Empowering Action for School Improvement (EASI) – Exploration Route Provider Training

February 4, 2021

Objective

Providers will understand CDE's expectations for schools/districts participating in the Exploration Route, specifically for:

- Holistic Diagnostic Review

- Stakeholder Engagement

- Improvement Planning

- Early Implementation Funds

Holistic Diagnostic Review

Stakeholder Engagement

Improvement Planning

Overview of EASI Process for Exploration Route

Overview of Exploration Route in EASI
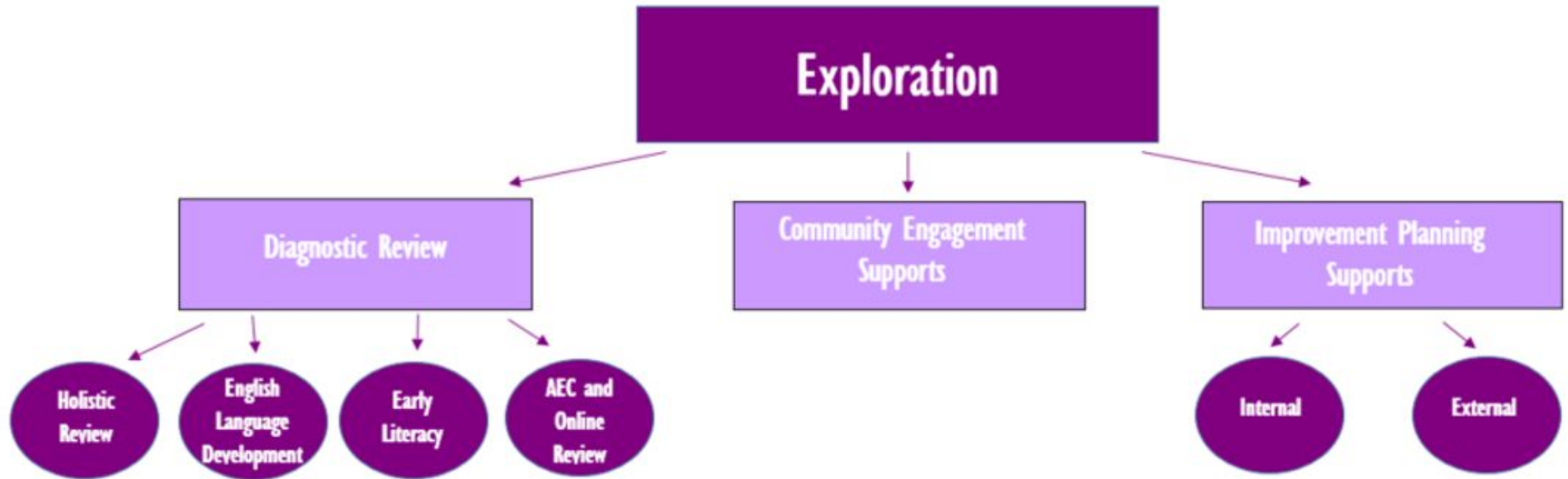
EASI Application

- Exploration Support
- District Design and Led Improvement Strategies
- Offered Services
- Continuation of CDE Offered Services

Eligibility for Exploration

LEAs with schools identified for Improvement (both ESSA and State):

- Comprehensive Supports (CS)
- Targeted Supports (TS)
- Additional Targeted Supports (A-TS)
- Priority Improvement
- Turnaround
- On Watch

Services Under Exploration

Available Funds

Exploration Activity	Request Amount	Allowable Use of Funds
Diagnostic Reviews (Only one type of diagnostic review service may be requested.)		
Holistic	$25,000 per school	Funding from this opportunity **may** be used for • to contract with a trained external diagnostic review provider • costs related to the external review (e.g., external partner, stipends, subs)
AEC and Online Review	$10,000 per school	CDE provides services. Funding from this opportunity **may** be used for • costs related to the review (e.g., stipends, subs) • see individual program information sheets for more information
ELD Review (School or District Level)	$10,000 per school/district	CDE provides services. Funding from this opportunity **may** be used for • costs related to the review (e.g., stipends, subs) • see individual program information sheets for more information
Focused Review on Early Literacy (District Level)	$10,000 per school	CDE provides services. Funding from this opportunity **may** be used for • see individual program information sheets for more information
Stakeholder Engagement		
External Provider	$10,000 per school/district	Funding from this opportunity **may** be used for • to contract with a trained external diagnostic review provider • other expenses to support process (e.g., childcare, translation services) • May be used at school or district levels
Improvement Planning (Only one type of improvement planning service may be requested.)		
Planning Partner	Up to $2,000 to partner with CDE; Up to $25,000 for external partner per school	Funding from this opportunity **may** be used for • to contract with a trained external planning partner • costs for staff to coordinate efforts to implement an improvement plan • other expenses to support process (e.g., stipends, substitutes)
Initial Implementation		
Early Implementation	$10,000 per school/district	Upon completion of EASI Exploration work, the school may begin some early implementation of strategies and activities identified during the diagnostic and improvement planning work. • costs for school leadership to attend related professional learning • staff stipends and/or substitute pay to create time for job-embedded learning opportunities and/or time for collaboration • leadership/teacher development

Funds from this opportunity must be used to supplement and not supplant any federal, state, and local funds currently being used to provide activities.

Timeline

January - February	CDE - Award Notifications
February - May	Complete Diagnostic Reviews
October 15	UIPs due to CDE
December 31	Grant Funds be spent

Holistic Diagnostic Review

- Ideal for schools that would benefit from an external eye taking a comprehensive look at the school system to identify areas for improvement.

- Currently only available at the school level.

Exploration Route Overview

Holistic Diagnostic Review

Stakeholder Engagement

Improvement Planning

Holistic Diagnostic Review

Holistic Diagnostic Review

External partners will provide the following services:

- Conduct a comprehensive, evidence-based **review** and corresponding **report** detailing how a school's strengths and areas of needs fit with the CO Four Domains (Leadership for Rapid Improvement, Talent Management, Instructional Transformation, and Culture and Climate Shift

- Facilitate an in-person staff **debrief**, including key findings from the review, high-level observations, opportunities for improvement and a **timeline** for next steps for turnaround work.

- Review should occur between January and May

Report Expectations

- Findings consider and are organized by the Four Domains

- Identifies Strengths

- Prioritizes Needs

- Finalized within 30 days of review

- 15 pages or less

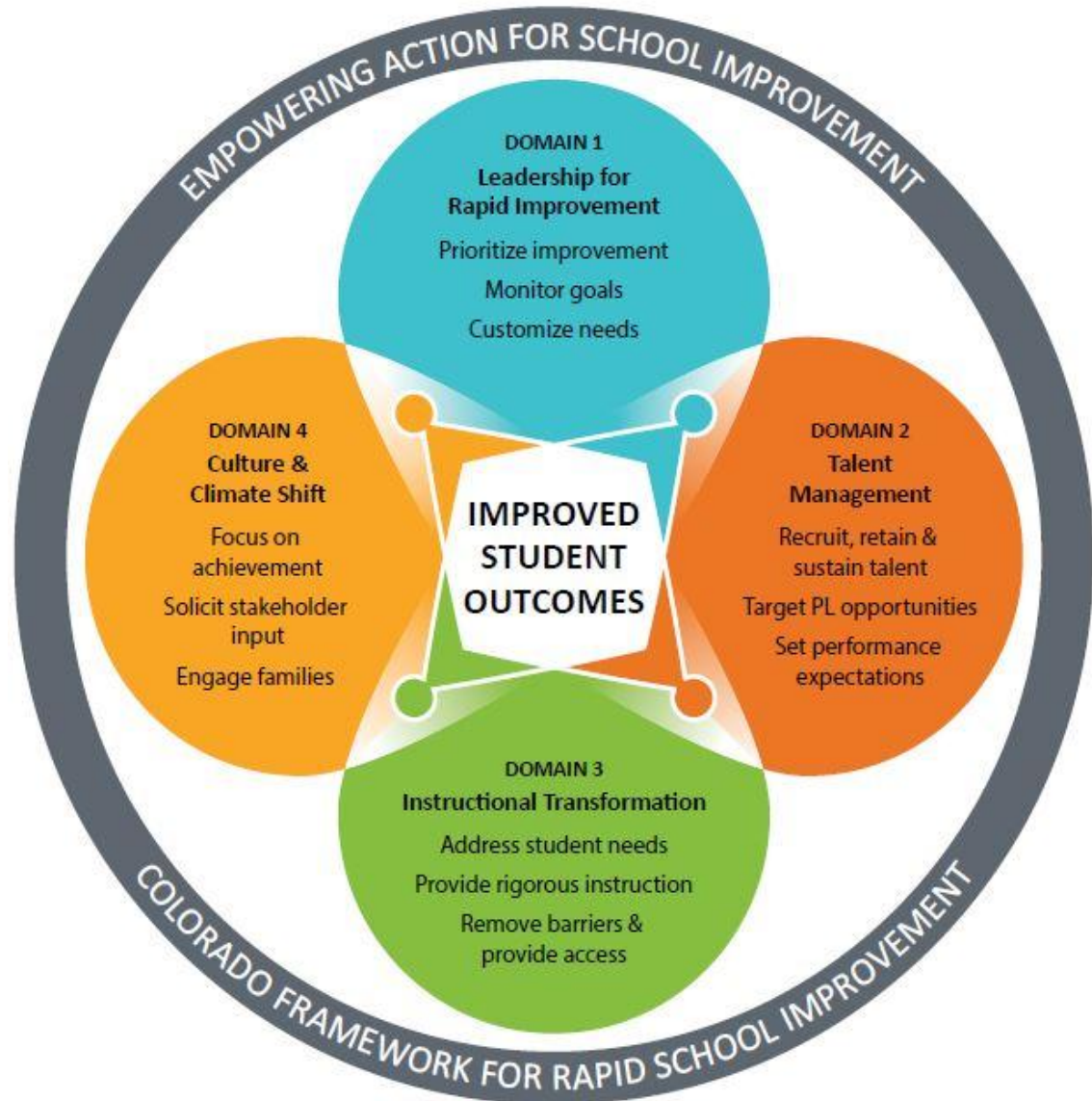- Submitted to Laura Meushaw once sent to the school/district (meushaw_l@cde.state.co.us)

  The final report is a public document, paid for by federal and/or state funds, and accordingly, can be released to anyone who requests it.

Holistic Diagnostic Review – In-Person Debrief Expectations

- Schedule early in process

- Length to be determined by provider and school administration

- Involve all school staff
  - Consider staff meetings, PD time, after/before school
  - Ensure that Improvement Planning Partner is present for debrief

- Breakdown report using adult-learning appropriate activities
  - Review Key Findings
  - High-Level Observations
  - Time for Staff to Process Findings Together

CO Four Domains of Rapid School Improvement

- **Domain 1**: **Leadership for Rapid Improvement**; emphasis on clear vision and goals

- **Domain 2**: **Talent Management**; emphasis on support for new teachers, culturally responsive professional learning, and on clarity of rapid improvement roles

- **Domain 3**: **Instructional Transformation**; prioritize school leader time on instructional transformation and on learning & behavior for *all students*

- **Domain 4**: **Culture and Climate Shift**; mission and vision as drivers of school improvement; added emphasis on family and community engagement and community partnerships as school improvement levers

EMPOWERING ACTION FOR SCHOOL IMPROVEMENT

DOMAIN 1
Leadership for Rapid Improvement
Prioritize improvement
Monitor goals
Customize needs

DOMAIN 4
Culture & Climate Shift
Focus on achievement
Solicit stakeholder input
Engage families

IMPROVED STUDENT OUTCOMES

DOMAIN 2
Talent Management
Recruit, retain & sustain talent
Target PL opportunities
Set performance expectations

DOMAIN 3
Instructional Transformation
Address student needs
Provide rigorous instruction
Remove barriers & provide access

COLORADO FRAMEWORK FOR RAPID SCHOOL IMPROVEMENT

CO Four Domain Expectation for DR

EASI 2019 Expectation - January 2020

- Complete a crosswalk between your current diagnostic review (DR) tool(s) and the Four Domain practices
  - Consider organizing your final report provided to schools by the Four Domains

EASI 2020 Expectation - January 2021

Full alignment to the Four Domains
  - Final report is aligned and organized by the Four Domains

CDE Goal

- Align diagnostic reviews, improvement planning requirements, and applications for resources to create coherence for the field
- Use the Four Domains as an organizational framework that guides and supports services that work with districts or schools in improvement

Coherence for the Field

Four Domains for the Field

- *Identify what is important* - Framework for rapid school improvement

- *Prioritize needs* - What do they need to improve

- *Support contextual fit* - What supports are needed to fit the district/school context

Colorado Four Domain Resources

CDE Website - http://www.cde.state.co.us/fourdomains

- Four Domain Report - http://www.cde.state.co.us/fourdomains/fourdomainsfinalreport

Center on School Turnaround - https://csti.wested.org/

Exploration Route Overview

Diagnostic Review

Community Engagement

Improvement Planning

Community Engagement

Summary of Community Engagement Support within EASI Application

Community Engagement

- State and federal expectations

- Funding may be used for

    - (1) contracting with a facilitator that has knowledge of working with the selected stakeholders and background knowledge of the content area, and

    - (2) costs associated with the stakeholder engagement proposed activities (e.g., substitutes, stipends, copying, translation services, child care, food for community events, travel).

The Family, School, Community Partnerships office at CDE is available to provide technical support related to high quality stakeholder engagement strategies. It is recommended that a team of diverse stakeholders conduct high-impact strategies that are aligned to the National Standards for Family-School Partnership. Additional resources are available at: http://www.cde.state.co.us/uip/familyengagement.
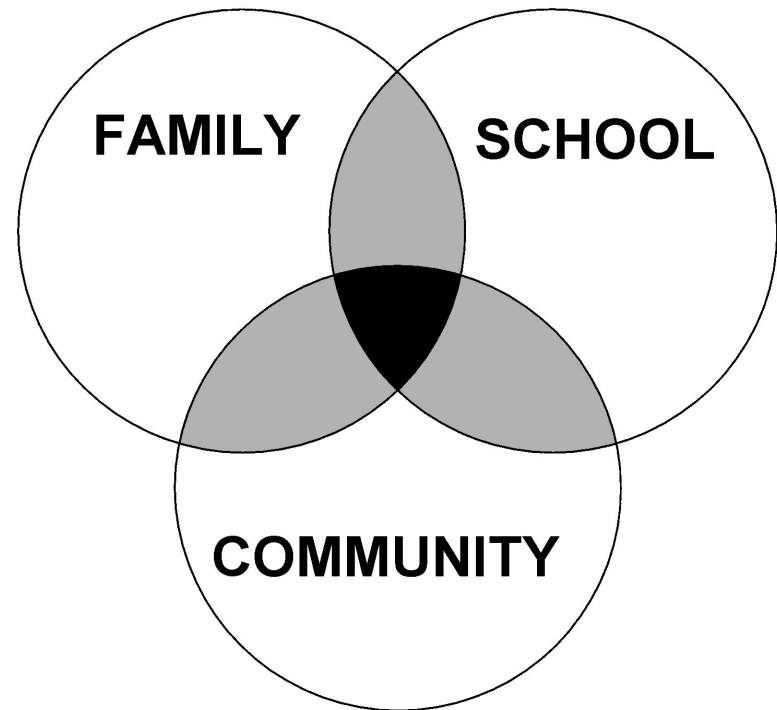
Purpose of Community Engagement within EASI

Create meaningful ways for stakeholders to

- Identify strengths and gaps within existing school system

- Identify and validate potential solutions

- Monitor and inform progress of implementation

Align with state and federal expectations that stakeholders engage in school improvement efforts.

Stakeholders include...

- Students

- Parents and Family Members

- Community Members (e.g., community orgs, businesses)

- Teachers

- Principals

- District Staff

- Local Board Members

FAMILY   SCHOOL

COMMUNITY

Stakeholder Engagement- State Requirements

State Requirements (Accountability Clock)

- Stakeholder Involvement in Planning
- School/District Accountability Committees
- Parent Notification
- Year 3 Community Meeting
- End of Clock Expectations (e.g., State Review Panel, State Board of Education, District Proposal)
- Local Board Training

Stakeholder Engagement- Federal Requirements

For any school that is identified for improvement (Comprehensive Support and Improvement or Targeted Support and Improvement) are required to have stakeholders included in the improvement planning process.

Success Criteria	Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Meets Expectations at a High Level	Evidence and Notes
A variety of stakeholders partnered in the development of the school's improvement plant. (Variety of stakeholder – brief description)	Does not include stakeholders in plan development.	Representatives from a few stakeholder groups partnered in the development (e.g., only 1 to 2 groups).	Includes evidence that all stakeholders (e.g., building leaders, teachers, parents, community members, district partners) were invited to participate and multiple representatives from various groups partnered in plan development.	Provides a thorough response to the program requirement that can be used as a model for other schools.	Stakeholders Who Partnered in Plan Development: ☐ District partners (DP) ☐ School leaders (SL) ☐ School personnel (SP) ☐ Parents and families (P&F) ☐ Students (middle and high level) ☐ Other(s):_____
Stakeholders had multiple and ongoing opportunities to partner in plan development. (Frequency of involvement)	Does not include stakeholders in plan development.	Describes stakeholder involvement as a point in time opportunity for partnering in plan development.	Describes stakeholders as partners from beginning to the end of plan development, with multiple, ongoing opportunities across the planning period.	Provides a thorough response to the program requirement that can be used as a model for other schools.	Frequency of Opportunities Provided: ☐ Describe: _____
Stakeholders had a genuine opportunity to partner, including playing significant roles in the development process. (Meaningful Involvement – brief description)	Does not include stakeholders in plan development.	Describes minimal stakeholder roles in plan development.	Describes stakeholders as active partners in multiple aspects of plan development (e.g., collaborating on data review to identify trends, helping use data trends to prioritize improvement strategies).	Provides a thorough response to the program requirement that can be used as a model for other schools.	Types of Partnership Opportunities ☐ Help conduct the needs assessment ☐ Review results of needs assessment ☐ Help use the results of the needs assessment ☐ Review performance on ESSA indicators ☐ Help select indicators to prioritize ☐ Review reasons for ESSA identification

Family, School, Community Partnerships-
Four Essential Elements

Create an Inclusive Culture

Create an Inclusive Culture

An inclusive culture honors the lived experience of families in early childhood programs and/or the school community. Self-assess with the following:
• How are your practices inclusive of all families?
• How are you learning about families lived experiences?
• Who is leading and supporting the creation of the welcoming culture?

Build Trusting Relationships

Trusting relationships enable families and programs/schools to partner about the education outcomes for children and youth. Self-assess with the following:
• What do trusting relationships look like in your program/district/school?
• How are you ensuring effective use of two-way communication with your families to sustain positive relationships?
• How do you leverage relationships with families to achieve your program/district/school goals?

Build Trusting Relationships

Design Capacity Building Opportunities

Design Capacity-Building Opportunities

Capacity building opportunities for staff and families promote shared leadership about educational outcomes for children and youth. Self-assess with the following:
• How do you use the context expertise of families to better your content expertise?
• How are you utilizing the assets of your families in your programs/schools?
• How are you using FSCP as a school improvement strategy?

Dedicate Necessary Resources

Necessary resources integrate and elevate partnering practices to scale. Self-assess with the following:
• How do you implement evidence-based practices to cultivate and sustain FSCP?
• Where are you now and where will you go?
• How will you continually improve your family partnerships through community-based resources?

Dedicate Necessary Resources

Stakeholder Engagement Resources

- CDE Family, School, Community Partnership site https://www.cde.state.co.us/uip/familyengagement
- Family, School, Community Partnership framework

  https://www.cde.state.co.us/uip/p-12_fscp_framework

- Promising Partnership Practices

  https://www.cde.state.co.us/uip/promising

- FSCP Major Improvement Strategy guide

  https://www.cde.state.co.us/uip/strategyguide-fscp

Exploration Route Overview

Diagnostic Review

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Improvement Planning

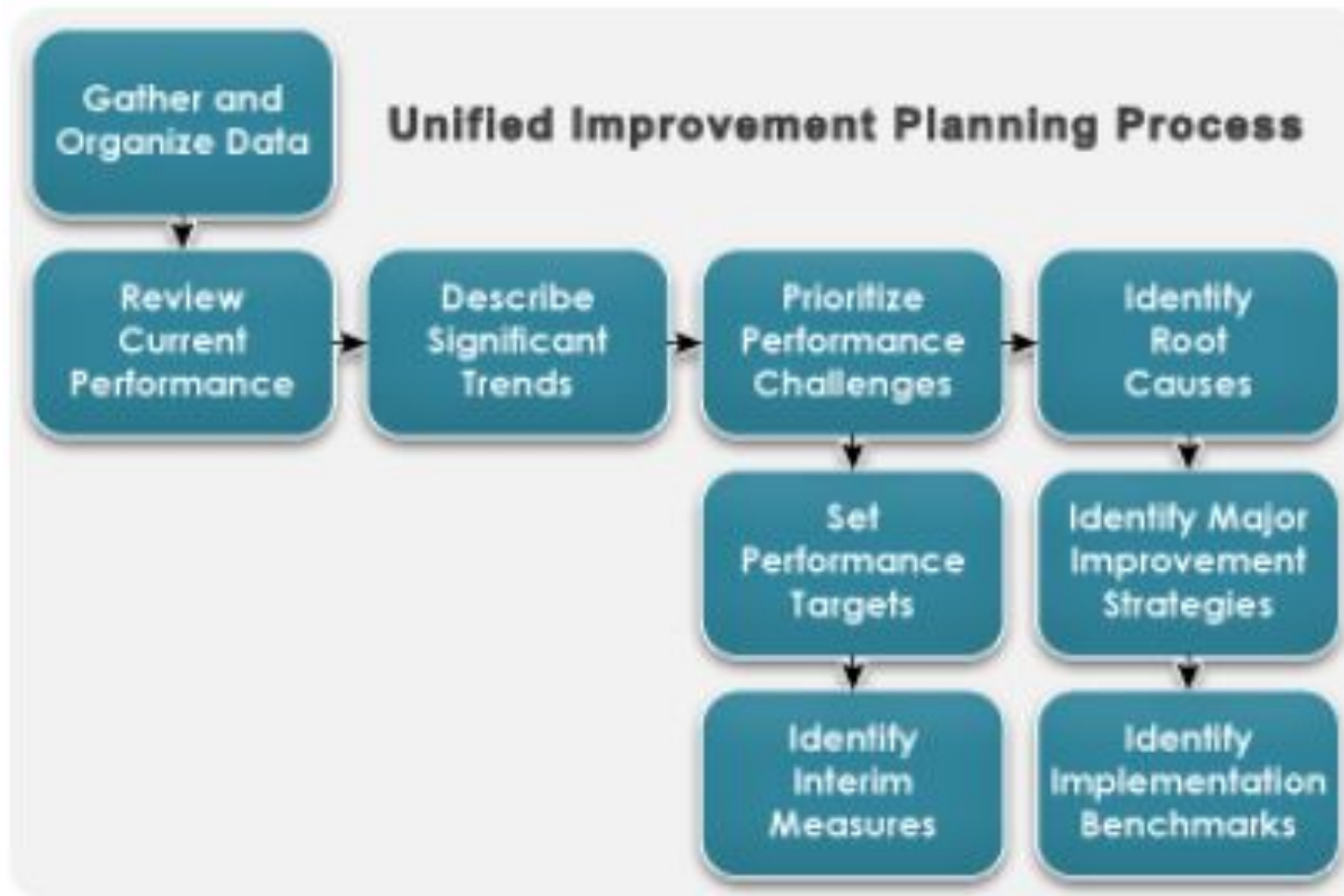# Summary of Improvement Planning Service from EASI Application

Improvement Planning

- Intended to build upon the holistic diagnostic review and stakeholder engagement work.

- Available supports include:
  - Assistance on data gathering and organizing (pre-planning for data analysis)
  - Review of student performance data
  - Identification of trends and performance challenges
  - Prioritization of performance challenges
  - Root cause analysis (including integration of the external review)
  - Target setting
  - Action planning
  - Progress monitoring

Context for Improvement Planning in 2020-21

- 2020-21 Accountability Pause
  - Schools/districts continue to plan aligned to 2019 SPF
  - For 2021-22, look for more information on Accountability in late spring/early summer
- Guidance/Flexibilities
  - CDE articulated guidance/flexibilities for improvement planning during the current pandemic.
  - This presentation will highlight many of those.
- Timeline Shift
  - Starting in the 2021-22 school year, UIPs will be due on October 15th.

Improvement Planning – Overview

Unified Improvement Planning Process

- Gather and Organize Data
- Review Current Performance → Describe Significant Trends → Prioritize Performance Challenges → Identify Root Causes
- Set Performance Targets → Identify Major Improvement Strategies
- Identify Interim Measures → Identify Implementation Benchmarks

Improvement Planning – Data Gathering and Organizing

Data analysis determines need which focuses the improvement plan

Guidance for 2020-21

Include more recent local data (e.g., from 2020-21) that provides a description of current performance to guide modifications from the previous plan.

Improvement Planning – Priority Performance Challenges

PPCs summarize the greatest areas of *student* need and should set the tone of the remainder of the UIP.

Flexibility for 2020-21

2020-21 UIPs may identify as few as one priority performance challenge, including non-academic challenges (e.g., student engagement). However, at least one PPC must focus on student academic performance.

Improvement Planning – Root Causes

Statements describing the deepest underlying cause(s) of performance challenges, that, if resolved, would result in elimination or substantial reduction of the Priority Performance Challenges.

Note: this is usually a good place to integrate the findings of a holistic review with the improvement plan.

Improvement Planning – Major Improvement Strategies

Major Improvement Strategies

- Identify an overall evidence-based approach based on a theory about how performance will improve.

- Respond to the identified root cause(s), ultimately addressing the associated priority performance challenges and improving student performance.

Guidance for 2020-21

- Schools and districts may decide to scale back to just a couple of major improvement strategies to focus limited resources.
- Ensure that MIS are feasible given current context; scale down and/or narrow focus when needed.

Improvement Planning – Action Planning

Action Plan

- Detail how Major Improvement Strategies will be implemented

- Specific enough to allow leaders to determine strategies have been accomplished

Flexibility for 2020-21

Annual UIP may span one school year (2020-2021) rather than two school years (2020-2021 and 2021-2022).

Improvement Planning – Progress Monitoring

Implementation Benchmarks

How will we know we are implementing the action plan well?

Example: 90% of teachers will demonstrate consistent use of the district's formative assessment expectations by April 2021, as demonstrated by weekly principal and coach walkthroughs using the staff developed walkthrough rubric.

Interim Measures

How will we know that student learning is changing because of our improvement efforts?

Example: 80% of students have SGP of 55 or above on Winter Math and Reading MAPs.

Improvement Planning – Target Setting

Targets

How will we know that our improvement efforts have been successful?

Example: School CMAS ELA MGP is 60 or above

Guidance for 2020-21

- Targets set with state assessment metrics may need to remain unchanged from previous year
- In addition to setting targets using state metrics, set additional targets with local assessment to ensure a way to evaluate success of improvement efforts and make future adjustments

Improvement Planning – Program Requirements

- ❏ READ Act (K-3)
- ❏ 21st Century Community Learning Centers
- ❏ ESSA School Improvement
- ❏ EASI Grant
- ❏ Early Learning Needs Assessment
- ❏ Family Engagement
- ❏ Course-Taking

Provider Expectations – Improvement Planning

❑ Plan for, support and/or facilitate the improvement planning process with the school, grant implementation coach and district leadership.

❑ Align and collaborate any technical assistance provided to the school/district with other entities, including CDE staff.

❑ Provide facilitation and resources to the school for any of the following improvement planning elements to improve the quality of the school's Unified Improvement Plan (UIP):

- Support for data gathering and organizing (pre-planning for data analysis)
- Review of student performance data;
- Identification of trends and performance challenges;
- Prioritization of performance challenges;
- Root cause analysis and verification;
- Target setting; and
- Action planning

❑ Ensure that the school's UIP clearly identifies how the findings from the Diagnostic Review were used in the improvement planning process and prioritized within the Action Plan.

Improvement Planning – Resources

- CDE UIP Website
  - http://www.cde.state.co.us/uip
- Quality Criteria Rubric
  - https://www.cde.state.co.us/uip/quality-criteria-rubric-school-uip-2020-2021
- UIP Online System
  - http://www.cde.state.co.us/uip/uip-online-system
- 2020-21 Planning Overview with Guidance/Flexibilities
  - https://www.cde.state.co.us/uip/overview-improvement-planning-2020-21-82520

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