadership Team uses data to monitor school progress, guide instructional practices, and make school governance decisions.

Stage of Implementation

0 = Laying the Foundation

are currently exploring options or discussing whether to proceed to install components. No components are in place, even if teams

1 = Installing

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

2 = Implementing

All components are in place and starting to make systemic changes.

= Sustaining Schoolwide

All components are in places **PLUS** overall effectiveness is monitored and continuously improved.

How Do We Know?

- Leadership Team meeting minutes
- Perceptions of School Leadership Team members
- Sample data summaries

support all educators and families/students The administrator(s) and School Leadership Team encourage open communication and to contribute to core school decisions.

Components include:

- Educators, other school staff, and families/ issues through team meetings or other exchange their ideas to address school reciprocal communications with school students have regular opportunities to leaders.
- Leadership Team delegate authority to other school teams to make decisions related to their primary functions. Our administrator(s) and School
- ☐ Families/students contribute to core school decisions.

Stage of Implementation

Notes

0 = Laying the Foundation

No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.

1 = Installing

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

2 = Implementing

All components are in place and starting to make systemic changes.

3 = Sustaining Schoolwide

All components are in places **PLUS** overall effectiveness is monitored and continuously improved.

How Do We Know?

- Educators' perceptions
- School Leadership Team meeting minutes or other similar documents
- Written procedures for key school teams

SWIFT Education Center

SWIFT-FIA v2.0

Our school provides sufficient professional learning and instructional coaching to improve teaching and learning.

Components include:

- research-based practices within their first 2 years of teaching and ongoing as indicated through data or upon educator request. instructional coaching on the use of Educators in our school receive
- demonstration, support, and feedback in ☐ Coaching includes modeling, the classroom.
- to all staff upon request or need identified Our school provides professional learning by data, and includes input from school stakeholders.

Stage of Implementation

0 = Laying the Foundation

are currently exploring options or discussing whether to proceed to install components. No components are in place, even if teams

1 = Installing

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

2 = Implementing

All components are in place and starting to make systemic changes.

3 = Sustaining Schoolwide

All components are in places **PLUS** overall effectiveness is monitored and continuously improved.

How Do We Know?

- Educators' perceptions
- Professional learning log and needs assessment
- Record of coaching time available to the school

Item 2.2 Personnel Evaluation

supportive and useful for educators to build instructional knowledge and skills. In our school, personnel evaluation is

Components include:

- identification of strengths and specific Our personnel evaluation results in areas of improvement.
- Teachers report that feedback is supportive.
- Evaluation procedure includes input from interview, and student performance data. a variety of sources such as observation,

Stage of Implementation

0 = Laying the Foundation

are currently exploring options or discussing whether to proceed to install components. No components are in place, even if teams

1 = Installing

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

2 = Implementing

All components are in place and starting to make systemic changes.

3 = Sustaining Schoolwide

All components are in places **PLUS** overall effectiveness is monitored and continuously improved.

How Do We Know?

- Report from educators
- Teacher evaluation procedures and other administrator observation schedules and feedback systems

SWIFT Education Center

promote academic success for all students students who do not demonstrate success. and responds with additional support for Our school has schoolwide systems to

Components include:

- Our school has a multi-tiered instructional system available to all students to provide increasing or differentiated support and academic intervention when needed
- special education or other student support for all students, regardless of eligibility of Advanced tier interventions are available services
- Procedures are in place to measure the fidelity of implementation of universal support.
- prepare students for post-secondary ☐ Universal support develops skills to education, and vocational or career employment opportunities.
- Grade level educators collaborate with special educators to monitor students' academic progress.
- ☐ Our school has Additional and Intensified support for reading and math that are matched by type and intensity to student need.

The interventions:

- are grounded in research
- are delivered by skilled, trained interventionists
- have clearly defined decision rules for access and exit
- have procedures to monitor fidelity effectiveness of the intervention. of implementation and overall

Stage of Implementation

0 = Laying the Foundation

are currently exploring options or discussing whether to proceed to install components. No components are in place, even if teams

1 = Installing

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

2 = Implementing

All components are in place and starting to make systemic changes.

= Sustaining Schoolwide

All components are in places **PLUS** overall effectiveness is monitored and continuously improved.

How Do We Know?

- Grade-level and instructional support team meeting minutes
- Universal (Tier I) reading and math curricula and associated materials
- Tiered Intervention Matrix
- fidelity records and rules for student access to intervention guidelines, including instructional Additional and Intensified (Tier II & III) and exit from interventions

SWIFT Education Center

Stage of Implementation

Our school personnel use multi-level instructional strategies for both reading and math to include all students with various needs in the general education curriculum and coursework.

Components include:

- ☐ Our educators use principles of UDL to design instruction.
- ☐ Our teachers know how to differentiate instruction based on their students' performance and instructional needs.
- ☐ Our educators consistently use flexible grouping of students to maximize student engagement and participation in learning.
- ☐ Our school expects and supports educators to plan for use of UDL, differentiated instruction, and flexible grouping.
- ☐ Our school has in place formal procedures to monitor the use of UDL and differentiated instruction, such as walk-through observation, educator evaluation, or lesson plan reviews.

0 = Laying the Foundation

No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.

1 = Installing

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

2 = Implementing

All components are in place and starting to make systemic changes.

3 = Sustaining Schoolwide

All components are in places **PLUS** overall effectiveness is monitored and continuously improved.

How Do We Know?

- Procedures to monitor use of UDL and differentiation
- School expectations of multi-level instruction and UDL
- Students are provided choices in lesson goals, instructional methods, and assessments

analysis of multiple sources of academic instructional interventions based on Our school identifies and prioritizes data.

Components include:

- Universal screenings are in place for both reading and math and conducted three times a year.
- Progress monitoring data are gathered to check our students' improvement.
- regularly and consistently collected and reading and math instruction. Data are Educators use student data to guide
- 1) identify students who need more or less intensive supports,
- 2) provide appropriate interventions matched to student need, and
- 3) check if interventions are implemented as planned.
- student subgroups in order to evaluate the effectiveness of instruction and ☐ Our school reviews academic outcome data in such aggregate formats as classroom, grade level, and other interventions.

Stage of Implementation

0 = Laying the Foundation

are currently exploring options or discussing whether to proceed to install components. No components are in place, even if teams

1 = Installing

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

2 = Implementing

All components are in place and starting to make systemic changes.

3 = Sustaining Schoolwide

All components are in places **PLUS** overall effectiveness is monitored and continuously improved.

How Do We Know?

- Team meeting minutes
- Universal screening and progress monitoring data
- Decision rules

SWIFT Education Center

SWIFT-FIA v2.0

promote positive behavior for all students. Our school has schoolwide systems to

Components include:

- social emotional learning skills, recognition systems, and proactive and/or restorative schoolwide behavioral expectations and ☐ A universal behavior support system is clearly in place and includes teaching discipline policies.
- Procedures are in place to measure the behavior support system and practices; fidelity of implementing the universal results show these are installed to criterion.
- Grade level educators collaborate with special educators to monitor students' behavior progress.

0 = Laying the Foundation

Stage of Implementation

are currently exploring options or discussing whether to proceed to install components. No components are in place, even if teams

1 = Installing

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

2 = Implementing

All components are in place and starting to make systemic changes.

3 = Sustaining Schoolwide

All components are in places **PLUS** overall effectiveness is monitored and continuously improved.

How Do We Know?

- Behavior support team meeting minutes
- implementation fidelity data Universal behavior support

SWIFT Education Center

interventions based on functions of Our school provides multi-tiered behavior with fidelity.

Components include:

- increasing levels of behavioral support and Our school has a multi-tiered instructional system available to all students to provide intervention for students when needed.
- special education or other student support for all students, regardless of eligibility of Advanced tier interventions are available services.
- for behavior are matched by function Additional and Intensified Support and intensity to student need, and interventions:
- have professional learning for implementing
- have clearly defined decision rules for access and exit
- the fidelity of implementation and the have procedures in place to monitor overall effectiveness.
- Our school has Behavior Intervention Plans (BIP) that
- incorporate input from families and/or students
- incorporate assessment results such as Functional Behavior Assessment (FBA), academic outcomes, etc.
- include prevention strategies, strategies strategies for minimizing rewards for for increasing desired behavior, and problem behavior.

Stage of Implementation

0 = Laying the Foundation

are currently exploring options or discussing No components are in place, even if teams whether to proceed to install components.

1 = Installing

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

2 = Implementing

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How Do We Know?

- Sample behavior support plans
- Sample functional behavioral assessments
- students receiving Tier II & III support Sample progress monitoring data for

SWIFT-FIA v2.0

Our school identifies and prioritizes behavioral interventions based on analysis of multiple data sources.

Components include:

- Universal screenings are in place for behavior and conducted three times per year.
- Progress monitoring data are gathered to check student improvement.
- Educators use student data to guide their behavior instruction. Data are regularly and consistently collected and used to
- 1) identify students who need more or less intensive supports,
- 2) provide appropriate interventions matched to student need, and
- 3) check if interventions are implemented as planned.
- ☐ Our school reviews behavior outcome data grade level, and other student subgroups in such aggregate formats as classroom, in order to evaluate the effectiveness of behavior instruction and interventions.

0 = Laying the Foundation

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Sustaining Schoolwide n N

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How Do We Know?

- Action plan for improved implementation
- · Fidelity data documenting implementation of Tier II and/or Tier III behavior interventions and supports
- Grade-level or instructional support team meeting minutes
- Student outcome measurement systems for all three tiers
- Universal screening and progress monitoring data collected

coursework and activities of their grade All students in our school participate in the general education curriculum/ level peers.

Components include:

- another school/setting due to our lack of capacity to serve them.
- All students' primary placement is a general education setting.
- 504 plans, and English learners) participate All students (including students with IEPs, coursework of their grade level peers, including universal literacy and math. in the general education curriculum/
- ☐ Collaborative learning (e.g., peer-assisted learning) is a documented expectation in our school.
- including those without identified special Paraeducators are responsible for and have roles to educate all students, needs.
- collaborate for instructional planning. ☐ Teachers have scheduled time to

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How Do We Know?

- Master schedule
- Sample schedules for students taking alternative tests
- Special educator and paraeducator schedules

delivery to support diverse needs of students. Our school embraces non-categorical service

Components include:

- Educators and other staff are trained to understand and use non-categorical service policy.
- be observed throughout our facilities (e.g., ☐ Examples of non-categorical language can building signage, personnel titles).
- non-categorical service delivery to support students (e.g., special educators work with need (e.g., special education teacher, IEP) Our school has a documented policy for educators and other staff work with all manner. That is, regardless of the title diverse needs of students in a flexible of an educator or category of student students without IEPs).
- ☐ Our service, language use, and school practices reflect the non- categorical service delivery policy.

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How Do We Know?

- Documents regarding non-categorical policy
- Materials sent home, provided to students, and posted in the school

SWIFT-FIA v2.0

extracurricular learning activities with All students, including those with IEPs, in our school have equal access to the general education curriculum and appropriate support.

Components include:

- levels/content areas for some portion of ☐ Our school uses collaborative teaching (e.g., co-teaching, co-planning, collaborative assessment) at all grades the day.
- hours are accessible for all students with ☐ Extracurricular learning activities both at school and outside of typical school appropriate support available.

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How Do We Know?

- Reports from educators and families of students with diverse needs
- Sample collaborative planning and co-teaching schedules

other roles share responsibility to educate All school personnel in instructional and all students in our school and employ culturally appropriate and sustaining practices.

Components include:

- | All adults in our school are actively involved in social and/or academic instruction of students.
- defined responsibilities for all students faculty and staff in the school have ☐ A formal policy indicates that all in the school.
- | Job descriptions for faculty and staff indicate defined responsibilities for student outcomes.
- school staff and all staff consider student needs associated with various cultural ☐ Culturally appropriate and sustaining practices are well recognized by all backgrounds.
- learning, etc.) and uses assessment results policy, family involvement, teaching and appropriate and sustaining practices in various areas (e.g., school leadership, The school assesses for culturally to improve practices.

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How Do We Know?

- Culturally appropriate and sustaining practices assessment results
- Educator job descriptions
- Survey results or other documents to measure culturally appropriate and sustaining practices

Stage of Implementation

Our school provides families and students with opportunities/resources to participate in school decisions.

Components include:

- ☐ Family/student leaders serve on at least one committee and/or team that can make decisions on school governance.
- ☐ All families/students are recruited for these committees/teams, creating equal opportunities for families to address school governance decisions.
- ☐ Family/student surveys are administered at least twice a year.
- □ School Leadership Team reviews and incorporates results into school governance.
- ☐ Our school has systematic procedures for providing information to families/students about:
- School-level systems and practices regarding academic and behavioral instruction and supports
- Student progress data
- Results of surveys
- Committee or team meeting decisions on which families/students sit as members.

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How Do We Know?

- Procedures for providing information to families/students
- Survey results or other documents to solicit feedback from families/students

SWIFT Education Center

All personnel in our school understand partnerships with their students and the importance of building positive students' families.

Components include:

- Our school or district systematically solicits input from students and their families.
- are incorporated in school governance Student and family input and feedback decisions.
- Our school assesses how families perceive year and uses the results to improve our educators and school staff two times a the quality of the partnerships with partnership with families.

Stage of Implementation

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How Do We Know?

Family perception assessment results

SWIFT Education Center

Our school collaborates with a variety of community partners to match resources and services in the community with identified school needs.

Components include:

- with whom we connect to help address identified needs through the provision of necessary resources to school staff, Our school has community partners students, and families.
- twice a year.
- According to our evaluations, the quality of community partnerships has improved to maximize the benefit to school needs.

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How Do We Know?

- effectiveness of community partnerships Procedure for evaluating overall
- Procedure for identifying needs of students and families

SWIFT Education Center

SWIFT-FIA v2.0

Stage of Implementation

Our school offers various resources to benefit the surrounding community.

Components include:

- ☐ Our school offers school resources
 (e.g., space, technology) for community
 use, trains volunteers, and provides a volunteer handbook.
- We have a clear procedure available for community members to request the use of school resources or serve as volunteers.

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How Do We Know?

- School activities to train volunteers
- School space and resource availability for community use

SWIFT Education Center

22

SWIFT-FIA v2.0

Item 9.1 LEA (District) Support

Our LEA (District) actively and adequately supports our schools' implementation of equity-based MTSS.

Components include:

- ☐ Our district is actively engaged in school and district implementation of equitybased MTSS.
- Leadership Team meetings at least once a District personnel who have authority to make decisions are attending our School month.
- □ School staff report professional learning requests made to the district are met within 2 or 3 months.
- The district uses a needs assessment, data, and stakeholder input to inform priorities for professional learning.
- community development and education involvement with school transformation to secure resources, support and/or ☐ The district is actively engaged in activities.
- every six months) reports outcome and Our district formally and regularly (e.g., fidelity data to the school board.

Stage of Implementation

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How Do We Know?

- District reports
- Need assessment results
- Sample professional learning logs
- School board meeting minutes

Notes

Components include:

- Our district has a clear, documented process to identify and address policy or other barriers to implementing equitybased MTSS.
- □ This process is used consistently, has been found to be successful, and includes School Leadership Team representative(s).

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How Do We Know?

A procedure to address policy and other barriers

Our LEA (District) supports equity-based MTSS by linking multiple initiatives, revising policies, and extending the practice to other schools.

Components include:

- Our district has a formal process for each of the following:
- to assess/review current initiatives, team operations, and elements of initiatives for efficiency and integration.
- information/data to improve district support for implementation and to obtain and use school level inform policy.
- to review and revise policies that do not facilitate new practices.
- School Leadership Team representative(s) are incorporated in each of these processes.
- extend successful equity-based MTSS implementation to other schools. ☐ A clear formalized plan exists to

0 = Laying the Foundation

Stage of Implementation

Notes

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How Do We Know?

- District plans related to equity-based MTSS implementation
- Procedure for assessing current initiatives

SWIFT Education Center

SWIFT-FIA v2.0

training regarding research or evidenceinformation to support, and ensure Our LEA (District) uses school level based practices.

Components include:

- ☐ Our district has a clear policy and process for selecting research-based practices.
- The selection process involves school administrators to solicit input and feedback.

0 = Laying the Foundation

Stage of Implementation

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How Do We Know?

- research-based practices Procedure for selecting
- District reports





SWIFT Fidelity Integrity Assessment (FIA) Administration Checklist

Name			Y=Yes	N=No
Observation Date		N/A= u	nsure or	N/A= unsure or not applicable
1. Prepare	Prepare the Team: Participants are invited, emailed the SWIFT-FIA, and given necessary information prior to the process.	>	z	A/N
2. Set the provide key adr norms.	Set the Stage: Administrator ensured all participants have a copy of the SWIFT-FIA; provided an overview of the SWIFT-FIA, including its purpose, desired outcomes, and key administration steps; identified a Note Taker; and established/reviewed group norms.	>	z	N/A
3. Administ while the question.	Administer the SWIFT-FIA: Each item and main idea were read aloud to the group while the document or focus area was projected for all to see. Repeated for each question.	>	z	A/N
4. Read a l Admini	Read and Clarify: Participants independently read the Rubric Scoring Descriptions. Administrator addressed clarifying questions. Repeated for each question.	>	z	A/N
5. Poll Tea	Poll Team for Agreement: Participants polled to share their scores for each item.	>	Z	N/A
6. Dialogu polling and re-	Dialogue the Differences and Re-poll for Consensus: Administrator summarized the polling results. If consensus was not reached, the Administrator encouraged dialogue and re-polled until consensus was reached.	>	z	۷ ۷
7. Docum process or anot	Document Results: Note Taker recorded scores during administration and polling process. The Administrator entered final scores to SWIFT FIA Score Tracking Tool or another tracking system.	>	z	A/X
8. Wrap-ur	Wrap-up: SWIFT-FIA scores were displayed and debriefed with participants. Team reflected on the SWIFT-FIA and the process.	>	Z	A/N
9. Next St determ Snapsh stakeho	Next Steps: Administrator collaborated with participants and other leaders to determine next steps (e.g., adjust Priority and Practice Planning, add results to the Data Snapshot, and develop a communication plan to share SWIFT-FIA results with stakeholders).	>	z	√N V

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Aim Statements

The aim statement answers the first essential question of improvement: What specifically are we trying to accomplish? It is a succinct statement of what the improvement community has joined together to achieve.

Useful aim statements **clearly define success** for the improvement effort by specifying:

- What will be improved? (clear, operational definitions)
- How much? (measureable, specific numerical goals)
- By when? (time frame)
- For whom? (target population)

Aim statements **scope** an improvement effort, selecting what and where improvement resources will be focus. The scope of the aspirations should be appropriate given the resources and timeframe of the effort.

Sometimes this involves selecting an initial feasible target on a longer journey to a "big dot goal." When you find yourself with improvement aspirations that are unrealistic, options include:

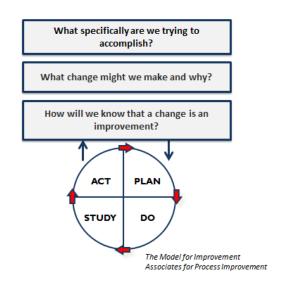
- Focus on a high leverage aspect of the problem
 - Select a particular process or subsystem
 - Select high leverage points
- Focus a specific target population
 - Selecta subset of sites or schools
 - Select a subgroup of students (ie. grade-level, subgroup etc)

Aim statements represent the "north star" for the improvement community. Therefore they must also represent an accomplishment that is **compelling** and worth organizing around. In selecting an aim statement, the impact to the user should be evident and it should represent an accomplishment that is worthy and capable of sustaining the attention of the necessary stakeholders. How the aim statement is developed and shared will have a large impact on whether it is collectively owned.

Examples of Aim Statements:

- 1. Reclaim the mathematical lives for 10,000 developmental math students by May 2016.
- 2. Improve by 30% the retention of first-year teachers by June 2014.
- 3. Increase the number of students who complete 9th grade on-time from 60% to 90% by June 2017.

Langley, G., Moen, R., Nolan, K., Nolan, T., Norman, C., and Provost, L. *The Improvement Guide: a practical approach to enhancing organizational performance*. 2nd Edition. San Francisco: Jossey-Bass, 2009.



Aim Statement Handout

What Are We Trying to Accomplish? Developing an Aim Statement

Reference: The Improvement Guide, Chapter 5

Overview

When developing an aim, we want to produce a:

- Statement of the work process that is at the heart of the improvement topic (verb + noun)
- Statement of good outcome(s) from the work process
- Aim statement that describes what is to be improved, how much, by when, and for whom in terms of the work process (where)

The project aim is:

- Not just a vague desire to do better but a clear statement of **what is expected** to happen.
- A commitment to achieve measured improvement
 - In a specific system or process (where)
 - o With a definite timeline (by when?)
 - o And specific numeric *goals* for outcomes (ambitious but achievable; **how much**?)
- Includes a statement of **who** the project will benefit person- or customer-centered

An aim statement may also include:

- Importance why are you working on this project now? Link to organization strategies/goals.
- **Boundaries**: the system to be improved (scope, population, processes to address, providers, beginning and end, etc.)
- A three-to-five step description of the **work process** (enough to describe it to others)
- Guidance on sponsor, resources, strategies, barriers, interim and process goals
- A general statement of **how** the team will improve use of a bundle, change package, standardization,/improvement/innovation, etc

Aim Statements: Sentence Frame

Good aim statements answer the	question: What	specifically a	are we try	ing to
accomplish?				

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- What will be improved? (clear, operational definitions)
- How much? (measurable, specific, numeric goals)
- By When? (time frame)
- For What/Whom? (target population)

Crafting an aim statement in many cases will require defining quality and how it will be measured.

Senten	ce Frame:			
Improve	·		_ by	for
-	(What will be improved?)	(How much?)	(By when?)	(target population)

Aim Statement Exercise
Instructions: Practice writing a local aim statement.
Project/Team Name:
Aim Statement:
Now partner with another person to review your aim statements. Use the following checklist to provide feedback to each other's statements and provide coaching.
What? How Much? By When, Where? For Whom? Why (optional)?
Checklist:
☐ Is the problem or opportunity clearly stated?

П	is the problem or opportunity clearly stated?
	Do you know what are they going to do about it - what do they plan to improve?
	Do they state the intended result or outcome and how good they want it to be – how much do they plan to improve?
	By when do they plan to achieve this improvement?
	For whom will it happen? Who will benefit from the improvement?
	Is it clear where the team will be working? Scope, boundaries, start/stop?
	Why did they pick this process – why is it important to improve?

PDSA FORM

		-		Date:	
Tester:		Cycle#:		Driver:	
What change idea is being tested?					
What is the overall GOAL of the test?*	Ψ.				
*Identify your overall goal: To make som	*Identify your overall goal: To make something work better? Learn now a new innovation works? Learn how to text in a new context? Learn how to implement or spread?	tion works? Learn how to text in a	new cor	ntext? Learn how to implement or spread?	
1) PLAN				3) STUDY	
Questions: Questions you have about what will happen. What do you want to learn?	Predictions: Make a prediction for each question. Not optional.	Data: Data you'll collect to test predictions	_	What were the results? Comment on your predictions in the rows below. Were the correct? Record any data summaries as well.	
			^		
			↑		
			↑		
			↑		
Details : Describe the who/what/when/where of the test. Includ	nen/where of the test. Include your d	e your data collection plan.		What did you learn?	
2) DO (Briefly describe what happe data, obstacles, successes, etc.)	2) DO (Briefly describe what happened during the test, surprises, difficulty getting data, obstacles, successes, etc.)		scribe next?	4) ACT (Describe modifications and/or decisions for the next cycle; what will you do next?)	
5					



DATA COLLECTION SHEET: $^{\mathrm{1}}$





Change Idea Task Card

Today's Problem:

An individual district or school may receive uncoordinated support from the County Office

Your Task: You will generate change ideas and prioritize them using a matrix tool which will help to identify the best change to test first.

Activity Step	Actions				
Preparation	Items needed:				
1. Problem of Practice Clarity	Ensure everyone is clear about the specific Aim your team has developed.				
2. Generate Change Ideas	List the changes (one per post-it) which would result in the change. Share each of your post-it notes with the team. Organize into impact drivers if necessary.				
3. Create the Matrix	Create a impact vs. effort matrix on your poster paper. • Draw 4 quadrants: • Label the x-axis with "impact" • Label the y-axis with "effort" Discuss with your team the sweet spot for the change ideas.				
4. Prioritize your change ideas	Individually place the generated change ideas on the impact vs. effort matrix. Discuss the rationale for where each change idea is placed.				
5. Confirm	Test your "sweet spot" ideas against evidence and consensus with the team.				
6. Further Prioritize your Change Ideas	You will prioritize the change ideas within the sweet spot so that you will know where to start by using the following technique: Rank Order: 1. Lay out a rank-order table (see example on next page) a. Rows are letters assigned to each change idea b. Columns are members' initials c. Far right column is the "total" column Continued on next page				













6. Further Prioritize your **Change Ideas** (continued)

Continued from previous page

- 2. Members silently rank the order of their choice (1 is first choice, etc.)
- Members take turns calling out their rankings to a recorder who annotates on the
- The rankings are summed across each row for a total for each change idea.
- The change idea(s) with the lowest summed number is considered the popular choice.

Rank Order Example:

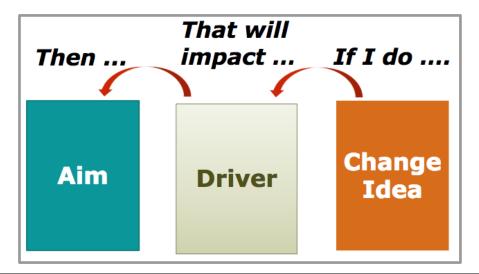
Where We Should Eat for Lunch Today?						
	ST	SF	JF	IL	YT	Total
Tommy's	1	2	1	2	2	8
Figaro's	2	3	3	1	1	10
Osaka's	3	1	2	3	3	12

7. Create and Share your theory

Use the theory template to articulate:

- your changes (including a rank order)
- how they connect to impact drivers
- how they will achieve the aim

Post your theory on the wall.











Change Package Reference

Change packages are collections of changes made to achieve a specific outcome. They include suggestions along with details about how to go about the changes in a new context. Change packages are not guaranteed fixes, rather sharing of learning with the intent to accelerate the learning of others. These packages are developed once there is sufficient evidence and confidence of the change(s). Confidence of a change is developed largely in part as a result of PDSAs which are first tested on a small scale then expanded to learn how the change impacts in varying contexts. Evidence from measures about the impact of those changes on a system should be considered important when deciding the reliability of a change.

Change Packages Should Include

- details about changes which resulted in an improvement
- resources to do the change
- tips/advice on things to consider

Change Packages May Also Include

- details about the initial problem
- root causes to the problem
- the theory of practice improvement: the aim, impact drivers, and changes

How to Create a Change Package

- Compose a team who deeply understands the initial problem, the work of the improvement team, and the data associated with the change(s).
- Analyze outcomes to ensure the theory is based on current evidence
- Identify changes correlated with an improvement as indicated by outcomes measures
- Compile resources necessary to do the change. This may require talking to the actual people to did the change work.
- Collect PDSAs or talk to those who ran the PDSAs to collect tips and advice on how to do the changes.
 This may also require talking to the actual people to did the change work, especially if they didn't document PDSAs.

Links to High Tech High Examples

<u>High Tech High's Mathematical Agency and Identity Community (MAIC) Change package</u> <u>https://docs.google.com/document/d/1v35KH1SK1SS_5kAoXuPxPx8lyOH99ks0DxE4gzWExmE/edit</u>

CCR Full Deck

https://drive.google.com/file/d/1UtMpzsxyzozvbvtVd1JdF385sXbGVWGp/view

Reducing Chronic Absenteeism

https://docs.google.com/document/d/1DLdEvX2Ro w99E3LjO9w4ullo85tbezzpJc8JteBrAQ/edit?usp=sharing

High Tech Middle Literacy Project

http://htmlitproject.wixsite.com/literacy

Change Package Template

The problem

(Include information about your context and how the problem existed within your system)

Our Improvement Project

(share about your aim, theory of change, and progress made towards your aim as a result of this work)

Changes detailed in this package include:

ľ	1	
	ı	

2.

3.

4.

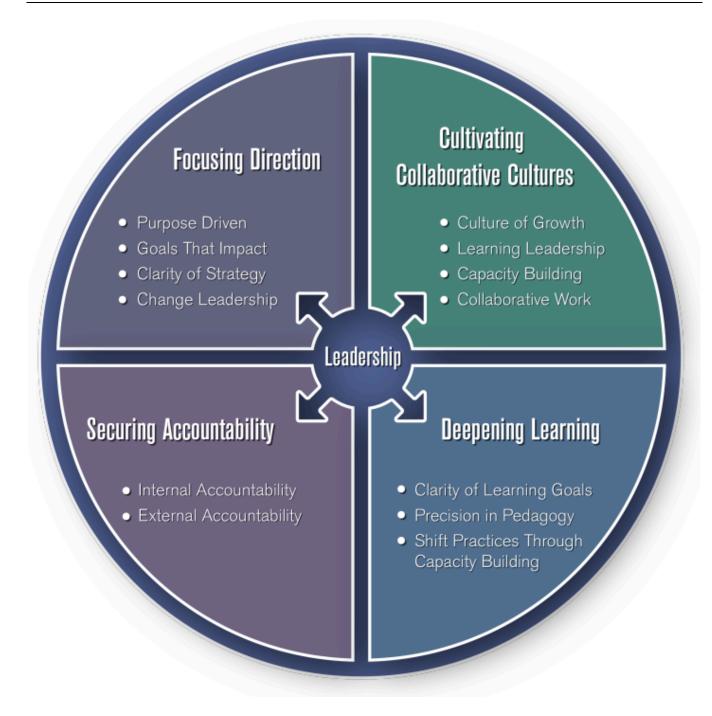
5.

6.

7. (list as many changes as necessary)

	Title: (change)
What is it?	
Rationale/Core Ideas	
When to Use	
What it looks like when its working	
Activity/Routine Guidelines	
Tips	
Resources	
Suggested Learning questions/PDSAs	
Supports needed	

Use this template for as many changes as you have included in your package.

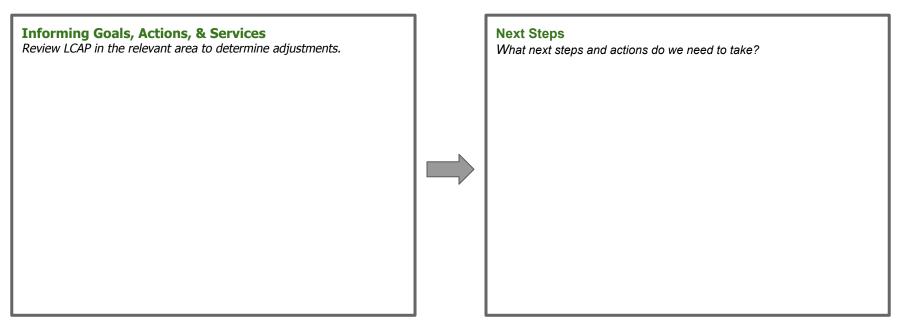


Admin, Michael. "Coherence: The Right Drivers In Action For Schools, Districts, And Systems - Michael Fullan." Michael Fullan. N. p., 2016. Web. 8 Nov. 2017.

Key Question: What have we learned about our system and how do we think about moving forward?

Description of Current Performance • Areas of Strength		Root Cause Analysis: Summary of the causes you believe contributes to the focused area that was investigated.
Areas of Weakness		
Description of Desired Performance Describe your team's current vision of what exemplary performance in this area would look and feel like.	,	Force Field Analysis Forces that support and hinder improvement efforts in targeted area.
12		

What changes might we introduce and why? Record a summary of the change ideas your team believes will improve outcomes.



DA Data Analysis Notetaking Guide

The Continuous Improvement Process: Assuming an Inquiry Stance

Driving Question: How is the System Performing for (Student Group)?

Student Group Red Performance Categories (District) District Dashboard (Link)

I notice	I wonder

Deeper Dive Student Group Red Performance Site Level Site Dashboard Links

I notice	I wonder

Learning Questions Identify learning questions we want to explore further based on our analysis

What other data do we need in order to understand the system more deeply?

o Potential Tools for Local Data Collection (Empathy Interviews, Process Maps, other?)

		Next Steps:		
Description of Data	Why/Purpose	Where (people/site)	Who will collect the data	Dates

Dashboard Analysis and LCAP Summary Protocol

Identify what's working by discussing the following prompts:

- 1. Review performance on the Dashboard for the state indicators, for all students and student groups. What were the strongest (blue/green) areas?
- 2. Review performance on the local indicators on the California School Dashboard. What were the strongest areas?
- 3. Review local self-assessment tools and stakeholder input. How do they relate to conclusions drawn above?
- 4. Which schools and student groups are contributing to LEA progress toward LCAP goals?
- 5. Were there any indicators or groups whose blue/green performance was a surprise? Why do you think that happened? Can that success be replicated elsewhere?
- 6. Are the actions/services in the LCAP the reason we are getting results? How do we know?
 - O Are they working for all student groups and grade levels? Are they closing achievement gaps? If not, why?
 - o Do they need to be continued or revised?
 - o For actions/services that serve specific students, how are we identifying these students? Are we identifying the right students? How do we know?
 - O How are we currently monitoring the effectiveness of these actions/services? Do we need new methods for monitoring effectiveness of the actions/services?

What progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success?

GREATEST PROGRESS

What increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students?

Dashboard Analysis and LCAP Summary Protocol

Identify opportunities for improvement by discussing the following prompts:

- 1. Review performance on the Dashboard for the state indicators, for all students and student groups. What areas were in the "Red" or "Orange" performance category?
 - O Are there any groups or schools where this is not red or orange what is the difference there?
- 2. Review performance on the local indicators on the California School Dashboard where the LEA received a "Not Met" or "Not Met for Two or More Years" rating for a local performance indicator.
- 3. Review local self-assessment tools and stakeholder input. How do they relate to conclusions drawn above?
- 4. Review the actions and services in the LCAP that relate to red/orange indicators.
 - O How long have these actions/services been in place in the LEA?
 - o Were they effective at one time? If yes, why are they no longer effective?
 - O Are they effective with some student groups and not others? If so, why?
 - o For actions/services that serve specific students, how are we identifying these students? Are we identifying the right students? How do we know?
 - o If there is not evidence that the action/service is effective do we need to revise or eliminate it?
- 5. What ideas do we have for new evidence based actions/services that could improve our performance?
 - o How will we ensure our revised and/or new actions/services are equitable?
 - O How will we monitor the effectiveness of the new actions/service?

	List the areas of need:
GREATEST NEEDS	What will the LEA do to address these areas of need?

Dashboard Analysis and LCAP Summary Protocol

Identify Performance Gaps:

1.			e Dashboard, identify any state indicator for which performance for any student group nance levels below the "all student" performance.
	0	What actions and sei implemented?	rvices were in the LEA LCAP to address the needs of theses groups, and how were they
	0	Is there a pattern of between the differen	which students groups exhibit performance gaps? Could there be a relationship at gap areas?
2.		nat new evidence base address these perform	d practices is/will the LEA use to make changes? What steps is the LEA planning to take nance gaps?
	0	Are there any interin	n measures that show improvement in any of the gap areas?
			List all the areas where there are performance gaps, and which student groups are identified.
	ERF	FORMANCE	Explain actions included in the LCAP to address those gaps.

Developing Aim Statements

Background

Why use an aim statement?

- Clearly defines success for an improvement effort
- Scopes the effort: defines the system that you will improve

Why aim statements?

- We must be clear about where we are headed
- Helps to refine the team's understanding of the explicit goals
- Helps to narrow the focus is a strategic way
- Helps to keep a team focussed when interesting side-effect occur
- Tells you when you are successful

Protocol

General aim: What are we trying to accomplish?

Project aim: What part of the system/process might we focus on?

- Is it something within our control?
- Is it concrete, actionable (can we do something to make an impact)?

Concrete, specific, measurable aim: What are we specifically trying to accomplish?

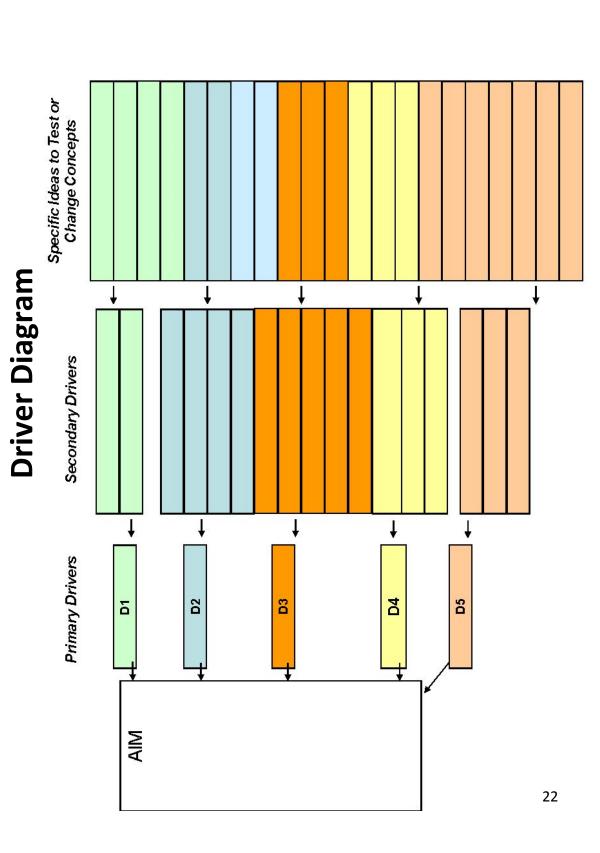
- How much? (measurable, specific, numeric goals)
- By when? (time frame)
- For what/whom? (target populations/setting or system/process)

Considerations for crafting aims:

- Sometimes you have to start small to tackle a big problem.
- Make sure you have the resources to tackle the aim.

Driver Diagram Definitions:

- leverage to change the status quo. The driver diagram is often used to scope or size A Driver Diagram is an improvement tool used to organize theories and ideas in an improvement effort. It displays visually, our theory about potential areas we can project and to clarify the plan for reaching the aim.
- Primary Drivers: major processes, operating rules, or structures that will contribute to moving towards the aim
- Secondary Drivers: elements or portions of the primary drivers. The secondary drivers are system components necessary in order to impact primary drivers, and thus reach project aim.
- closer together) that are not yet specific enough to be actionable but which will be used Specific changes /Change concepts: Specific changes are concrete actionable ideas to take to testing. Change concepts are broad concepts (e.g. move steps in the process to generate specific ideas for change.
- Note: measures can be indicated on the DD as it becomes more mature.



LEA-LEVEL Empathy Interview Protocol

Date:	
Interviewer:	Department:

Guidelines

The purpose of these interviews are to make our system visible. As a result, you want to probe and listen for:

☐ Component parts of the system: processes, activities, actors, resources, etc.

- Linkages or points of connection among the parts of the system; where the various parts of the system interact
- "Pain points": Concrete examples of bottlenecks and breakdowns in the flow of information (e.g. mixed messages) and/or resources, where and why they happen, how people manage or resolve these pain points
- Evidence used in making claims--push for specific examples if making more broad and blanketed statements

I. Introduction

- The focus of this interview is to learn more about LEA's support for site leaders to engage in instructional leadership work. Our goal is get a clearer picture of how the central office supports site leaders, and how it might be redesigned to better align, streamline, and improve their services in supporting site leaders around their improvement efforts.
- This interview will be kept confidential. Your name and any other identifiers (e.g. school) will not be used in any documents. We want to get your honest and open reflections about your work in the LEA.

II. Background

What is your role? What are the primary programs you are responsible for or working on?

III. Central Office Support for Site Leaders

- In what ways do you support site leaders to engage in instructional leadership practices to improve teaching and learning?
- Describe how your position supports building the individual capacity of site leaders.
- What are the greatest challenges that you face in supporting site leaders? What have been some of the greatest successes?

IV. Support Deep Dive

Select one of the ways that you have supported instructional leadership to improve teaching and learning at the site around focused

improvement efforts.

How did this become an area of focus for supporting instructional leadership??

Probe: What was the decision-making process?

Probe: What has been the results of this support?

How has this played out in the LEA?

Probe: What were the main activities associated with this support?

Probe: Who/how many is involved in this support (at LEA and school level)?

0

Probe: What would you identify as the "pain points" of providing this support to principals?

What are some challenges you've encountered?

What were some of the "lessons learned" in implementing this type of support?

How has it impacted teacher practice and student outcomes? What would you expect to see happening in schools/classrooms as a result of this work? What evidence or data do you use to know if the support is meeting the site leaderships' needs? That it is playing out in the way you

What percentage of your time do you spend in a given week on directly supporting site leadership? Others who are involved?

What other programs and supports does the LEA provide with regard to site instructional leadership?

Is there anything else you would like to share?

LEA LEVEL SUMMARY

Date:	
Interviewer:	Department:
Support for site leaders Instructional Leadership	Key quotes/other notable information:
Goal of Support	Core Activities (including people involved, time percentage of work portfolio)
Who intended to support (user)	
Primary people who work on initiative/percentage of time	Evidence of impact (data, look fors)

Challenges	Other supports and programs related to focal area
Cost	

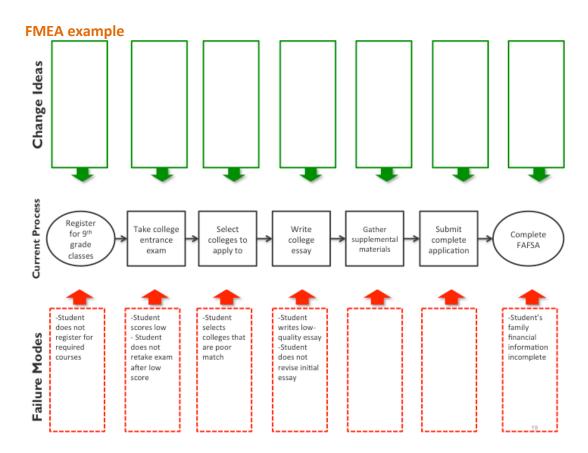


(Simplified) Failure Mode Effect Analysis

A simplified **Failure Mode Effect Analysis** ¹ is a systematic method to identify process problems/breakdowns that may result in the inability to achieve desired outcomes consistently. Ideally data is collect to understand the frequency and importance of each problem. Change ideas can then be attached to specific process breakdowns.

Components of a simplified Failure Mode Effect Analysis

- The process that will be analyzed in drawn in the middle of the map.
- Process breakdowns are located below each process step
- Change idea to address these breakdowns are listed above each problem step;



How to Create a Simplified FMEA

- Create a high-level process map
- Identify possible causes of failures for each high level process
- Ideally you would collect data to identify the frequency of each cause
- Ideally you would rate how critical each possible failure is regarding the effect on the desired outcome of the process.
- (later) Generate change ideas for the high priority break-downs

¹ The simplified FMEA described here is from Cincinnati Children's Hospital and Medical Center.

Fishbone Diagram Protocol

The purpose of this protocol is to arrive at a deeper understanding of the problem we are trying to solve (before jumping to solutions). (Groups of 4-6 people / 45 minutes)

Norms:

- Avoid Solutionitis... the goal is to understand the issue, not solve it (yet)
- "Yes and"... the goal is to generate lots of ideas, and not fixate on one
- Embrace "definitely incomplete; possibly incorrect "
- Share the air

1. **Generating our Problem Statement** (5-7 minutes)

- *Individual*: What is the problem we need to solve? See if you can express the problem in one sentence.
- Whip: Share problem statements.
- *Group:* Choose one or create a new one (without getting hung up on the perfect wording). Write your group's problem statement at the "head" of your fishbone diagram.

2. **Initial Brainstorm of Causes (5-7** minutes)

Based on your work digging into the problem (i.e. empathy interviews, observations, relevant data, research, etc.) and your own ideas/experiences, *individually brainstorm* as many causes as you can that might contribute to the problem/issue. Write each cause on a different post-it. For meaty "big" topics, it can help to ask a chain of "why?".

3. Share & Categorize (15-20 minutes)

- Whip: Each person shares one cause contributing to the problem. Each person shares one cause contributing to the problem. If others have a similar cause, you can start to group those post-its together on your poster.
- Continue to share your initial brainstorm, building on each other's ideas and adding new causes we think contribute to the problem. Write those on post-its too.
- Cluster on your Poster: Group related causes together, and give each category a title. (The stuff on the post-its are the details/bones on the fishbone).

4. **Post & Reflect** (5 minutes)

Post your poster to the wall. Does your diagram capture the root causes you think are important? Anything missing? Then *each person* gets to vote with *one heart* and *one star*:

- *High Leverage*: Put a **heart** by the factor, that if addressed, you think would have a significant impact on the problem.
- *Practical*: Put a **star** by factor that is within your control, that your team could address with little effort.

This protocol has been adapted from one developed by the High Tech High GSE Center for Research on Equity and Innovation.

5 Whys Protocol

Objective: To identify actionable root causes of problems.

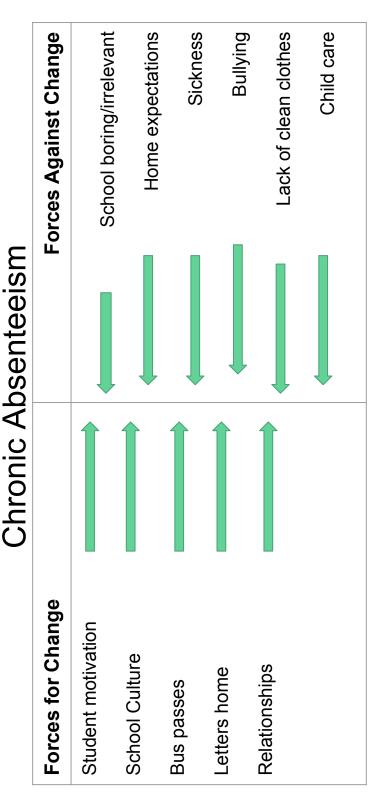
For each hypothesis that the team(s) are working on, ask the team to ask why the hypothesis exists. The team's answer is recorded in the first Why column. That response becomes the statement that Why 2 focuses on. The process is repeated four more times, with each subsequent answer recorded in the next row and serving as the basis for the next Why question.

Problem:			
	Hypothesis 1:	Hypothesis 2:	Hypothesis 3:
Why?			

Childress & Marietta, "A Problem-Solving Approach to Designing and Implementing a Strategy to Improve Performance," Public Education Curtis & City, Strategy in Action: How School Systems Can Support Powerful Learning and Teaching (2010) Leadership Project, Harvard University, June 12, 2008.

What is a Force Field Analysis

A force field analysis helps us to better understand the forces that support and hinder improvement efforts

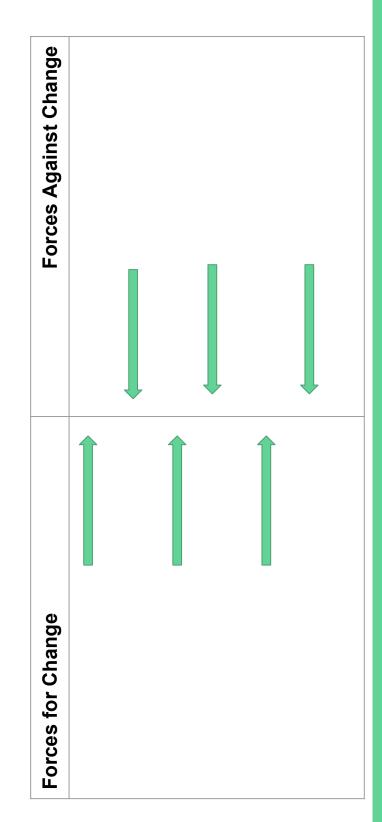






What is a Force Field Analysis

A force field analysis helps us to better understand the forces that support and hinder improvement efforts



Chapter 18: Force Field Analysis

There are many forces in organizations working for and against change. A simple and systematic analysis to study these forces is called Force Field Analysis (Lewin, 1947). The technique comes from the work of Kurt Lewin who pioneered the use of field theory. This technique can be useful in planning actions to overcome restraining forces, and support or reinforce driving forces. The steps for performing a force field analysis are:

- 1. Identify the change or desired performance. This could be anything, for example, changing the computer software used by the organization.
- Brainstorm a list of current existing forces, restraining, or pushing against the change. Next develop a similar list of existing forces driving or pushing for the change. Useful categories to think about during brainstorming might include forces working at the physical, logical, and emotional level.
- 3. Brainstorm a list of potential forces that might restrain or push against the change, and a list of potential forces that might drive or push for the change.
- Organize these forces in a graphical format so the forces and their interactions can be analyzed. Figure 18-1 is an example of how this might look.
- 5. Prioritize the current driving and restraining forces. Develop a plan to reinforce drivers and reduce restraining forces. When that plan is complete, consider potential driving and restraining forces.

Making changes in an organization is difficult. The force field analysis is a tool that will help to organize the change effort and may uncover restraining or driving forces that those planning the changes were unaware of. The method does not, by itself, address the issue but rather points to where a plan may be needed. Other steps, such as training, communication, technology, etc., may be needed to address the driving and restraining issues.

Constructing the force field analysis is somewhat like the cause and effect diagram in that a group is trying to get their collective knowledge into a single diagram. The knowledge recorded is in the categories of driving and restraining forces for a particular issue. Other logical groupings of the forces will help to plan appropriate actions.

Example: A New Information Technology (IT) System

A construction company with projects over the world was planning to implement a new information technology system. This system would enable more local choices in materials, terms, and designs. It was part of a larger decentralization strategy that would help the company to have shorter construction cycle times and better all around service.

The team consisted of a broad cross section of workers and managers that would be affected by the system. In this case it was thought that a particularly large cross section of knowledge was needed to be sure that all of the issues were properly addressed. The following list of Driving and Restraining forces was developed:

Current Driving

Need for quicker decisions Better use of local suppliers Better records and learning Productivity improvement More flexibility

Potential Driving

Converts will lead
Public success stories
More competitive pressure
Easier add-on tech.

Current Restraining

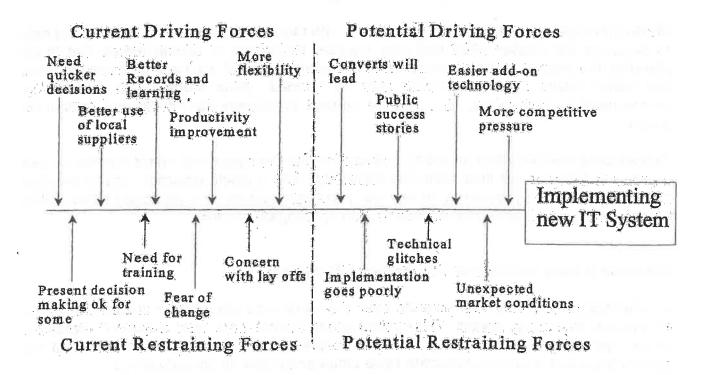
Present decision making OK for some Need for training Fear of the change Concern with possible layoffs Uncertain impact on Suppliers

Potential Restraining

Implementation goes poorly
Technical glitches
Unexpected market conditions

The group then placed these responses into a force field analysis which is shown in Figure 18-1 and used this to help in the planning for the implementation. The team decided that the greatest leverage points were in reducing restraining forces. In particular, training on the new system and helping employees to understand the shortcomings of the current system were to be emphasized. The team carrying out the implementation put this into their plan.

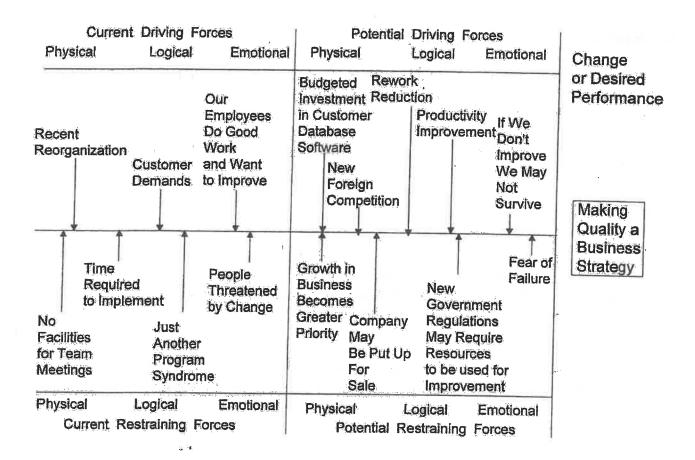
Figure 18-1: Force Field Analysis for Implementing new IT System



Example: Quality as a Business Strategy

Many leaders are trying to incorporate continuous improvement into the way that they run their organizations. Figure 18-2 shows a force field analysis prepared by a company that was planning to make quality principles the focus of their strategy.

Figure 18-2: Example of Force Field Analysis



Summary

The force field analysis is a useful tool for uncovering both restraining and driving forces for a change. This can be particularly helpful when the restraining forces are not obvious. Often it will be easier to reduce the restraining forces rather than strengthen the driving forces.

References

Lewin, Kurt. "Frontiers in Group Dynamics, Part I: Concept, Method, and Reality in Social Science, Social Equilibria and Social Change." *Human Relation*, 1947a, p. 1, 5-41.

Stratton, Donald A. "Solving Problems with CEFFA." Quality Progress. April 1986. p. 65-70.

Exercises

- 1. Write down a change you are considering in your organization. Construct a force field analysis for this change. As a group try to decide which forces are the most important and which could be affected the most easily.
- 2. Consider a past change in your organization. What unexpected forces emerged after you started the change? Is there any way that you could have anticipated these forces?



Prioritization Matrix

A Prioritization matrix is used when many ideas need to be prioritized and focus is the goal. This matrix can be used to consider many different criteria and would depend on the ideas being considered.

Components of Prioritization Matrices

- The axes are labeled appropriately for the criteria you are using to categorize ideas.
- The quadrants are used to determine the "sweet spot"



How to Create a Prioritization Matrix

- Assemble a diverse team who has background and experience necessary to generate ideas related to your topic (root causes, change ideas, etc.). See examples below.
- Individually generate ideas and share within the team.
- Choose the 2 criteria that you will use for categorizing ideas (impact vs. control, impact vs. effort, etc.). See examples below.
- Draw 4 quadrants and label the axes with the criteria.
- Considering each criterion on a low-high scale, determine where your "sweet spot" would be for prioritizing.
- Individually place the generated ideas on the matrix accordingly
- Test your "sweet spot" ideas against evidence and consensus with the team
 - o You may need to use a technique to further narrow "sweet spot" ideas.





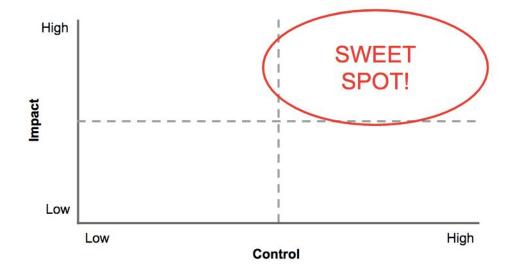






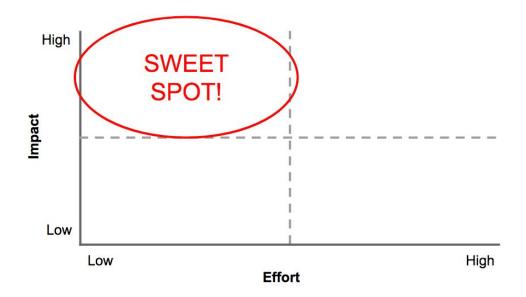
Impact vs. Control Example

- The impact vs. control matrix can be used to help a team to decide which of the numerous root causes for a problem would be highest leverage and within control to change.
- The "sweet spot" for this use of the matrix is high leverage and high control although it may be useful to still consider other root causes outside of the "sweet spot".



Impact vs. Effort Example

• The impact vs. effort matrix can be used to help a team to decide which of the numerous change ideas would be best to test first. The "sweet spot" for this use of the matrix is high impact and low effort although it may be useful to still consider other change ideas outside of the "sweet spot".









Generating Change Ideas Protocol

Purpose: To generate change ideas and select a path forward. A literature scan may be helpful in providing insight into the problem you are trying to solve.

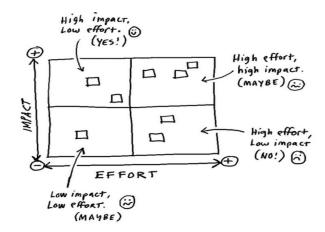
Step One

- What is something you could try?
 - What is something that the research says?
 - Talk about what ideas from research stood out?
 - Is there someplace that this is happening well that we could build on?
 - What ideas came up from your problem analysis?
 - Put one idea per post it

Step Two

On effort vs. impact chart- Using your best collective guess, place each change idea in the quadrant it fits best.

- How much effort (time, energy, resources) will it take to try the change idea?
- If we are successful what is the size of the likely impact?



Selection and Next Steps

- Starting in the high-impact-low effort quadrant, star the ideas that are directly under your control
- Start to consider what action steps are needed in order to implement the change ideas
- If time, consider the other change ideas in the high effort, high impact or low impact, low effort quadrant



The PDSA Cycle

A Familiar Approach: A school district wants to increase the number of new teachers who feel supported in their work. District administrators decide to focus on improving feedback conversations between principals and new teachers. They think they can accomplish this by providing training for principals on giving effective feedback and decide to pilot the idea with a third of the principals. At the end of the year, the district compares the performance of new teachers under principals who went through training (experimental group) to those under principals who did not (control group). They also compare survey results, which asked new teachers how supported they felt by their principals. Based on the results between the two groups, the district decides whether to continue the training program for all principals.

The scenario above serves to improve existing practices, but it reflects traditional approaches to research and decision-making. Conducting a test and waiting until the end of the year to gather data does not necessarily entail *efficient* and *continuous* improvement. The improvement work we will be doing will require data collection methods that are much different from traditional research studies. Particularly the PDSA (Plan-Do-Study-Act) cycle lays the foundation for continuous improvement.

A Different Approach: District administrators believe they can address the concern about new teacher support if principals have personal, face-to-face conversations with new teachers to discuss their progress. In these conversations, the principals emphasize building rapport with the new teachers by asking them a variety of questions about themselves and their work.

In this approach, the principals' changes could also take a long time to evaluate if the district decided to wait to gauge new teachers' feelings at the end of the year. The PDSA cycle, however, allows for rapid testing and evaluation so that principals in this situation would be able to effectively track the progress of their own adjustments. In order to do so, the principals would engage in PDSA cycles. Each PDSA cycle has four steps.

THE 4 STEPS

Plan Identify your aim and the idea you want to test (called the "change idea"). Your change idea should have measurable outcomes and be related to your driver diagram. Data collection should be as simple as possible. You also make predictions about what you think is going to happen. Making predictions helps us analyze *why* particular changes do or do not lead to improvement. These analyses then inform our future attempts to improve.

Do Enact your plan. Record the data you intended to collect and any additional observations. PDSA testers often discover new things about processes and the system in which they are operating in the *Do* part.

Study Compare your data with your predictions and study the results. What happened and what did you learn? Why do you think things turned out the way they did?

Act Plan Objective Questions and predictions (why?) What changes are Plan to carry out the to be made next cycle (who, what, where cycle? when) • Plan for data collection Study Do Carry out the plan Complete the analysis of the data • Document problems Compare data to and unexpected predictions observations Summarize what Begin analysis was learned of the data

Act Often times you will *adopt*, *adapt*, or *abandon* the change idea you tested. Especially in the first tests in a PDSA cycle, you will most likely *adapt* your idea to accommodate your testing conditions. The Act stage usually leads into the *Plan* stage of the next PDSA cycle.

When implementing a PDSA cycle, you will document all of your steps on a PDSA Form.



THE SCOPE OF TESTS

The scope of each test should be small, resulting in a quick and easy process. Things to consider:

- **Single Step** Each PDSA cycle should involve only a small test of change. Instead of testing a lot of ideas at once, a principal could test a single routine over the course of several weeks.
- Short Duration Each PDSA cycle should be as brief as possible in order to quickly gain knowledge of whether or not your change idea works. Unlike some traditional research methods, data collection should be quick and simple.
- Small Sample Size A PDSA cycle typically involves only a small sample size (1 or 2 teachers, or one school, depending on the test). As you gain more confidence that your change may lead to improvement, the change can be expanded to more teachers or more schools.

USING MULTIPLE PDSAs TO IMPROVE

Each change idea will require several PDSA cycles. The following is an example of how one might design and conduct iterations of PDSA cycles for continuous improvement.

EXAMPLE

Goal: 100% of new teachers on the campus feel supported by their principal.

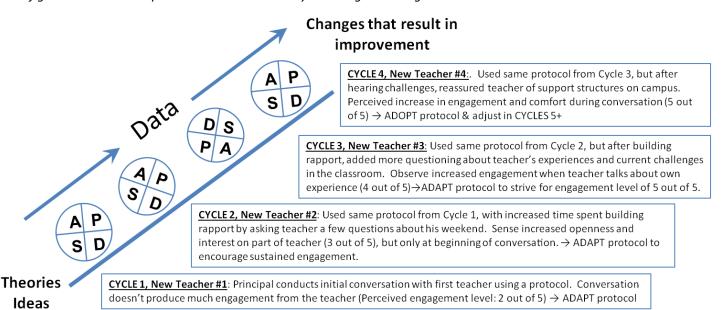
<u>Change idea</u>: At the beginning of the year, principal has an initial conversation with each new teacher using a protocol.

<u>Plan (Cycle 1)</u>: The measure will be the principal's perception of the new teacher's level of engagement and comfort during the conversation, rated on a scale of 1-5. Note the responses and body language of the new teacher, or any

other observed changes. Test whether a certain conversation approach works (and make adjustments as

necessary in subsequent PDSA cycles).

The figure below outlines possible successive PDSA cycles using the change idea above:



Adjustments to the protocol may continue through Cycle 5+ and the protocol may eventually expand to be used with teachers throughout the campus. You will continue to run PDSA cycles until you gain enough evidence on whether to *abandon* your change, or to *adopt* it on a more permanent basis.

Langley, G., Moen, R., Nolan, T., Norman, C., and Provost, L. *The Improvement Guide: a practical approach to enhancing organizational performance.* 2nd Edition. San Francisco: Jossey-Bass, 2009.

[&]quot;PDSA Directions and Examples." North Carolina Health Literacy. http://www.nchealthliteracy.org/toolkit/introB.doc



Pareto Analysis

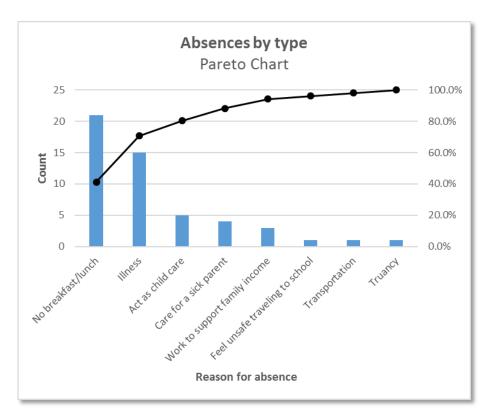
A **Pareto analysis**¹ is used to analyze the frequency of problems or causes in a process. It uses the pareto principle that 80 percent of the problem is caused by 20 percent of the causes.

Components of a Pareto Chart

The Pareto chart is a bar graph with a line representing a cumulative percentage. The lengths of the bars represent frequency, and are arranged with longest bars on the left and the shortest to the right, with the corresponding cumulative percentages represented on the right axis. In this way the chart visually depicts which situations are more significant.

Example

A preschool was working to increase the attendance rate in their preschools. For one month, the followed up with families after they were absent and asked them why their child had missed school. They found that the leading 3 causes were responsible for 80% of the causes. That's where they decided to focus their improvement efforts.



¹ More detailed explanation can be found at http://asq.org/learn-about-quality/cause-analysis-tools/overview/pareto.html or http://www.pryor.com/blog/creating-a-pareto-chart-in-excel/

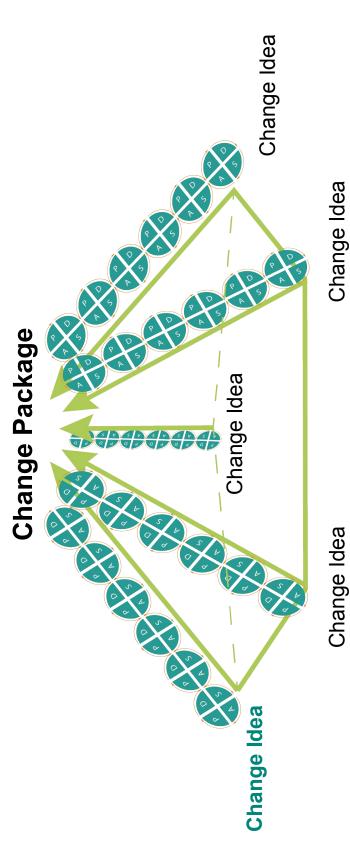


Constructing a Pareto Chart

- 1. Collect failures, and classify them into a category (your categorization system may change over time).
- 2. Calculate the count for each category. Order the categories from the one with the largest count to the smallest.
- 3. Calculate the percentage of total failures represented in each row.
- 4. Calculate the cumulative percent for each row. For example, the cumulative percentage for the second row is the sum of the percentage for rows one and two; the cumulative percentage for the third row is the sum of the percentage for rows two and three; and so on.
- 5. Chart your data. The total failures are represented by the bars (axis on the left) and the cumulative percentage is represented by the line (axis on the right).
- 6. Discuss the chart with your team



PDSA Ramps Leading to a Change Package



Change Idea

Approach to Enhancing Organizational Performance by Clifford L. Norman, Gerald J. Langley, Kevin M. Nolan, Adapted from The Improvement Guide: A Practical Lloyd P. Provost, Ronald D. Moen, and Thomas W.



Process Mapping

Key Terms

A process is a series of steps that transforms inputs to outcomes. All work is made up of processes.

A **process map** is a visual aid for picturing processes, including steps, decision points, and the links between them. A process map describes a process as it works today, and is a valuable tool in improvement.

Process Maps and Improvement

Process maps allow you to explicitly articulate the steps and define the sequence of your work, an important step towards improvement. Making a process map promotes deep understanding and consensus among team members working on a process. Analyzing maps can provide valuable insights about strengths and gaps within current work flows.

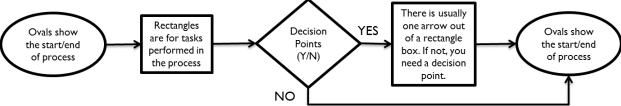
"If you can't describe what you're doing as a process, you don't know what you're doing."

W.E. Deming

How to Create and Use a Process Map

(1) Create the map

- Assemble the team that is responsible for the process
- As individuals, brainstorm key steps of the process.
- Share steps with the group, noting commonalities as well as points of divergence.
- Together, craft a visualization of the process **as is**, making note of variation in experiences/perspectives. Avoid trying to "fix" the process. Include:
 - What happens at each step and who does it
 - How much time it takes for each step and for the process as a whole
 - Decision points that affect which steps are followed
- Tips to Consider:
 - o If you do not know how the process occurs, avoid drawing how it "should be" and leave it incomplete. Keep track of any areas where you need more information to build out the map.
 - o If you find substantial variation in how people experience the process, consider drafting 2-3 different variations of how it may occur in practice.
 - Remember that your visualization does not need to be perfect and will likely change as you gather more information and data.



(2) Analyze the process

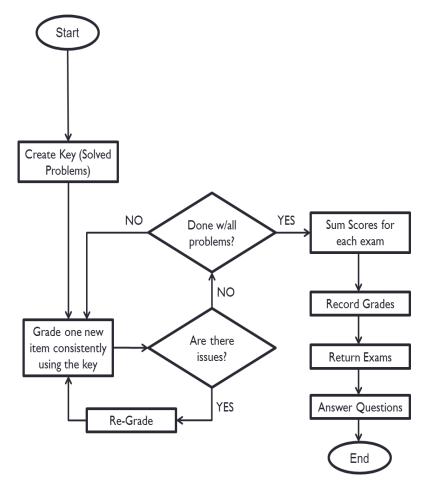
- Review your map to identify existing or potential gaps and problem areas, including:
 - Delays and bottlenecks
 - Wasted resources or time (unnecessary steps or redundancies)
 - Under- or over-utilization of people
- Consider drafting a visualization of an ideal process and using the "5-Whys" to think about why a gap exists between your current process and the ideal.
- Prioritize opportunities for improvement.



Process Map Example: Improving a Professor's Grading Process

(1) Create the map

Lawrence Morales, a college math professor, wants to decrease the time it takes for him to return graded exams to students. He makes a process map to help him better understand his current process, beginning with the creation of the answer key and proceeding through the individual steps involved in grading items, tallying scores, and returning exams to students. Note that he identifies two key decision points that direct the flow of his work.



(2) Analyze the process

Now that Lawrence has articulated his current process, he may begin to identify opportunities for improvement. He decides to collect data around how much time passes between each step of his process. After recording the number of days that pass between each step of his process, he notices a particularly large lag between two steps: when he sums his students' scores and when he actually returns their exams to them. This delay accounts for a large portion of the time students must wait for their results. He realizes there may be opportunities for improvement in the way he records grades in order to shorten that turnaround time, and he decides to begin testing changes to his process.

By helping us to clearly visualize our work and identify specific gaps in performance, a process map can be a powerful tool for improvement.



Scale Decision Matrix

			Participants' Will	
		Resistant	Indifference	Ready
LOW confidence that the	Cost of failure large	Very Small Scale	Very Small Scale	Very Small Scale
change will lead to an improvement	Cost of failure small	Small Scale Test	Small Scale Test	Moderate Scale Test
HIGH confidence that the	Cost of failure large	Small Scale Test	Moderate Scale Test	Large Scale Test
change will lead to an improvement	Cost of failure small	Moderate Scale Test	Large Scale Test	System-wide Implementation!

Letterhead

Date (Within 2-3 weeks after the meeting: likely February)

RE:	Summary	of Differentiated	Assistance Joint	COE-LEA Meeting
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Dear Superintendent _	,
Dear Board President	, (COE decision)

The purpose of this letter is to summarize the results of the joint effort between the (County Office) and your LEA to analyze the California School Dashboard, the LCAP, and through the use of evidence-based tools to identify strengths and weaknesses. Further, we will present an overview of the results of this collaborative process, which occurred in response to your LEA's qualification for differentiated assistance under the California accountability system.

Our approach to supporting (name of LEA) meets the intent of the Local Control Funding Formula legislation, which encourages capacity-building, focuses on strengthening systems, and supports continuous improvement. The process has been productive and has illuminated important areas of work that will assist the LEA in moving forward.

Background

Our meeting to discuss the LEA's performance on the California School Dashboard was prompted by requirements under LCFF 2013:

- County Offices of Education are to use the evaluation rubrics to determine eligibility in order to provide technical assistance to any school district that qualifies.¹
- A school district is eligible for technical assistance if any student group met the criteria for two or more LCFF priorities.²

As you recall, after a review of your LEA's performance indicators in the California School Dashboard, the _____ (name of LEA) meets these criteria in the following areas:

State Priority	State or Local Indicator	Student Group

Identification of Strengths and Weaknesses in Regards to the State Priorities

During our meeting we reviewed and analyzed the California School Dashboard results for fall 2017, including both the State and Local Indicators applicable to the _____ (name of LEA). Discussion and analysis incorporated the LEA's LCAP summary section with regard to greatest progress, greatest needs, and

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¹ Educ. Code § 52071(3)(b)

² Educ. Code § 52071(b); §52071.5(b)

performance gaps. Our review also centered on major actions and services within the LCAP designed to maintain progress, mitigate needs, and accelerate growth for all students and for individual student groups.
From this analysis of the Dashboard and LCAP, the following agreed-upon results from the collaborative process are:
Strengths:
Weaknesses:
Review of Effective Practices or Programs that Relate to LEA Goals
Following the discussion and analysis of the dashboard and LCAP information, together we used the [Abridged LEA Self-Assessment or other applicable tool] to guide discussion and analysis of your LEA's systems and the results that these systems produce. We proceeded in the process by more deeply examining (an) area(s) of need including the identification of underlying causes.
Together, we determined the following:
Refer to applicable tool (eg. LEA Self-Assessment) components
I wish to thank you and your team on behalf of our County Office of Education staff involved in this process. The intent of this process has been for all involved to learn and grow in the interest of continuous improvement. We commend you for your time and your commitment to the students, families, and staff of LEA. If you have any questions regarding the differentiated assistance process or additional resources and services available, please contact me/our (LCFF/LCAP lead, Assistant Superintendent of Instruction, Deputy Superintendent of Instruction) at
Sincerely,
COE Superintendent or designated COE representative

TEMPLATE for THEORY DEVELOPMENT

That will lead to ... Then ... *If I do* **CHANGE IDEA(S) IMPACT DRIVER MIA**