Title I Schoolwide and KansaStar

What to know for 2020-2021

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Kansas leads the world in the success of each student.

Title I Schoolwide

- Advantages
  - Effectively leverage federal funds
  - Upgrade your entire educational program
  - Flexibility
    - Serving all students
    - Opportunity to consolidate federal, state, and local funds

- Supporting School Reform
  - Emphasis on
    - lowest-achieving students
    - underserved populations

Federal Core Requirements

Comprehensive Needs Assessment

- Examination of Relevant Academic Data
- Determination of Root Cause(s)
- Note: This may be from another process/source

Schoolwide Plan

- Evidence-Based Strategies for Implementation -- Resources
- Opportunities and Learning Needs of All Students
- Note: This plan may be integrated into existing plans (KESA, Redesign, etc.)

Annual Evaluation

- Data Driven Decisions
- Multiple Data Points

Other Components

- Instruction by qualified Kansas licensed staff
- Quality and on-going professional development
- Strategies to attract qualified licensed teachers to high need schools
- Increase parental involvement
- Supporting preschool children with transition to Kindergarten
- Measures to include teachers in decision-making
- Providing students with effective, timely, additional support

KansaStar

Teaming

Continuous Improvement

Research & Resources

Support

Sustainability

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KansaStar believes...
If you change behavior, you can change results.

To improve results, change to the desired behaviors.

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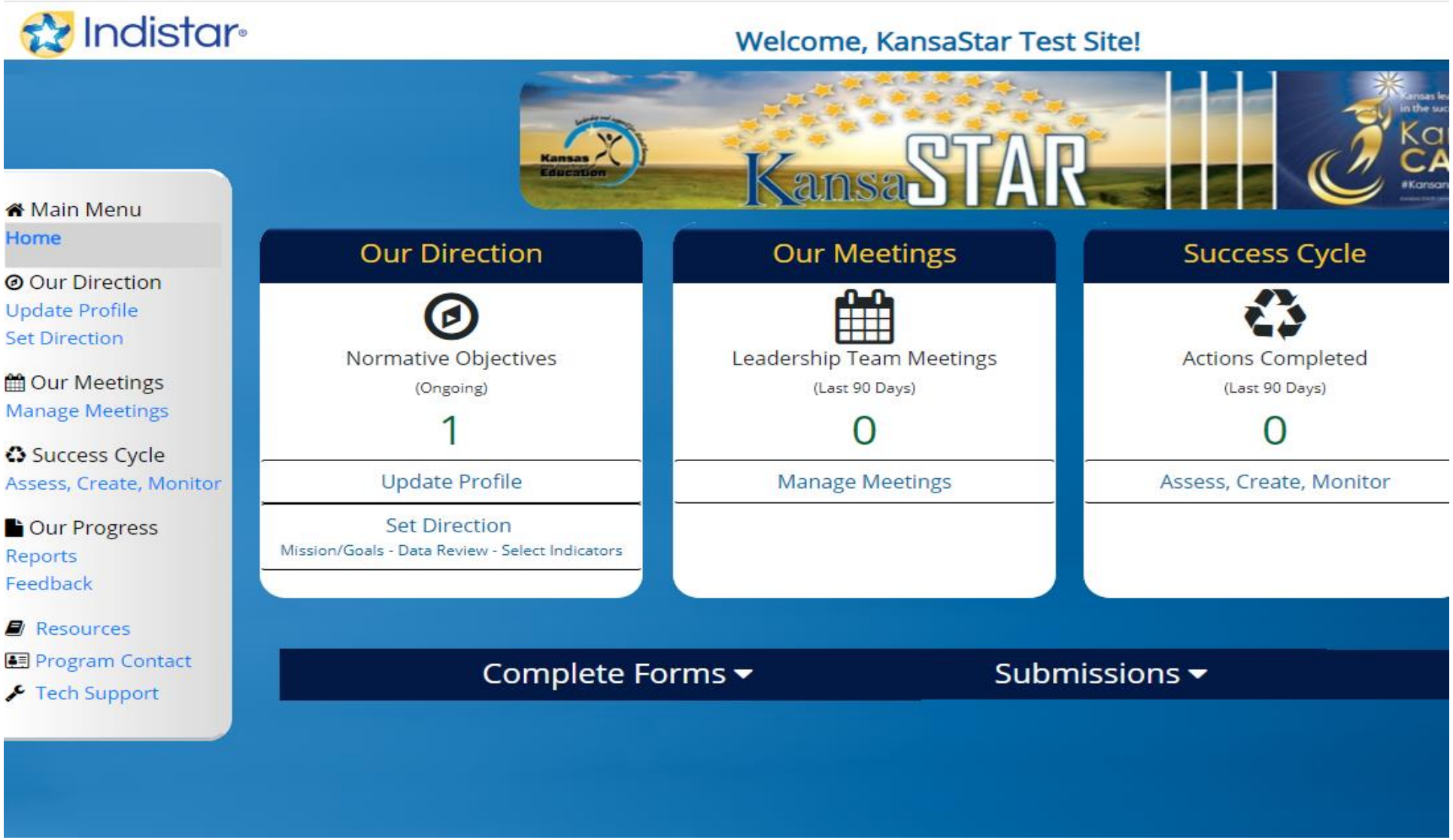

What is KansaStar

- **Online school improvement process**
  - Streamlined navigation
  - Resource enhanced
- **Created by ADI (Academic Development Institute), the parent company of Indistar.**
- **Provided to Kansas school districts/buildings at no cost.**

KansaStar

The Basic Functions

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Before you start

How to get access

- Apply and request an account through KSDE. An email will provide the registration form and what information is need to establish an account.
- The completed information needs to be emailed back to KSDE and directions will include who to copy at ADI (Academic Development Institute).

Account information

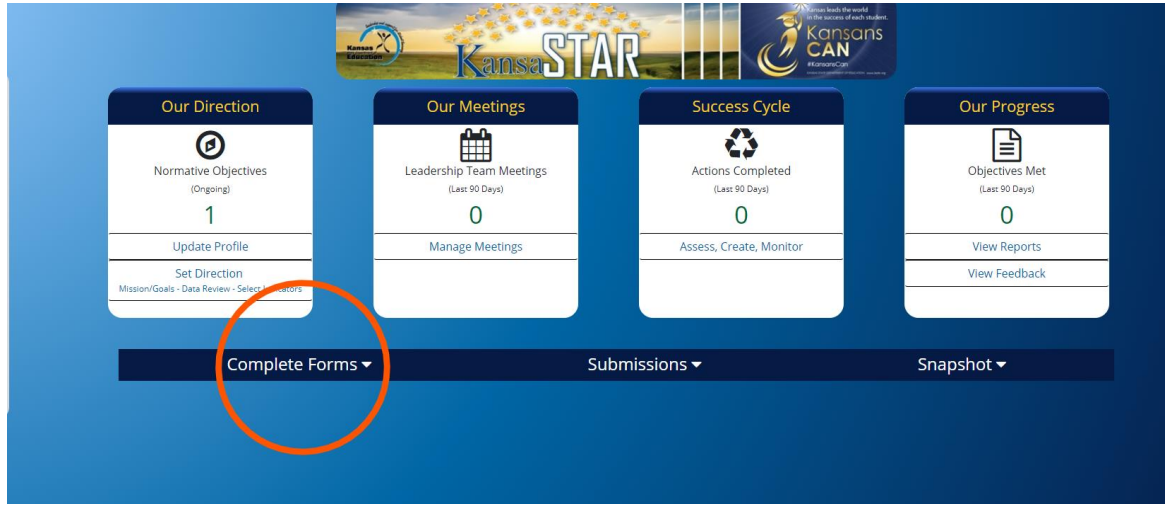
- Login and passwords will be sent by email from Stephanie or Luann @ ADI.

First step – complete the supplemental form

Title I Schoolwide Supplemental Form

After you login to the portal, the KansaStar home page will appear.

Go to “Complete Forms” and click on Title I Schoolwide Supplemental Form



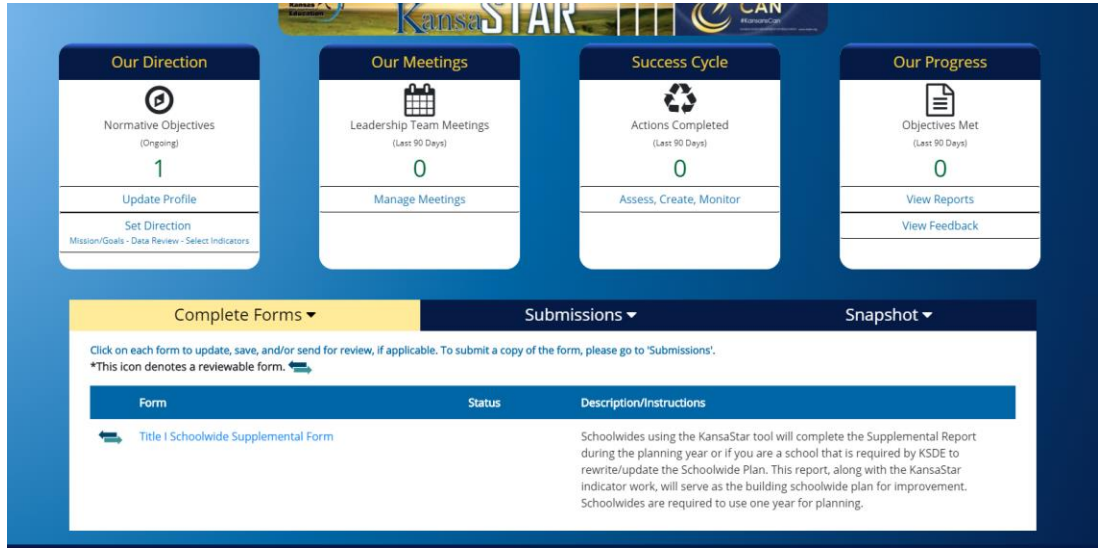
Answer the three questions

- Comprehensive Needs Assessment
- Transition for pre-school students
- Coordination of Programs (Federal, State, Local)

and review the Assurances:

- School/Parent community involvement policy
- Parent-School Compact
- ESOL endorsed teachers for ELL students

Sign and date



Supplemental Form

The following Title I Schoolwide requirements are not addressed in the KansaStar indicators. Please briefly describe how each have been implemented in your schoolwide plan.

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1. Comprehensive Needs Assessment

Briefly explain what you did for your Comprehensive Needs Assessment.

Qualitative - surveys (students, parents, staff, community perceptions), focus groups, inventories

Quantitative - data formats: formative, summative, Lagging Indicators (graduation rate)

Getting started

- **Four basic processes within KansaStar**
  - Setting Direction (Our Direction)
  - Focused Collaboration (Our Meetings)
  - Success Cycle
  - Checking Progress (Our Progress)
- **Access to existing student data and school improvement initiatives**

Leadership Team

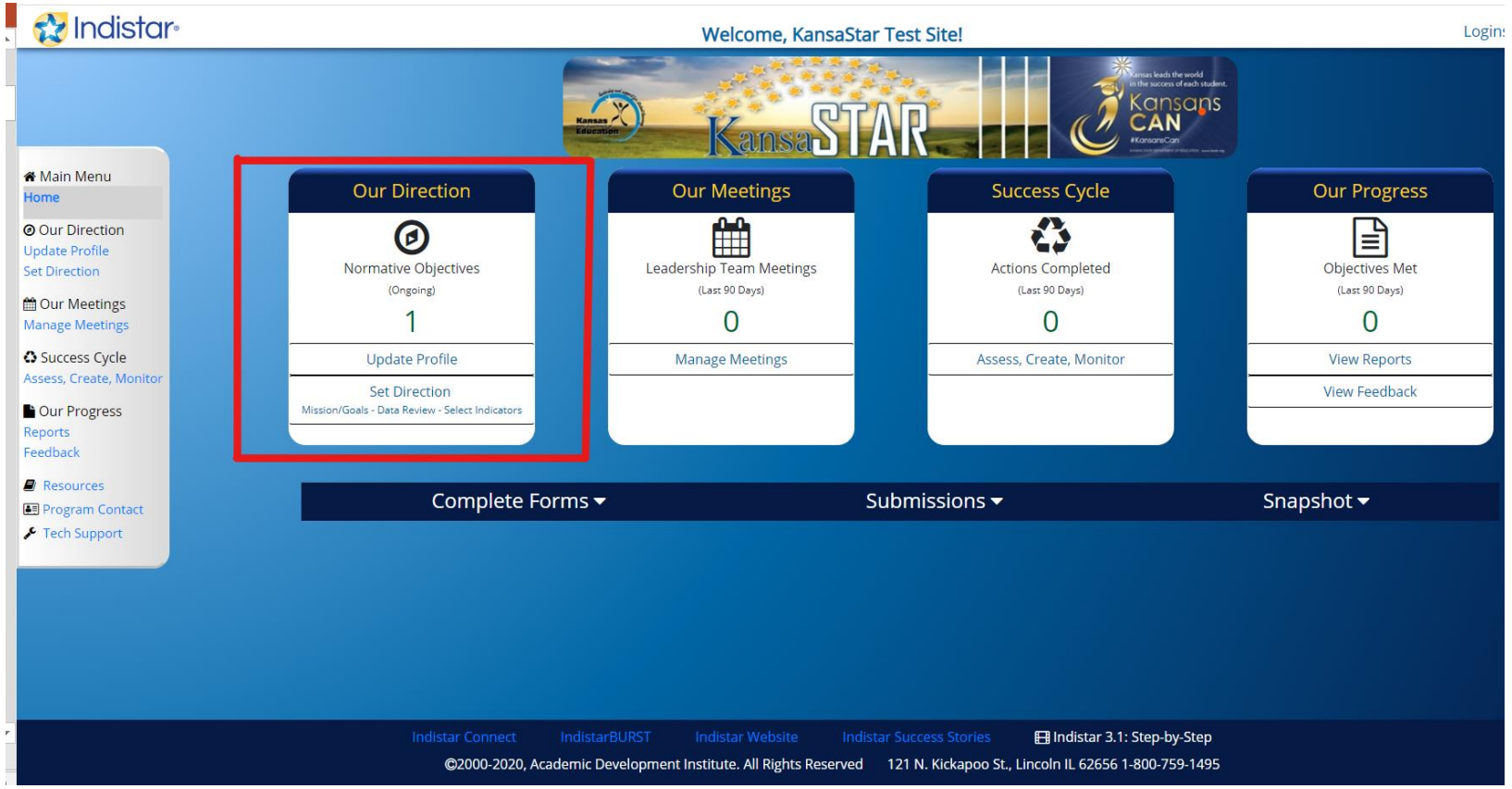
- **Functions**
  - Data sources
  - Data Gathering
  - Data Analysis
- **Assessing & planning the improvement of professional practices**
- **Revising and editing as needed.**

KansaStar Home Page

After you login to the portal, the KansaStar home page will appear.

Using your data, complete **Our Direction**

- Profile information
  - Leadership Team
  - Demographics
- Set Direction
  - Mission & Goals
  - Data Review
  - Indicator Selection

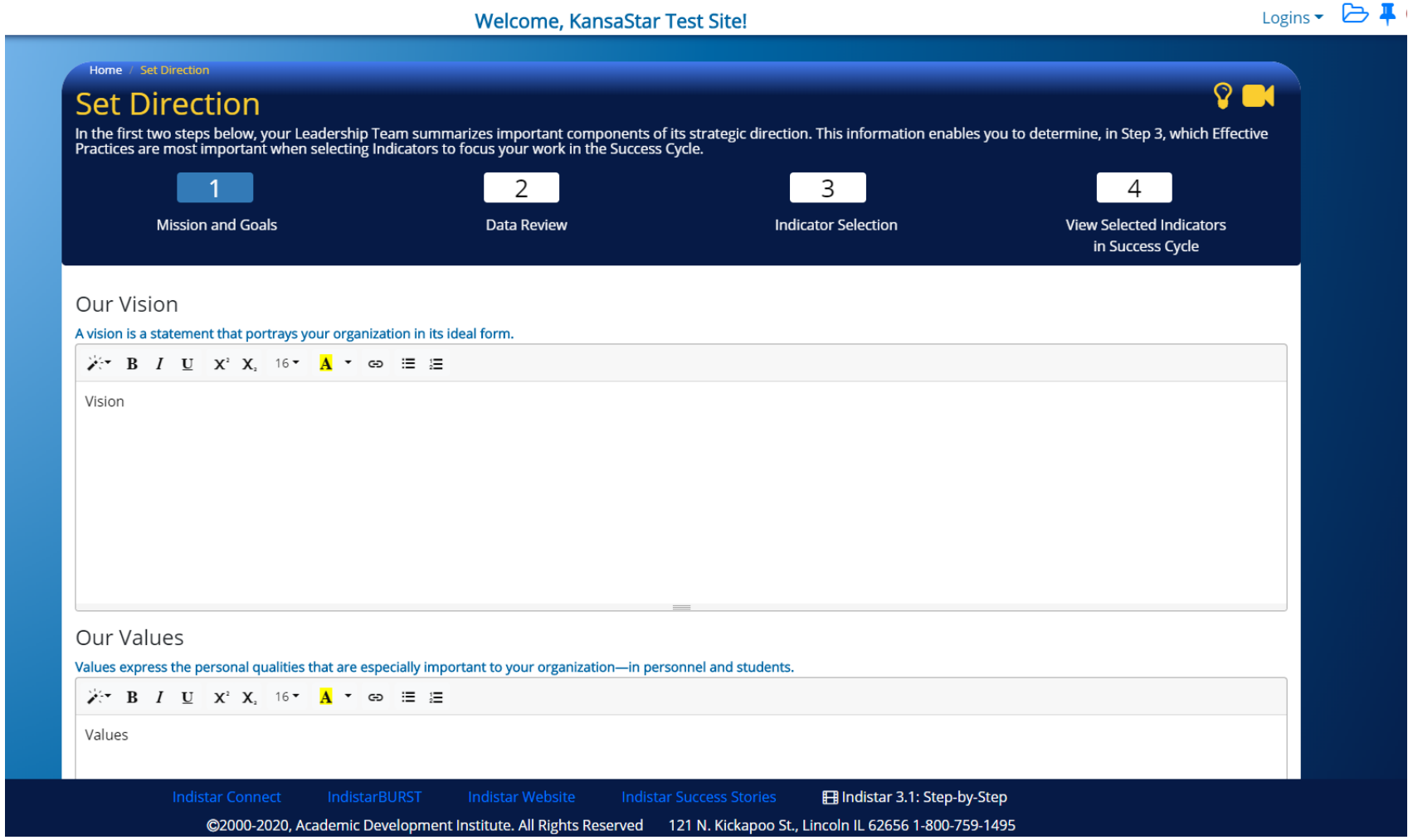


Steps 1 and 2

Step 1 Mission and Goals

Step 2 Data Review

- Needs Assessment, Accreditation Reports, Other Feedback
- Student Outcome Data
  - State Assessment Results
  - Screening Data
- Leadership Team's progress

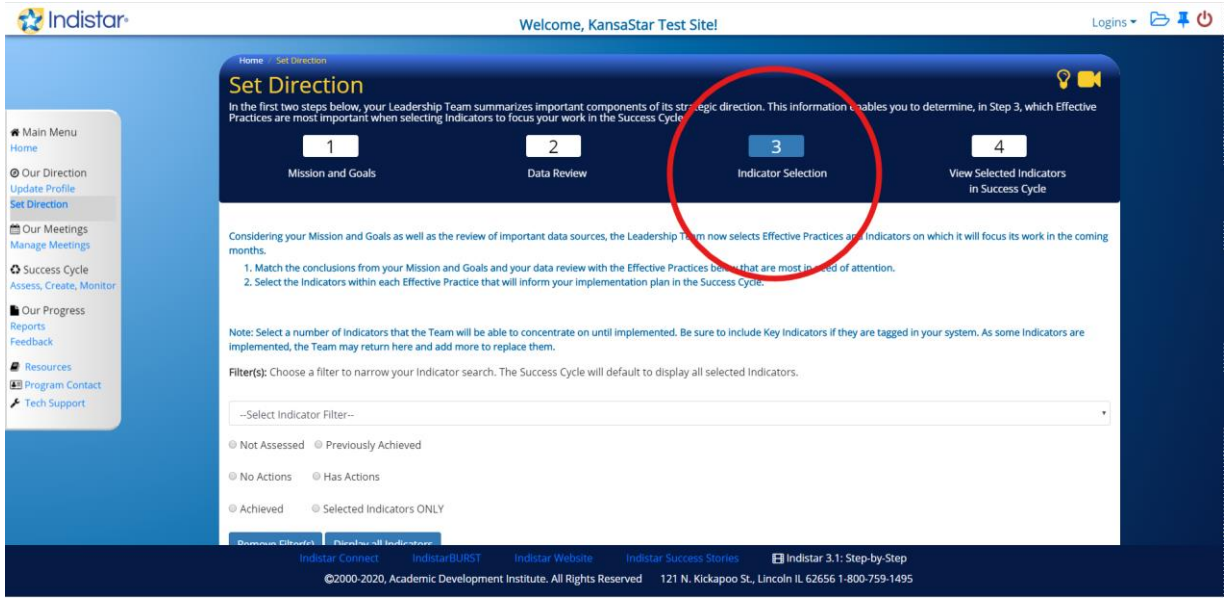


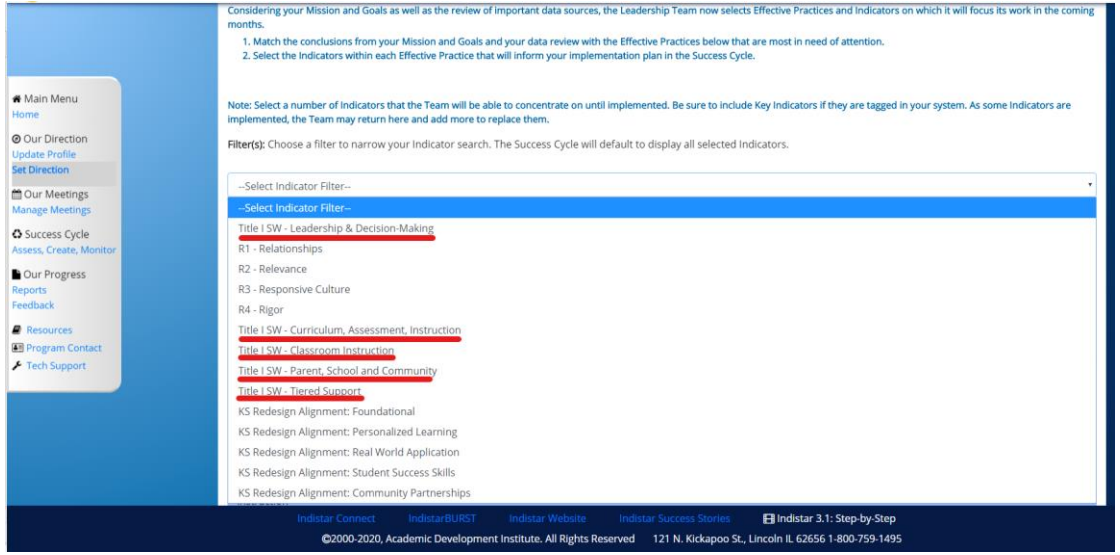
Schoolwide Required Indicator Categories

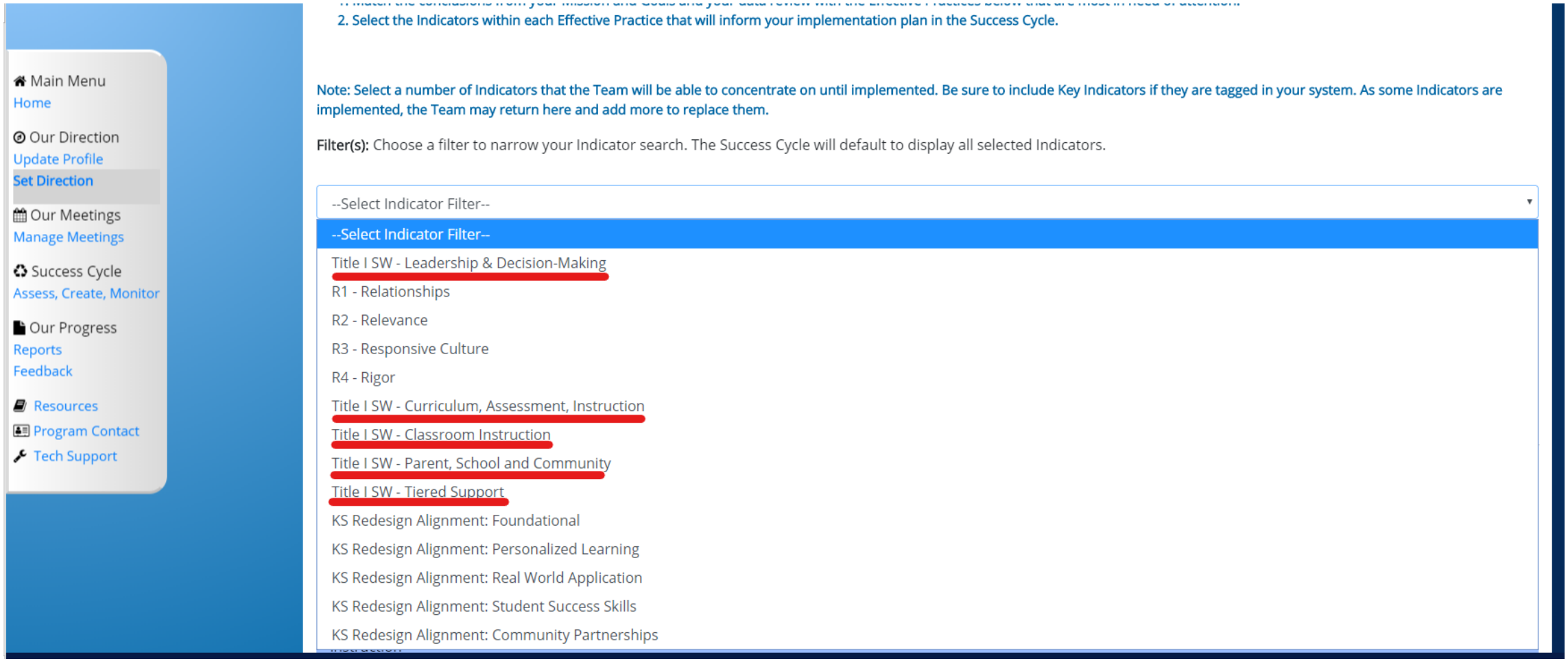
Step 3: Indicator Selection

Each schoolwide program must select at least one indicator from each of the five required categories

- Leadership and Decision-Making
- Curriculum, Assessment, and Instructional Planning
- Classroom Instruction
- Parent, School, and Community
- Tiered Support






2. Select the Indicators within each Effective Practice that will inform your implementation plan in the Success Cycle.
Main Menu
Home
Our Direction
Update Profile
Set Direction
Our Meetings
Manage Meetings
Success Cycle
Assess, Create, Monitor
Our Progress
Reports
Feedback
Resources
Program Contact
Tech Support
Note: Select a number of Indicators that the Team will be able to concentrate on until implemented. Be sure to include Key Indicators if they are tagged in your system. As some Indicators are implemented, the Team may return here and add more to replace them.
Filter(s): Choose a filter to narrow your Indicator search. The Success Cycle will default to display all selected Indicators.
--Select Indicator Filter--
--Select Indicator Filter--
Title I SW - Leadership & Decision-Making
R1 - Relationships
R2 - Relevance
R3 - Responsive Culture
R4 - Rigor
Title I SW - Curriculum, Assessment, Instruction
Title I SW - Classroom Instruction
Title I SW - Parent, School and Community
Title I SW - Tiered Support
KS Redesign Alignment: Foundational
KS Redesign Alignment: Personalized Learning
KS Redesign Alignment: Real World Application
KS Redesign Alignment: Student Success Skills
KS Redesign Alignment: Community Partnerships

Title I SW - Leadership & Decision-Making		
Leadership and Decision-Making - Establish a team structure with specific duties and time for instructional planning		
42		A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)
43		The Leadership Team serves as a conduit of communication to the faculty and staff. (43)
45		The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (45)
46		Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (46)
Leadership and Decision-Making - Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction		
57		The principal keeps a focus on instructional improvement and student learning outcomes. (57)
58		The principal monitors curriculum and classroom instruction regularly. (58)
60		The principal challenges and monitors unsound teaching practices and supports the correction of them. (60)
1676		The principal provides timely, clear, constructive feedback to teachers. (1676)
Leadership and Decision-Making - Expanding time for student learning		
967		The principal creates and sustains partnerships to support extended learning. (967)
968		The principal ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development. (968)
969		The principal monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (969)

KansaStar

Special Features

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* Resources
* Wise Ways (evidence based)
* Indicators in Action
* Publications

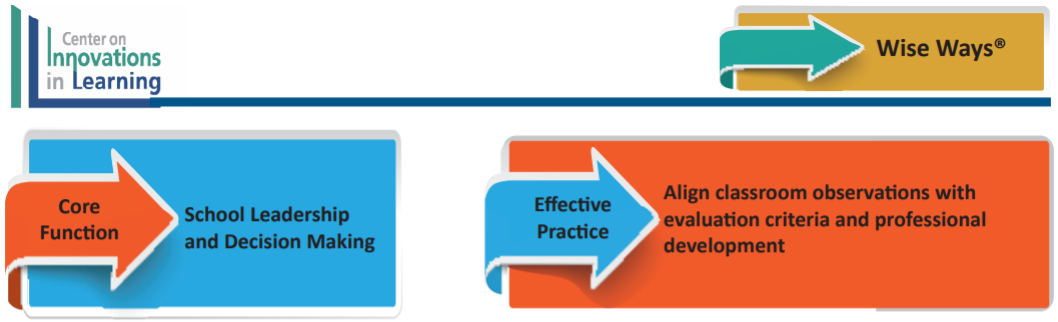
Wise Ways Walkthrough

Briefs that provide:

* Context
* Research Syntheses
* Examples
* References

WW2880 PD Plan

Wise Ways Walk Through



Indicator: The school provides all staff high-quality, ongoing, job-embedded, and differentiated professional development. (2880)

Explanation: The evidence review indicates that high performing LEAs and schools provide high quality professional development for all staff. High quality professional development is that which is ongoing and job-embedded allowing for authentic, ample practice opportunities for those striving to improve practices. Aligning staff development opportunities to valid and reliable data increases the likelihood that teachers will be open and receptive to participating in professional development that is personally differentiated for them.

Questions: What process will the LEA/school use to align and differentiate professional development offerings? What data will the LEA/school use to identify areas of professional need? How will the LEA/school ensure that professional development is targeted and ongoing? How will the LEA/school ensure that professional development is job-embedded with multiple practice opportunities as well as follow-up debriefing and reflection time?

Professional development within education has received frequent and well-documented criticism around it being too generic and unrelated to everyday instructional practices, and too often consisting of one-shot events led by an external consultant without any follow-up to address implementation and effectiveness (DeMonte, 2013). Calls for more comprehensive, job-embedded, and sustained professional development are found frequently irn the literature (e.g., Wei, Darling-Hammond, Andree, Richardson, & Orphanos, 2009; National Staff Development Council, 2001). Wei, et al., (2009) define high quality or effective professional development as "that which results in improvements in teachers' knowledge and inst ructional practice, as wel l as improved student learning outcomes" (p. 3). A review of the literature yields five charact eristics of high-quality professional development, which are described in detail below (Archibald, Coggshall, Croft, & Goe, 2011; DeMonte, 2013).

1. Aligns with School Goals, State and District Standards and Assessment, and Other Professional Learning Activities

Alignment helps reduce confusion and uncertainty about what and how to teach, and can help build shared vocabulary and common goals that are essential to sustain instructional improvements (Archibald, et al., 2011). In addition, Garet, Porter, Desimone, Birman, & Yoon (2001) as cited in Archibald, et al., (2011) found that teachers report greater increases in their knowledge and skills when professional development activities:

- Build on what teachers have previously learned in related professional development;
- Emphasize content and pedagogy aligned with national, state, and local standards and assessment s; and,
- Support teachers in developing and sustaining ongoing communication with colleagues attempting similar teaching changes.

It is also important to note, however, that a coherent aligned system does not translate into teachers that will implement changes to instruction in uniform ways; teachers will differentiate and integrate strategies in ways consistent with their teaching style and classroom context (Archibald, et al., 2011).

Wise Ways Tools

Additional Tools

Resource Link	Resource Description
Professional Development Plan	Professional development is a means for elevating the skill and knowledge of administrators, teachers, and staff. Includes a template for planning professional development.

State-specific Resource Link	Resource Description

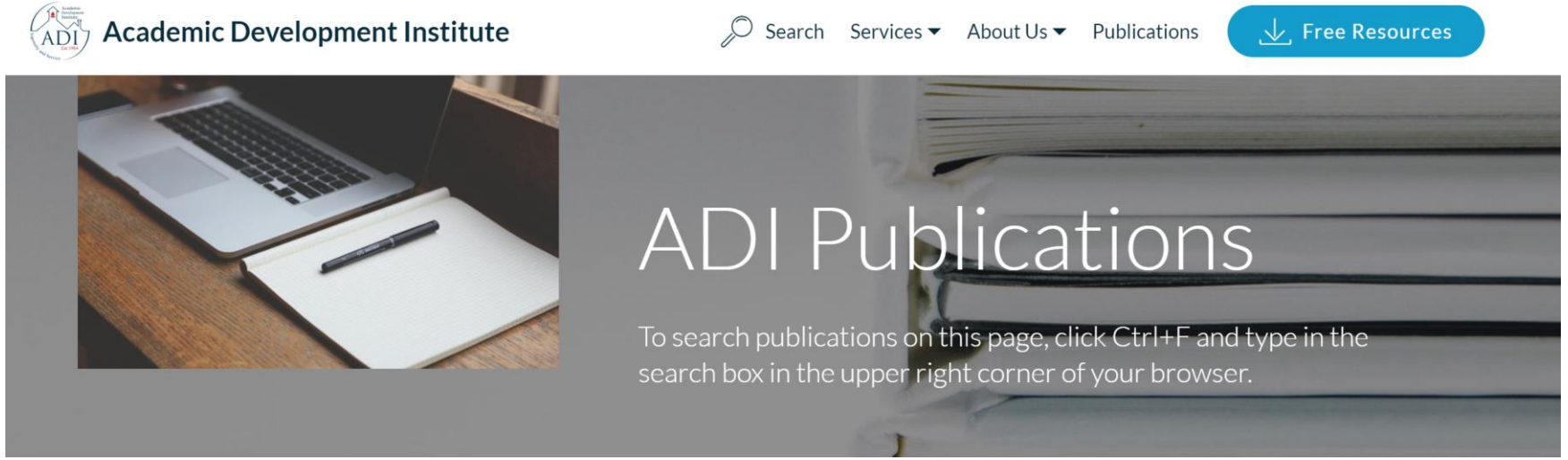
* Resources
* Wise Ways (evidence based)
* Indicators in Action
* Publications

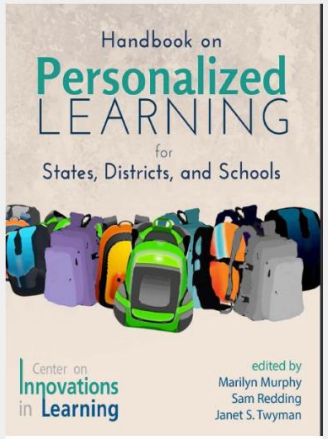
Whole faculty PD Based on Observations

Professional development for the whole faculty includes assessment of strengths and areas in need of improvem from classroom observations of indicators of effective teaching.

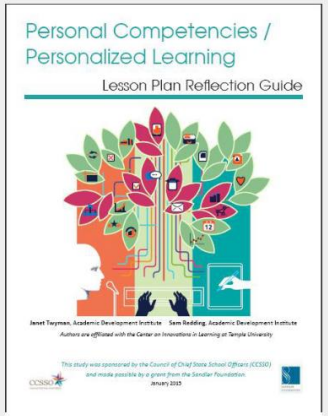
Close

* Resources
* Wise Ways (evidence based)
* Indicators in Action
* Publications

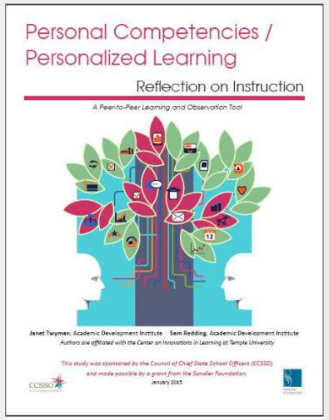




Handbook on Personalized Learning for



Personal Competencies/ Personalized Learning: Lesson



Personal Competencies/ Personalized Learning:

Policy Perspective: School Turnaround in

EFFECTIVE PRACTICES

Research Briefs and Evidence Ratings

Effective Practices: Research Briefs and Evidence:

CORE FUNCTION:

Curriculum, Assessment, and Instructional Planning

EFFECTIVE PRACTICE

Engage instructional teams in developing standards-aligned units of instruction.

INDICATOR

- Instructional Teams develop standards-aligned units of instruction for each subject and grade level.
- Units of instruction include standards-based objectives and criteria for mastery.
- Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.
- Units of instruction include specific learning activities aligned to objectives.
- Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.
- Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers.

STRENGTH OF EVIDENCE RATING

Strong

There is a good deal of evidence of the effectiveness of instructional teams (e.g., professional learning communities) positively benefitting student learning and ensuring that units of instruction are standards-aligned; in addition, frequent assessment of student learning is research-supported (Hattie, 2012).

orld in the success of each student.

EFFECTIVE PRACTICE

Provide a tiered system of instructional and behavioral supports and interventions.

INDICATOR

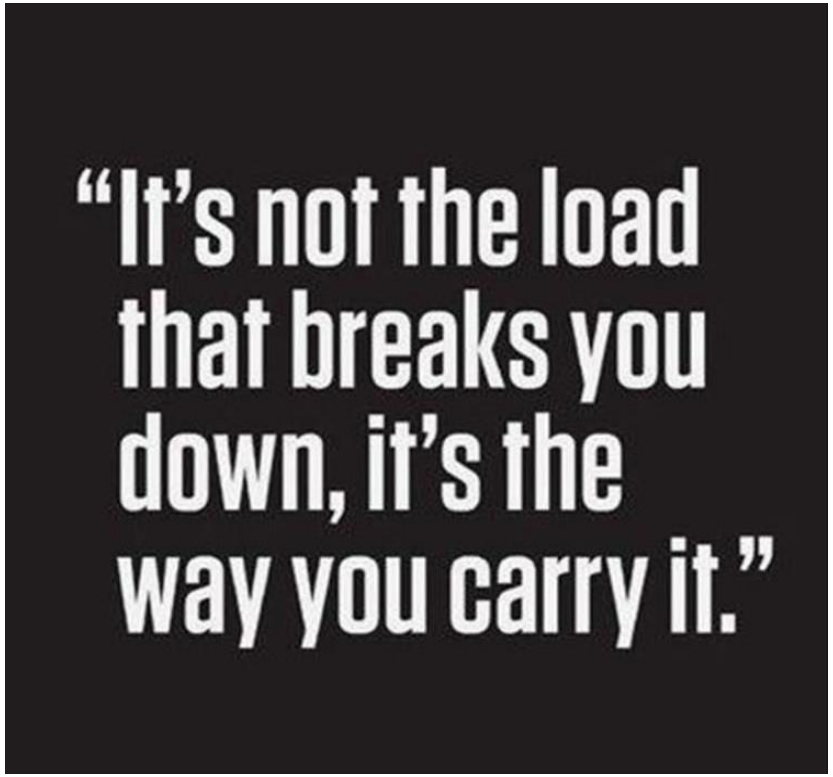
- The school implements a reliable and valid systemwide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine those students in need of targeted intervention.
- The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.
- The school's tiered instructional system includes documentation that describes what interventions are provided and how interventions are selected and assigned to students and how fidelity will be monitored.
- The school implements a systemwide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers.

STRENGTH OF EVIDENCE RATING

Strong

Practice guides developed and available through What Works Cleaninghouse suggest the effectiveness of Response to Intervention approaches for elementary reading and math (Gerstron, 2009). In addition, recent effect sizes by John Hattie (2016) are high (1.07).

Quote…



- Lena Horne

Alignment with Other School Initiatives

-- Working Smarter

* KESA

* Redesign

The KansaStar Indicators have been Cross-walked with the KESA Rubrics and Redesign Principles

1672	The principal includes evaluation of student outcomes in teacher evaluation. (1672)	WW	Foundational,Relationships,TitleISW-Curriculum		
88	Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88)	WW	Foundational,Relevance,TitleISW-Instruction	Video	*Resource*
89	Units of instruction include standards-based objectives and criteria for mastery. (89)	WW	Foundational,Relevance,TitleISW-Instruction	Video	*Resource*
94	Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)	WW	PersonalizedLearning,Relevance,TitleISW-Instruction	Video	*Resource*
95	All teachers re-teach based on post-test results. (95)	WW	Foundational,Relevance,TitleISW-Instruction	Video	*Resource*
97	Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves. (97)	WW	Foundational,Relevance,TitleISW-Instruction		
103	Teams and teachers receive timely reports from the central database to assist in making decisions about each student's placement and instruction. (103)	WW	Foundational,Rigor,TitleISW-Instruction		*Resource*
105	The Leadership Team monitors school-level student learning data. (105)	WW	Foundational,Rigor,TitleISW-Instruction		*Resource*

KESA Rubrics – The 4 R's

RELATIONSHIPS

Defining Relationships:
a state of interconnectedness – among people, curricula, programs, projects, and communities – is critical for establishing connections that result in high performing learning environments

COMPONENTS:

- *Staff*
- *Students*
- *Families*
- *Community*

RELEVANCE

Defining Relevance::
the power and ability of specific information to meet the needs of its user – strengthens learner motivation and allows learning to become more engaging, empowering, connected, applicable to the real world, and socially significant

COMPONENTS:

- *Curriculum*
- *Instruction*
- *Student Engagement*
- *Technology*

RESPONSIVE CULTURE

Defining Responsive Culture::
one that readily reacts to suggestions, influences, appeals, efforts, or opportunities – empowers all stake holders to become respectful of, responsible for, and involved in learning, the learning process, and the learning community

COMPONENTS:

- *Leadership*
- *Early Childhood*
- *District Climate*
- *Nutrition and Wellness*

RIGOR

Defining Rigor:
a relentless pursuit of that which challenges and provides opportunity to demonstrate growth and learning – is essential in addressing the needs of our rapidly expanding society and world

COMPONENTS:

- *Career & Technical Ed*
- *Professional Learning*
- *Resources*
- *Data*

RESULTS

Defining Results:
evidence of growth and learning – allows curriculum and instruction to be delivered in a timely fashion based on the needs and desires of the individual learner.

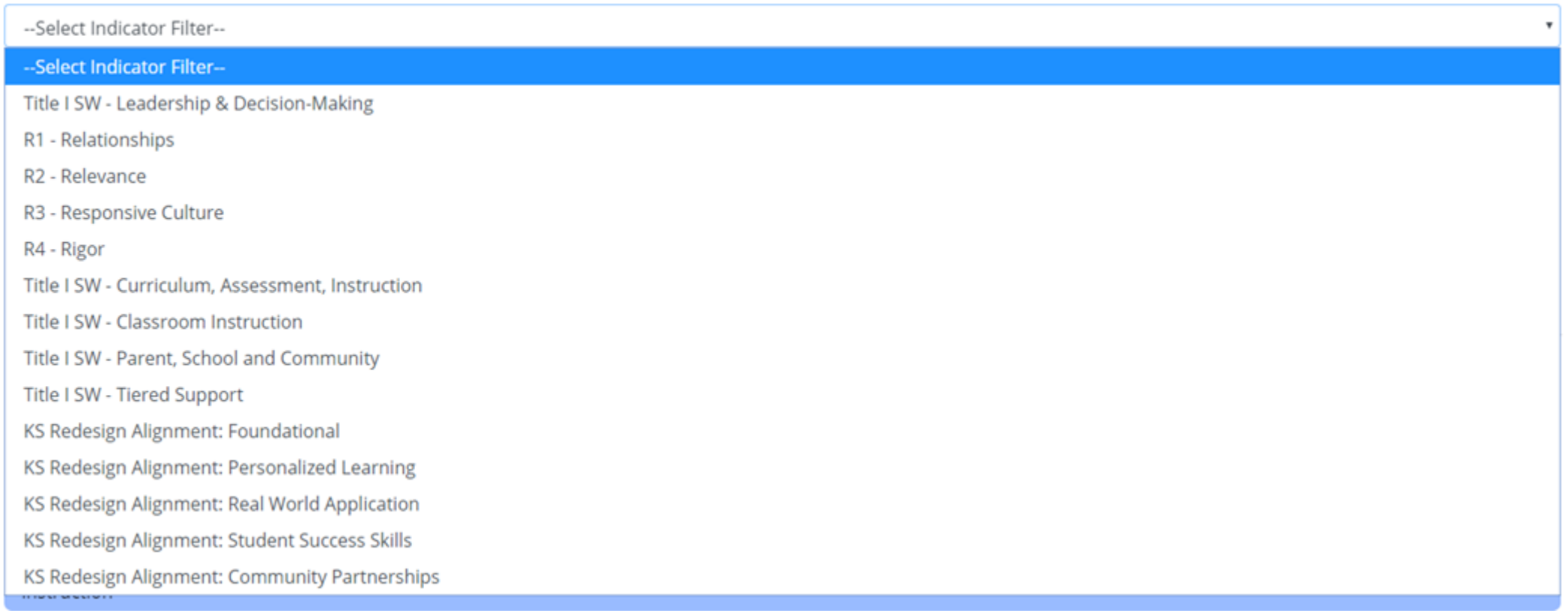
COMPONENTS:

- *Social-Emotional Factors*
- *Kindergarten Readiness*
- *Individual Plans of Study*
- *High School Graduation*
- *Postsecondary Completion/Attendance*

Kansans Can Redesign Principles

Student Success Skills	Community Partnerships
There is an integrated approach to develop student social-emotional growth	Partnerships are based on mutually beneficial relationships and collaboration
Personalized Learning	**Real World Application**
Teachers support students to have choice over their time, place, pace and path	Project-based learning, internships, and civic engagement makes learning relevant

Filter(s): Choose a filter to narrow your Indicator search. The Success Cycle will default to display all selected Indicators.



Comments & Questions

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