



School Improvement Guidance 2018-19

Comprehensive Support and Improvement Schools State Designated “D” and “F” Schools



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Federal Comprehensive Support and Improvement (CSI) Schools

Identification for low achievement (beginning 2017)

Title I schools with student proficiency/percent passing, ELA and Math combined, in the lowest 5% on the statewide assessment

Exit Criteria:

- a minimum of two consecutive years of increased student proficiency on the state assessment
- implementation of school improvement goals, strategies and action steps in state required Integrated Action Plan
- proficiency rate above the state bottom 5 percent of Title I schools on the state assessment

Identification for low graduation rate (beginning 2018) All schools with a five-year cohort graduation rate of 66.5% or less

Exit Criteria:

- a minimum of two consecutive years of increased graduation rate
- implementation of school improvement goals, strategies and action steps in state required Integrated Action Plan
- Graduation rate higher than 66.6%

CSI schools are identified every three years

State designated “D” and “F” Schools

ARS 15-241. School, charter school and school district accountability; annual achievement profiles; classification; letter grade system

Arizona State Board of Education adopts methodology to identify letter grades for Arizona Schools each year. For 2017, letter grades were identified for traditional K-12 schools.

Statue Summary:

District Schools

If a **school** is assigned a **letter grade of D** pursuant to section 15-241, the department of education shall immediately notify the district superintendent.

- The district governing board shall:
 - within thirty days after receiving notice of the classification:
 - provide written notification of the classification to each residence within the attendance area of the school
 - notice shall explain the improvement plan process and provide information regarding the required public meeting
- within ninety days after receiving notice of the classification:
 - develop an improvement plan for the school; the governing board shall include in the plan necessary components (IAP) as identified by the state board of education
 - submit a copy of the plan to the superintendent of public instruction and the county educational service agency
 - supervise the implementation of the plan

- Within thirty days after submitting the improvement plan hold a public meeting in each school that has been assigned a letter grade of D and shall present the respective improvement plans that have been developed for each school.

Charter Schools

If a **charter school** is assigned a **letter grade of D** pursuant to section 15-241, the department of education shall immediately notify the charter holder and school.

The school shall:

within thirty days after receiving the classification:

- notify the parents of the students attending the school of the classification.
 - notice shall explain the improvement plan process and provide information regarding the public meeting required by this subsection

Within ninety days after receiving the classification the charter holder shall

- present an improvement plan to the charter sponsor at a public meeting
- submit a copy of the plan to the sponsor of the charter school; the charter holder shall include in the improvement plan necessary components (IAP) as identified by the state board of education.

Within thirty days after submitting the improvement plan

- hold a public meeting in each school that has been assigned a letter grade of D and present the respective improvement plans that have been developed for each school

District Schools

If a **school** is assigned a **letter grade of F** pursuant to section 15-241, the department of education shall immediately notify the district superintendent.

- The district governing board shall:
 - Within thirty days after receiving notice of the classification
 - provide written notification of the classification to each residence in the attendance area of the school
 - the notice shall explain the improvement plan process and provide information regarding the required public meeting
- Within sixty days after receiving notification
 - develop and/or evaluate needed changes to the existing school improvement plan
 - consider recommendations of SI Specialist
 - submit a copy of the plan to the superintendent of public instruction and the county educational service agency and
 - supervise the implementation of the plan.
- Within thirty days after submitting the improvement plan to the superintendent of public instruction and the county educational service agency hold a public meeting in each school that has been assigned a letter grade of F and shall present the respective improvement plans that have been developed for each school

Charter Schools

If a **charter school** is assigned a **letter grade of F** pursuant to section 15-241, the department of education shall immediately notify the charter school's sponsor.

The charter school/charter holder shall:

Within thirty days of a school being assigned a letter grade of F

- notify the parents of the students attending the school of the classification and of any pending public meetings to review the issue

Within sixty days after receiving notification

- develop and/or evaluate needed changes to the existing school improvement plan (IAP)
- submit a copy of the plan to the superintendent of public instruction and the county educational service agency
- supervise the implementation of the plan.

Within thirty days after submitting the improvement plan to the superintendent of public instruction and the county educational service agency

- hold a public meeting in each school that has been assigned a letter grade of F and present the respective improvement plans that have been developed for each school.

“D” and “F” schools are identified annually

All CSI, “D”, “F” and SIG Schools are required to complete the following:

- CNA and Root Cause Analyses (RCA)
 - follow Comprehensive Needs Assessment and Integrated Action Plan Guidance Document on the Support and Innovation webpage <http://www.azed.gov/improvement/>
- LEA Integrated Action Plan and School Integrated Action Plan in ALEAT (Title 1 schools) or IAP worksheets (Non-Title 1 schools)
- Quarterly Benchmark Assessment data with reflections, adjustments and next steps
- Quarterly IAP review and progress

Title 1 schools upload in ALEAT

Non-Title 1 schools email to assigned specialist

Other Requirements for All Schools in Improvement

- Keep organized, relevant records for announced and unannounced site visits
- Submit all SI documents in a timely manner (CNA, RCA, L/SIAP, achievement data, fiscal documents and any other requested documents)
- Adhere to all assurances



School Improvement Requirements

- Annual Comprehensive Needs Assessment (CNA) with root cause analyses
- LEA and School Integrated Action Plan (IAP) to address identified primary needs from CNA, reviewed quarterly and revised annually
 - primary needs
 - root cause analyses
 - need statements
 - desired outcomes
 - strategies

- action steps
 - SMART goals*
- Use of evidence-based programs, strategies and/or interventions
- Required SMART Goals
 - AzMERIT-All students ELA and Math achievement
 - AIMS Science –All students Science achievement
 - Subgroup ELA and Math achievement goals to address low achievement
 - Leading and lagging indicators goals as indicated by CNA
- Assurances
- Contact Forms on website <http://www.azed.gov/improvement/lea-contact/>
- Quarterly Benchmark Data with Reflections
- Quarterly IAP Reviews
- Timely responses to all requests

Required School IAP Goals* New 2019 goals are required by July 1 based on AzMERIT

The following goals must be addressed in the School's Integrated Action Plan for all schools that are in school improvement. Goals must be written in SMART format. (Specific, Measurable, Achievable, Results based, Time-based)

Goal 1 – ELA achievement for all students

ELA achievement for all students will increase by _____% moving from _____% proficient or highly proficient on 2018 AzMERIT to _____% proficient or highly proficient on 2019 AzMERIT.

Goal 2 – Math achievement for all students

Math achievement for all students will increase by _____% moving from _____% proficient or highly proficient on 2018 AzMERIT to _____% proficient or highly proficient on 2019 AzMERIT.

Goal 3 – Science

Science achievement for all students will increase by _____% moving from _____% meets or exceeds on 2018 AIMS Science to _____% meets and exceeds on 2019 AIMS Science.

Additional required goals depending on subgroup data

Possible examples:

Percent of Students with Disabilities scoring proficient on ELA will increase by _____% from _____% in 2018 to _____% in 2019.

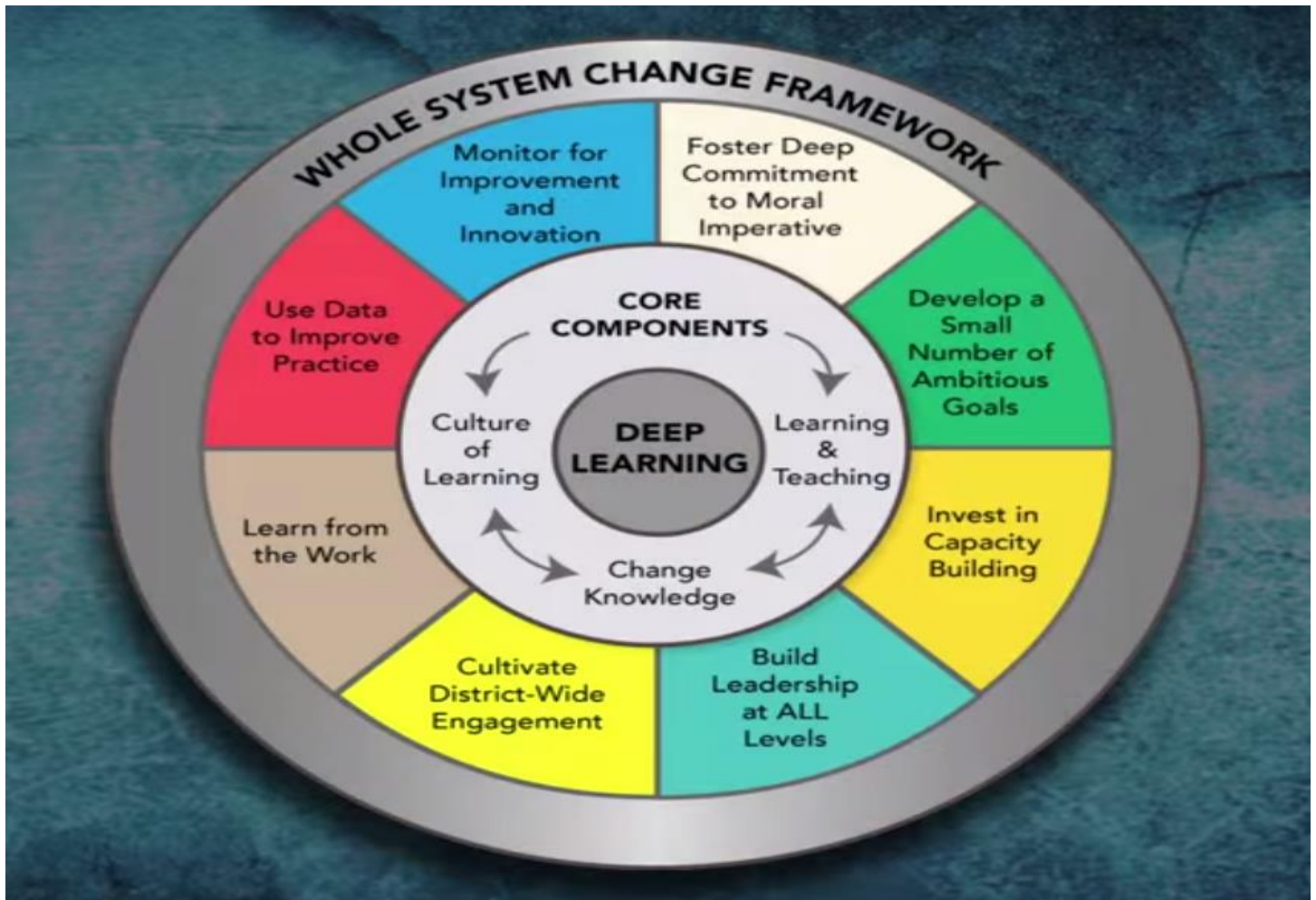
The achievement gap between % of all students scoring proficient and the % of EL students scoring proficient will be reduced by _____%, from _____% in 2018 to _____% in 2019.

Additional required goals depending on CNA leading indicator data- Possible examples:

Attendance rate will increase by _____% from _____% in 2017-18 to _____% in 2018-19.



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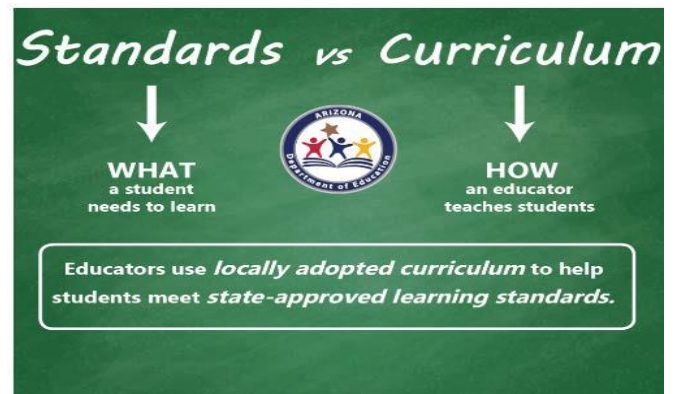


Required School Systems

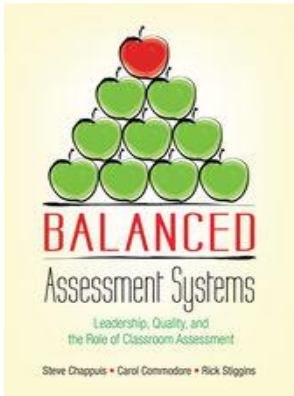
Written Evidence and Standards Based Curriculum

CNA Principle 4: Effective Curriculum

Effective curricula are evidence-based resources used for teaching and learning aligned to Arizona standards in all content areas. Districts and schools adopt local curricula. An effective curriculum ensures a continuum of inclusive, equitable and challenging learning opportunities, high expectations for learning and access to a well- rounded education for all learners. Curriculum includes scope and sequence, resources, activities, lessons, assessments and textbooks utilized by the teacher to ensure student learning. Indicators and elements are included in CNA Principle 4



Well-designed programs are based on research findings and undergo rounds of field testing and revision. A high-quality curriculum is meaningful, coherent, articulated, aligned, and promotes high standards for all students.



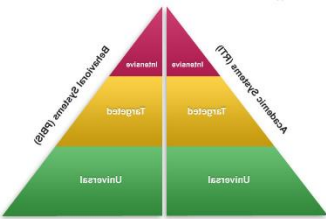
Comprehensive, Balanced Assessment System

Includes screening and/or diagnostic assessments, formative assessment (student and teacher) classroom summative assessments, schoolwide predictive interim/benchmark assessments, and state mandated summative assessment (end of year/end of course); as well as a data management process to ensure that the system provides up-to-date data reports to allow for deep analysis of student, teacher, and school level data.

<http://www.azed.gov/standards-practices/resources-for-assessment-systems/>

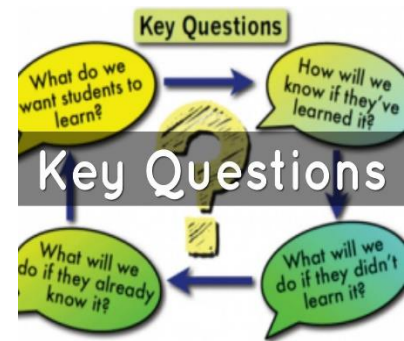
Professional Learning Communities

Required, scheduled meetings organized around teaching and student learning, including data discussions, lesson planning and evidence based pedagogy. <http://www.allthingsplc.info/>



Multi-Tiered System of Support (MTSS)

A differentiated, coherent continuum of system-wide, evidence-based problem-solving practices supporting a rapid response to the academic and behavioral needs for all students; systems of support. <http://www.azed.gov/mtss/resources>



Observation and Feedback

The primary purpose of observation is to find the most effective ways to coach teachers to improve student learning. Observation and Feedback cycles support teachers to improve the learning through engaging lessons, instructional rigor and effective management. Highly effective teachers are developed through coaching.

<http://www.uncommonschools.org/our-approach/thought-leadership/leverage-leadership-book-paul-bambrick-santoyo-doug-lemov>



Operational Flexibility

Principals must have sufficient operational flexibility to fully implement a comprehensive systems approach in order to substantially improve student achievement outcomes and increase high school graduation rates.

<https://www.isbe.net/Documents/lp-oper-flexibility.pdf>

On-Site Support and Progress Monitoring Visits

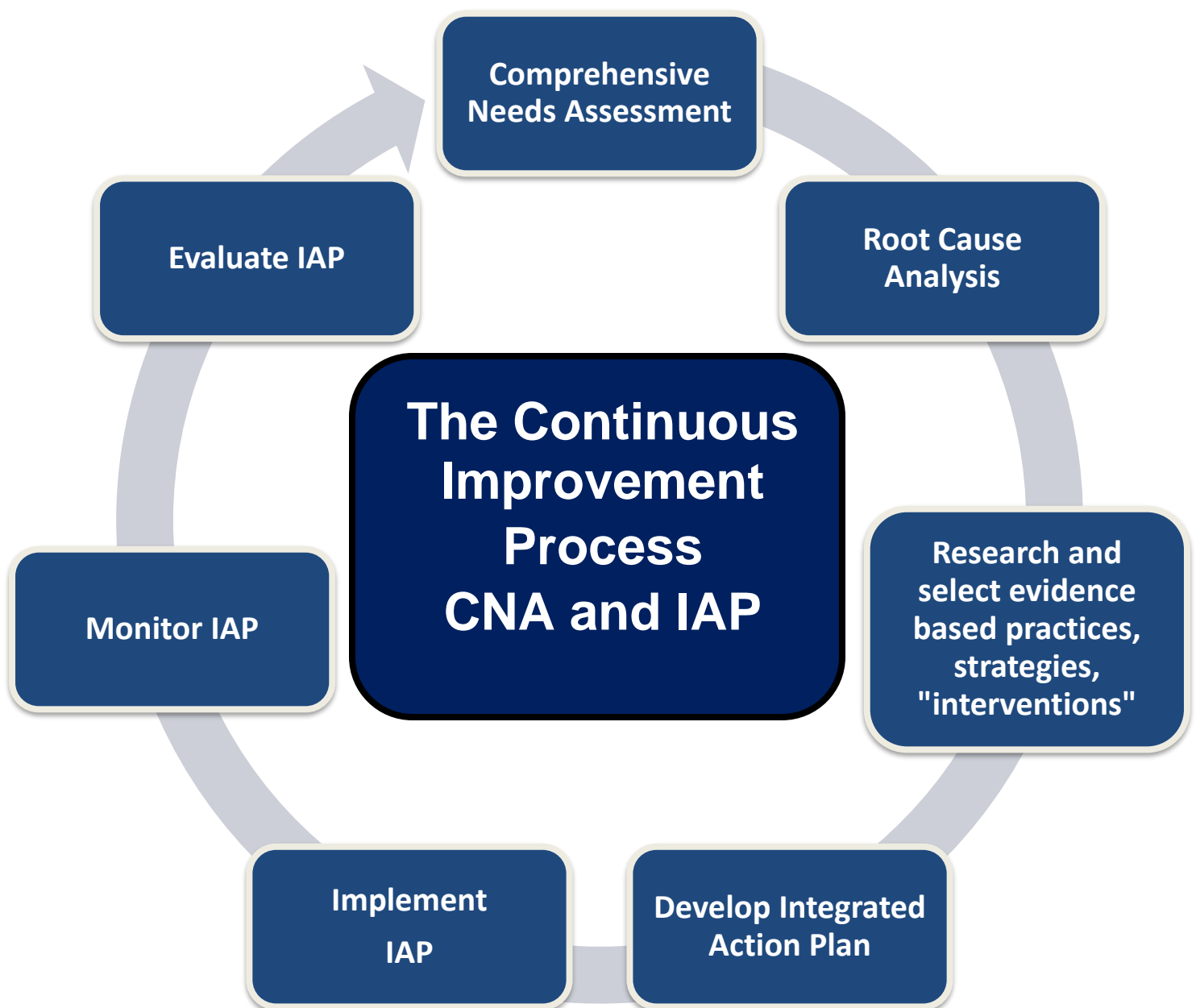
Site visits will be made to all CSI, SIG and “F” schools. “D” school visits will be based on differentiated LEA and school needs.

General Guidelines

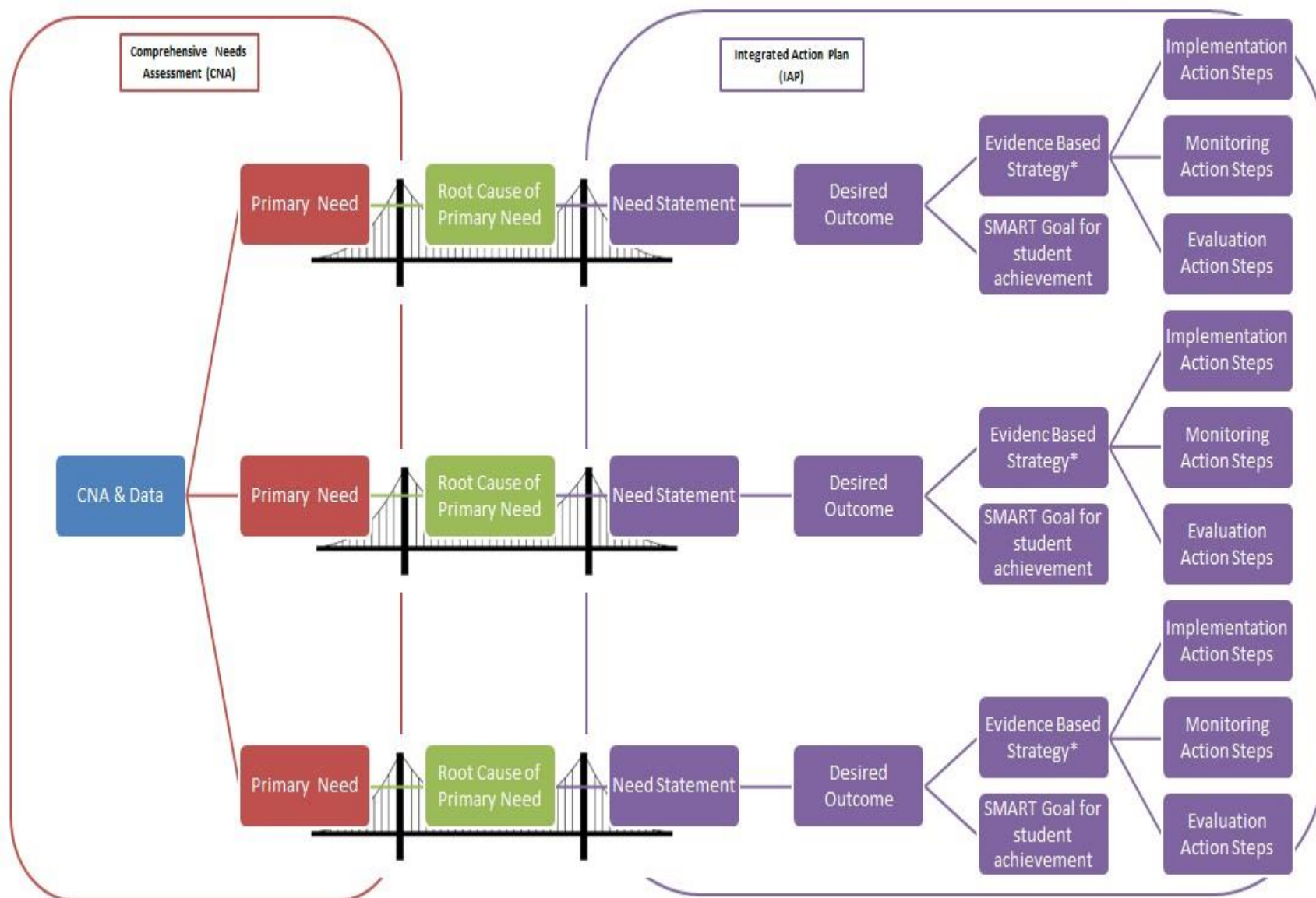
- Prior to visit, the LEA and school site staff will establish an agenda for day(s) in collaboration with the SI Education Program Specialist (EPS).
- EPS and Principal conversation at the beginning of the visit for school status update
- EPS meets with Site Leadership Team
 - IAP progress review and next steps
 - Data review
- Walk-through Classroom Observations (10-15 minutes each)
 - Observe in all Math and English/Language Arts classrooms
 - Observe in other classrooms as time permits
 - Share the classroom observation data and provide feedback to Principal and/or LEA Leaders
- Focus Group Interviews (approx. 30 minutes each)
 - Teachers (4-6 teachers) depending on school size
 - Students (4-6 students) grade 5 and above
- Exit Interviews with next steps
 - Principal
 - LEA at the end of the site visits
- Summary Report to LEA and school within 2 weeks

On site or online collaboration to continue the discussion, monitoring implementation, monitoring and evaluation action steps, discuss evidence based interventions possibilities and other needs.





School Improvement Process from Comprehensive Needs Assessment to Integrated Action Plan Diagram [CNA and IAP Guidance](#)



*Special Reminders: Strategies must be evidence based and there could be multiple strategies to support the desired outcome.



Comprehensive Needs Assessment Process

Complete the Comprehensive Needs Assessment

Specific Step by Step CNA (excerpted from CNA/IAP Guidance Document)

1. Planning and Preparation

- ☐ Identify the Guiding Coalition-Comprehensive Needs Assessment (CNA) Team
 - The CNA team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement.
 - Stakeholders are those individuals with valuable experiences and perspective who provide the team with important input, feedback, and guidance and represent all factions of the school community.
- ☐ Discuss the school vision and mission to ground the work
- ☐ Determine CNA completion process (which may include forming additional work teams)
- ☐ Determine timeline

2. CNA Data Collection, and Analysis

- ☐ Data collection
- ☐ Data analysis to select the Element descriptors that best match your school for all six Principles' Indicators.
- ☐ Discuss, discuss, discuss
- ☐ Reach consensus on each element
- ☐ **Gather, review and analyze demographic data**

Guiding Questions

- How do student outcomes differ by demographics and programs?
- What is the longitudinal progress of a specific cohort of students?
- What are the characteristics of students who achieve proficiency and of those who do not?
- Where are we making the most progress in closing achievement gaps?
- How do absence and mobility affect assessment results?
- ☐ **Gather, review and analyze leading indicator data**

Leading Indicators are formative. They track progress along the way and guide course corrections as needed.

Dropout rate Guiding Questions

- Are there significant differences in dropout rates among subgroups?
- Are there any trends? Who? When?
- Student attendance rate
- Have there been changes in the attendance rate overtime?
- Are there trends among subgroups or grade levels?

Discipline incidents Guiding Questions

- Have there been changes in the discipline incidents rate overtime?
- Have there been changes in the types of discipline incidents over time?
- Are there trends among subgroups, grade levels or teachers?

Truancy

- Have there been changes in the truancy rate overtime?
- Are there trends among subgroups or grade levels?

Teacher attendance rate

- Are there any overall trends?
- Do the trends correlate with achievement data?

□ **Gather, review and analyze lagging indicator data**

Lagging/Achievement Indicators are summative—they are longer term outcomes that enable us to reflect on the impact of a strategy.

- Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics, by grade and by student subgroup
- Possible Student Achievement Guiding Questions
- Effective collaboration to support student achievement: What processes are in place to ensure that effective collaboration is occurring to advance student achievement? Are existing processes effective?
- Are there trends among subgroups?
- Are there trends among grade levels?
- Are there teacher specific trends?
- Are there trends relative to ELA or Mathematics?

Percentage of limited English proficient students who attain English language proficiency

- Are there trends among grade levels?
- Are there teacher specific trends?
- Have there been changes in the proficiency rates overtime?

Graduation rate

- What processes are in place to support practices that positively affect graduation outcomes? What gaps exist in outcomes among student subgroups?
- Have there been changes in the graduation rates over time? 4-year cohort? 5-year cohort? 6-year cohort?

CNA Tool Directions Use revised tool on Support and Innovation webpage <http://www.azed.gov/improvement/>

1. Access the Comprehensive Needs Assessment (CNA) Tool from <http://www.azed.gov/improvement/>
2. Open the CNA Tool and save to your computer desktop.
 - a. Be sure to enable editing (yellow bar at the top of the screen).
3. Start with Principle 1-definition
4. Read Indicators one at a time with the corresponding Output.
 - a. Read each Element for that Indicator one at a time.
 - b. Answer the question by clicking on the O next to the answer that reflects the current state based on team discussion and consensus
 - c. Identify trends and patterns.
 - d. Identify possible primary needs for this principle.
 - e. Repeat for each Principle.

Quantitative Data: Quantitative data, both leading and lagging indicators in required. The templates allow you to collect these data all in one place.

The subgroups listed are required by ESSA. You may use your own template if you choose.

AzMERIT/MSAA	Available: http://www.azed.gov/research-evaluation/aims-assessment-results/
Graduation Rate	Available: http://www.azed.gov/research-evaluation/graduation-rates/
Dropout Rate	Available: http://www.azed.gov/research-evaluation/dropout-rate-study-report/

Demographics Available: <http://www.azed.gov/research-evaluation/arizona-enrollment-figures/>
 Discipline Available: [School or LEA database/dashboard](#)
 Certification Available: <http://www.azed.gov/educator-certification/>
 Teacher attendance, retention Available: [School or LEA database/dashboard](#)

AZELLA-The best source for multiple years of this AZELLA data is the SDELL72

report. However, it is limited to only students that have tested at that school. This report can be accessed through ADEConnect-EL Role, which is assigned at the LEA level. For the first report, this will provide the proficiency levels; however, the LEA will need to link through AZEDS for the demographic information. For reclassification, the LEA can get a reclassification ballpark figure by using the Reassessment results and determining of the number of students who took the test, how many scored Proficient.

3. Identify 3 or 4 Primary Needs

Reread the trends and patterns summaries and possible primary needs from all 6 Principles. Use the information in these summaries to Identify three or four primary needs. This could be your lowest rated indicators or your lowest rated principles. It could also be common indicators like high expectations. Look at the big picture and what are the trends in the CNA data.

Final Steps: Summary and Needs Identification		
Using the summary of your data above: Step 1- Identify your overall Primary Needs Step 2 - Conduct a Root Cause Analysis (next 3 tabs) Step 3 - Write Primary Needs Statements and Desired Outcomes (after root cause analysis)		
Step 1: Identify your 3- 4 Primary Needs	1	
	2	
	3	
	4	
Step 2: Identify Root Causes <i>See next three tabs</i>	1	
	2	
	3	
	4	
Primary Needs Statements and Desired Outcomes <i>determined by root cause analysis</i>	1	
	2	
	3	
	4	

Next step is critical to successful change.

4. Conduct a Thorough Root Cause Analysis for your top 3 or 4 primary needs, resulting in Needs Statements and Desired Outcomes.

Root cause analyses take time! It is necessary for impactful change.

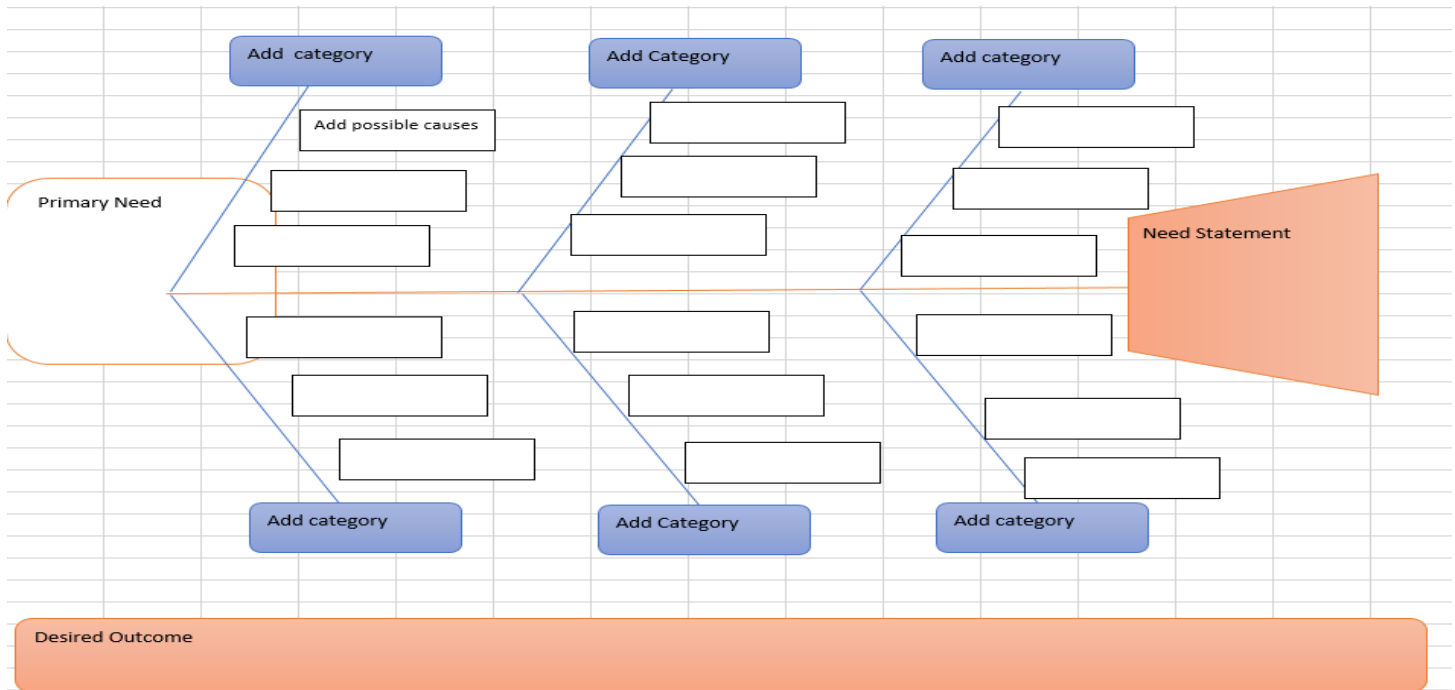
It is a structured team process that allows the use of a strategic method to dig down into the primary need and determine causes and contributing factors. Often during the discussion of causes, different perspectives of the same situation are uncovered for an enhanced picture of the problem. At the end of the root cause analysis, the major cause is discovered and what needs to happen to remove the problem is determined.

This is time to discuss causes, not solutions.

PUT ALL ASSUMPTIONS ASIDE FOR THIS PROCESS

Root Cause Analysis Tools

Fishbone Diagram



Fishbone Diagram Process Directions: The team identifies clear and specific primary needs based on patterns and trends in the CNA.

- ☐ Choose ONE of the needs to address first and write it in the head of the fishbone.
- ☐ The team facilitator asks the team, “How do we know that problem exists? What are the teachers doing? What are the students doing? (see the root cause analysis questions for support with this)
- ☐ The team recorder documents comments on the fishbone grouping items in like categories, for example: teachers, students, curriculum, assessment, etc.
- ☐ After, all ideas are documented on the fishbone. Reread the ideas on the fishbone.
- ☐ Highlight similar items.
- ☐ Look at the highlighted items and determine the primary needs.
- ☐ Once the team agrees on the main problem verify that it is the root cause by asking the following:
 - Is what in the fishbone tail, if it were corrected would the problem continue?
 - If yes, you need to dig deeper and use the 5 whys?
 - If no, you found the root cause?
- ☐ If the answer provided is a contributing sub cause to the problem, the team keeps asking “Why?” until there is agreement from the team that the root cause has been identified.
- ☐ It often takes three to five whys, but it can take more than five. So, keep going until the team agrees on the root cause.

Root Cause guiding questions:

- Would the problem have occurred if the cause had not been present? If no, then it is a root cause. If yes, then it is a contributing cause.
- Will the problem reoccur as the result of the same cause if the cause is corrected or dissolved? If no, then it is a root cause. If yes, then it is a contributing cause.
- Will correction or dissolution of the cause lead to similar events? If no, then it is a root cause. If yes, then it is a contributing cause.

*Important note: If a cause is something that the school cannot change or effect, it is **“off the table”** i.e. “The students come in so low”.*

The 5 Why Method

The 5-Whys is a simple brainstorming tool that can help teams identify the root cause(s) of a problem. Once a general problem has been recognized, ask “why” questions to drill down to the root causes. Asking the “5- Whys” allows teams to move beyond obvious answers and reflect on less obvious explanations or causes.

Step-by-step instructions

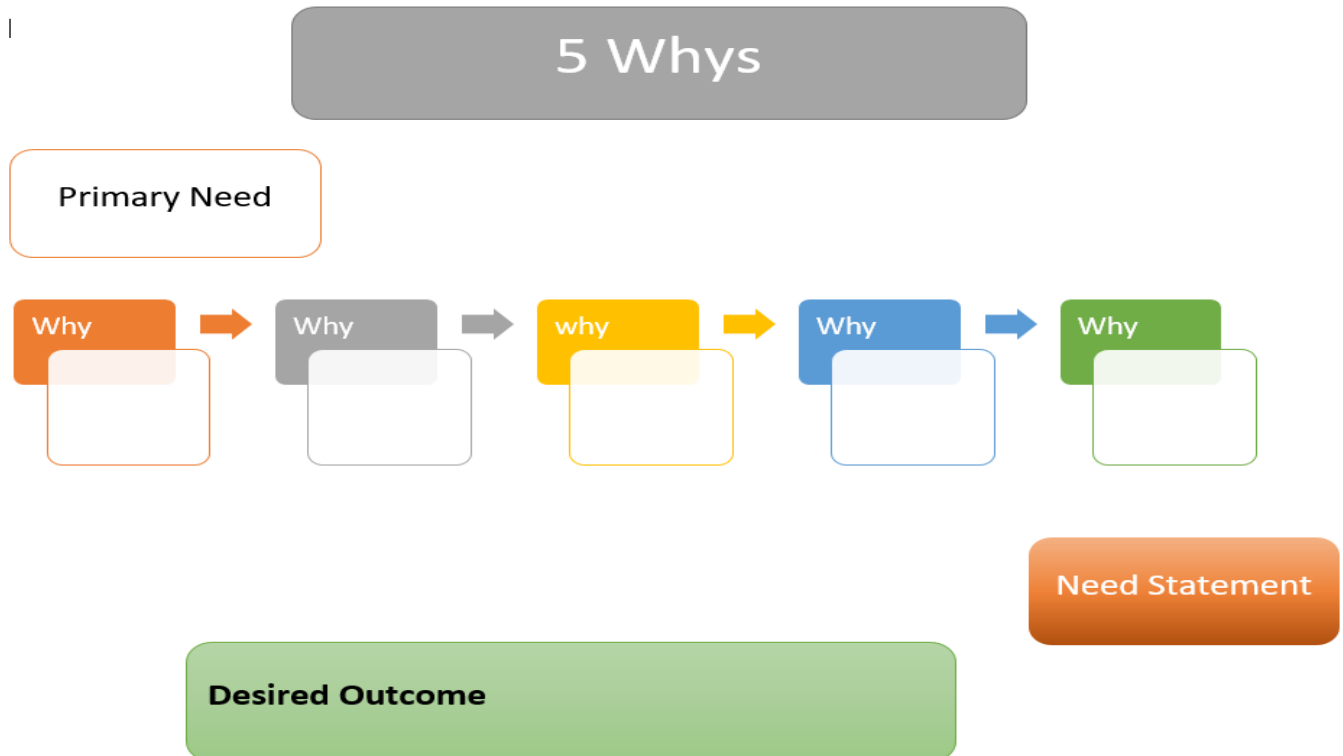
State the problem you have identified as a strategic problem to work on.

Start asking “why” related to the problem. Like an inquisitive toddler, keep asking why in response to each suggested cause.

Ask as many “whys” as you need in order to get insight at a level that can be addressed (asking five times is typical). You will know you have reached your final „why” because it does not make logical sense to ask why again.

The “5-Whys” is a strategy that is often used after an issue has been identified using another tool, such as a Fishbone Diagram or Process Mapping. Guard against using the “5-Why” questions on their own to avoid a narrow focus or bias.

This methodology is closely related to the Cause & Effect Fishbone diagram, and can be used to complement the analysis necessary to complete a Cause & Effect diagram.



5. Record Root cases and Need Statements.

Final Steps: Summary and Need Identification		
Complete CNA Tool Step 2: Identify Root Causes and Step 3: Primary Needs and Desired Outcomes in the CNA tool		
Step 1: Identify your 3- 4 Primary Needs	1	
	2	
	3	
	4	
Step 2: Identify Root Causes <i>See next three tabs</i>	1	
	2	
	3	
	4	
Primary Needs Statements and Desired Outcomes <i>determined by root cause analysis</i>	1	
	2	
	3	
	4	



Integrated Action Plans

The **Integrated Action Plan (IAP)** is developed based on the School level Comprehensive Needs Assessment (CNA) and should be developed in concert with all applicable stakeholders, with opportunities for meaningful input and feedback from parents and community members, to ensure the plan is reflective of local context and needs.

The **school-level IAP (SIAP)** addresses three or four root causes and need statements identified by the school's CNA, and satisfies the majority of the programmatic requirements of included state and federal grants received by the school in one comprehensive plan.

The **LEA-level IAP (LIAP)** supports the system's areas of focus as identified and informed by an LEA's analysis of school CNAs and school IAPs. This provides the opportunity for the LEA to address and satisfy the majority of the programmatic requirements including state and federal grants received at the LEA level in one plan.

School integrated Action Plan (SIAP) and the LEA integrated Action Plan (LIAP) are written annually.

IAP Requirements:

- Three or four Primary Needs, Root Causes, Need Statements with correlated Desired Outcomes; SMART Goals, if required
- Evidence based Strategies
- Evidence based Action Steps (use appropriate tags are required, funding **and program tags**)
 - Implementation Action Steps
 - Monitoring Action Steps
 - Measures
 - Evaluation Action Steps
 - Measures
 - Success Criteria and Evidence

Address only the applicable Principles (all 6 are not required) based on CNA, identified three or four Need Statements and Desired Outcomes and any that address additional program area requirements. Targeted, intentional, focused actions result in real change. A "laundry list" of needs and desired outcomes will dilute focus, scatter efforts and will not result in real change.

School Integrated Action Plan (SIAP) Process:

- Identify writing team to include all stakeholders
 - Establish group norms or agreements
- Establish timeline for writing the plan
- For each identified primary need, enter the need statement and desired outcome under the identified Principle
 - Add SMART goals as needed or required
- Starting with the identified specific desired outcomes, backward design the evidence based improvement strategies and action steps
- Investigate evidence based programs, strategies or interventions to address each desired outcome; resources available <http://www.azed.gov/improvement/>
 - Generate list of possibilities
 - Investigate possibilities
 - Select evidence based strategies
- Add selected strategy under appropriate principle
- Develop action steps (using actionable verbs)
 - Implementation action steps
 - Develop clear and comprehensive actionable action steps including who is responsible and the timeline
 - Align resources, funding sources, people and time to action plan
 - Monitoring action steps
 - Determine measures to monitor implementation
 - Collect information to monitor the quality of supports being provided
 - Identify and track progress and performance
 - Consider what additional information is needed to determine if action steps are working
 - Assess the degree to which the implementation plan is being followed with fidelity
 - Is the intervention, strategy, system, or process accomplishing the intended goal/s?
 - Should it be continued or adjustments made?
 - Evaluation action steps
 - Determine measure/s to evaluate success
 - Determine criteria and evidence of success
 - Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued
 - Were desired outcomes reached?
 - Were SMART goals met?



Ensure coherence and obvious relationships between all need statements, desired outcomes, SMART goals, strategies and action steps

Sample School Site IAP Worksheet

SAMPLE Primary Need #1	Primary Need: (head of fishbone) 2.3 Based on all available student data, teachers intentionally plan instruction that supports every student in meeting rigorous learning goals including differentiated instruction and Universal Design for Learning.	
	Root Cause: Lack of rigor and utilization of data driven instruction by teachers due to lack of knowledge and time for collaboration; lack of administrator/coach feedback and support	
	Needs Statement: (tale of fishbone) A system of support is needed for teachers to learn and understand rigor and differentiation to ensure data driven, high quality, rigorous lesson development to meet the needs of all students.	
	Desired Outcome: (Needs statement restated in a positive) Teachers will create and implement rigorous, high quality, differentiated data driven lessons for all students resulting in improved student outcomes	
	SMART Goal: (If the primary need is fixed how will your % proficient be affected?) Reading achievement for all students will increase by 15% moving from 18% proficient and highly proficient on 2018 AzMERIT to 33% proficient or highly proficient on 2018 AzMERIT. <i>2019 goal TBD</i>	
	Strategy: Consistent walk through observations and feedback to provide instructional support, improve learning outcomes	Action Steps: <ul style="list-style-type: none"> Administrators implement short cycle observation and feedback process Instructional coaches observe classes on a frequently, scheduled basis Instructional coaches report observation data/tracker to Principal and District Curriculum Director Principal shares school wide observation data to improve instruction at staff meetings Admin Team and Instructional Coaches meet regularly to review walk through data and plan supports as necessary Admin Team and Instructional Coaches identify instructional focuses based on observation data Targeted planning with the Instructional Coach and teachers building on short cycle observation/feedback loop

	<p>Strategy:</p> <p>Develop a System of Instructional Support to foster student-centered grade-level instruction, provide for time, adequate planning, collaboration and reflection.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ▪ PLC training for all teachers, coaches and administrators ▪ Development of PD calendar with PLC process embedded ▪ Department and Grade-level PLCs will be embedded into the PD calendar on a rotating basis focusing on student achievement; behavior and attendance ▪ Administer end of year surveys for teachers and students-teachers will complete teacher inventory and students will complete student engagement survey ▪ Support new and developing teachers with mentor support in the areas of data analysis, standards ▪ -based instructional planning and classroom management
	<p>Strategy: Monitor Implementation</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ▪ Administrative walk through observation data ▪ PLC minutes ▪ Monitor teacher lesson plans reflect rigor and use of data to drive instruction ▪ Administrative calendars and feedback meeting notes ▪ Coaches' calendars and meeting notes ▪ Staff meeting agendas ▪ Administrative/coach meeting agendas
	<p>Strategy: Evaluation</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ▪ Determine strategy impact by reviewing the following evidence: <ul style="list-style-type: none"> ▪ Last quarter lesson plan quality ▪ Last quarter PLC meeting minutes ▪ Coaching records ▪ Teacher evaluations ▪ Summative achievement data

LEA Integrated Action Plan (LIAP)

The **LEA IAP** supports the implementation of the SIAP. The LEA IAP is based on:

- A review of all School CNA results
- Reflective questioning process and discussion
- Identification of evidence based strategies and action steps to support all school/s successful SIAP implementation.
- Analyze Schools' Comprehensive Needs Assessment (CNA) data for trends and patterns across schools.



LEA Guiding Questions

- What patterns or trends are evident in student achievement data among the schools?
- What patterns or trends are evident in student and teacher demographic data?
- What patterns or trends are evident in the Leading Indicator data?
- What patterns or trends are evident in the data regarding the 6 Principles?
- What patterns or trends are evident in the primary needs selected by schools to be addressed in school IAPs?
- What specific evidence-based strategies, actions and interventions can the LEA implement to support schools to successfully address identified primary needs and desired outcomes?
- What systems, processes, procedures, operational flexibility can be put in place to support schools in implementation of School Integrated Action Plans?
- How will these actions be monitored and evaluated? Are we doing what we said we would do? Are we doing it well? Is it impacting students learning and achievement? How do we know?

Create an LEA integrated action plan with strategies and action steps that align systems across the LEA to ensure successful school IAP implementation.

- Three or four Need Statements with correlated Desired Outcomes and SMART Goals, if required based on school IAPs trends and necessary support
- Evidence based Strategies
- Evidence based Action Steps (use appropriate tags for required, funded and non-funded activities)
 - Implementation Action Steps
 - Monitoring Action Steps
 - Measures to be used
 - Success Criteria and Evidence
 - Evaluation Action Steps
 - Measures to be used
 - Success Criteria and Evidence

Sample LEA Integrated Action Plan Worksheet

	Primary Need: (head of fishbone) Strong Math Instruction Aligned to Standards
	Schools that Display Primary Need: Arizona Elementary School, Sunburst Elementary School
	Root Cause(s): No adopted math curriculum

SAMPLE Primary Need #1	Needs Statement(s): (tale of fishbone) Need a written evidence and standards based math curriculum implemented with fidelity and professionally learning for evidence based math instruction (4.2, 4.3, 4.5, 2.2, 2.4, 2.6)	
	Desired Outcome: (Needs statement restated in a positive) Evidence and standards based Math curriculum aligned to grade level and content standards, implemented with fidelity to increase math proficiency on state assessment.	
	SMART Goal: (If the primary need is fixed how will your % proficient be affected?) Math achievement for all students will increase by 15% moving from 0% proficient or highly proficient on 2018 AzMERIT to 15% proficient or highly proficient on 2018 AzMERIT. FY19 TBD	
	Strategy: Support Adoption of an evidence and standards based math curriculum.	Action Steps: <ul style="list-style-type: none"> ▪ Help Research Evidence Based Programs for Elementary school ▪ Help facilitate the ordering of sample materials ▪ Meet with Curriculum Adoption Committee ▪ Help complete Curriculum Rubrics
	Strategy: Support Research and implement evidence based math instruction.	Action Steps: <ul style="list-style-type: none"> ▪ Help Research Evidence Based PD strategies to support math PD ▪ Work with Site Principals to create a calendar to roll out implementation
	Strategy: Support Consistent high quality professional development and support for all teachers.	Action Steps: Support sites with funds to conduct peer observations <ul style="list-style-type: none"> ▪ Schedule and conduct meetings with site principals to review walkthrough observations and action plans ▪ Attend site PDs to show support for the initiatives
	Strategy: Monitor Implementation	Action Steps: <ul style="list-style-type: none"> ▪ Monitor site data (benchmarks/interims) ▪ Schedule and conduct walkthroughs to see curriculum in action
	Strategy: Evaluate Implementation	Action Steps: <ul style="list-style-type: none"> ▪ Evidence of curriculum implementation (with fidelity) ▪ Summative achievement data ▪ Evidence of site visits and classroom walkthrough and data based actions taken as a result

SAMPLE	Primary Need: (head of fishbone) Principle 4 4.3 Students are not engaged in evidence based curricula addressing diverse student needs
--------	--

Primary Need #2	Schools that Display Primary Need: Dream Big Middle School, Hope Middle School
	Root Cause(s): learning goals are not evident, content is not focused, pacing guides are inadequate
	Need Statement: scope and sequence and pacing guides do not include learning goals and do not provide flexibility based on diverse learner needs with content learning progressions reflecting an appropriate scope and sequence with coherence
	Desired outcomes: Development of scope and sequence with pacing guides that are based on learning goals and provide flexibility based on diverse learner needs with content learning progressions reflecting an appropriate scope and sequence with coherence

<p>SMART Goal: (If the primary need is fixed how will your % proficient be affected?)</p> <p>Math achievement for all students will increase by 15% moving from 0% proficient or highly proficient on 2018 AzMERIT to 15% proficient or highly proficient on 2018 AzMERIT.</p> <p>Reading achievement for all students will increase by 10% moving from 5% proficient or highly proficient on 2018 AzMERIT to 15% proficient or highly proficient on 2018 AzMERIT.</p> <p>FY19 TBD</p>	
<p>Strategy:</p> <p>Provide Training for Instructional Coaches in Backward Design</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ▪ District Leadership will plan PD on Backwards Design Principles ▪ District Leadership will provide training to all instructional coaches and site leadership ▪ District will provide ongoing PD quarterly to monitor Backwards Design Implementation ▪ Create a District Template for Backwards Planning Units
<p>Strategy:</p> <p>Teachers train in Backward Design</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ▪ Create 2 district wide PD days on the calendar for training sites to complete initial training ▪ Provide substitutes for teachers to participate in one full day of training each quarter to plan for instruction for each content area (Math and ELA).
<p>Strategy:</p> <p>Support sites with backwards Design</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ▪ Purchase Understanding by Design for each instructional coach and site principal ▪ Purchase Understanding by design Professional Development workbook for each instructional coach and site principal

	Strategy: Monitor Implementation	Action Steps: <ul style="list-style-type: none"> Instructional coaches will collect data on benchmarks/interims to determine unit effectiveness Instructional coaches will monitor scope and sequence alignment for summer review based on unit plans
	Strategy: Evaluate Implementation	Action Steps: <ul style="list-style-type: none"> Evidence: Use of learning goals in lesson plans resulting in increased student achievement on summative assessment

Title 1 schools submit CNA, Root Cause Analyses (RCA) Fishbones and IAP in ALEAT.

Non-Title 1 school will submit CNA, RCA fishbones and IAP worksheets to specialist.



ELEVATE is an executive leadership program developed and supported by the Arizona Department of Education and WestED. The program focuses on developing the knowledge, competencies and skills of leaders as they work toward systemic change within schools and LEAs.

The program includes:

- A focus on building systemic capacity in the areas of data-driven instruction, effective use of observations and feedback, student and staff culture of learning, and effective talent management.
- District Readiness Assessment to determine the readiness of your system to engage in school turnaround efforts.
- Behavioral Event Interview with participating principals to determine the development needs of current and prospective leaders.
- Quarterly Convenings for the two-year period. Professional development builds on the work of Public Impact (Turnaround Leader Competencies), Paul Bambrick-Santoyo (Leverage Leadership and Driven by Data), and other evidence based best practices.
- Ongoing mentoring.

Cohort 3 ...Begins in November 2018. Grant funding is available for program and coaching costs. Contact Liz Allen elizabeth.allen@azed.gov for information or application. Systemic Leadership Development grants are available by application.

The Integrated Action Plan is now accessible for all LEAs and Schools. Currently ALEAT will stay in Common Logon.

ALEAT



Arizona LEA Tracker (ALEAT)

LEAs

Current LEA:

Window Rock Unified District - 010208000

Setup & Maintenance

LEA Overview

Monitoring

Plan

LEA File Cabinet

Plan Tags

[Home](#) > [Window Rock Unified District - 010208000](#)



LEA OVERVIEW

6

Window Rock Unified District - 010208000

Select School Year:

2017 - 2018 School Year ▼

Update



Instruments (10)



Integrated Action Plan Principles (6)



Schools (6)

Title 1 Schools ALEAT

Uploading CNA and RCA fishbones

Uploading the School CNA

Upload the school CNA at the top of the Integrated Action Plan into the School File Cabinet, at the paper clip at the top of the page of the plan.
Be sure to label the document SY17-18SchoolNameCNA

LEA Integrated Action Plan

LEA OVERVIEW 1
Blueprint Education - 078745000

Select School Year:
2017 - 2018 School Year Update

Instruments (9) Integrated Action Plan Principles (6) Schools (3)

Page size: 25 1 to 9 of 9 items

Name	Status	Items not in Compliance	Due Date
1st Comprehensive Data Benchmark w/ Reflection	Submitted	0	01/15/2018
2017-2018 Cycle 4 On Site Monitoring	In Progress	0	
2nd Comprehensive Benchmark Data w/ Reflecti	In Progress	0	03/15/2018
3rd Comprehensive Benchmark Data w/ Refl	In Progress	0	06/15/2018
Comparability Calculation	In Progress	0	11/30/2017
Comprehensive November Baseline Data	Submitted	0	11/15/2017
Comprehensive Sup. & Imp. General Assurances	In Progress	0	11/15/2017
ECAP 2017-2018	In Progress	0	03/02/2018
Transportation Plan for Children in Foster Care	In Progress	0	10/01/2017

Page size: 25 1 to 9 of 9 items

LEA INFORMATION
LEA Type Title I

ONSITES
[Schedule Onsite](#)

LEA OVERVIEW 1
Blueprint Education - 078745000

Select School Year:
2017 - 2018 School Year Update

Instruments (9) Integrated Action Plan Principles (6) Schools (3)

Go To Plan Overview

Page size: 25 1 to 6 of 6 items

Title	Strategies/ Action Steps	Last Updated
1 - Effective Leadership	0/0	Joanna Barry 07/11/2017
2 - Effective Teachers and Instruction	0/0	Joanna Barry 07/11/2017
3 - Effective Organization of Time	0/0	Joanna Barry 07/11/2017
4 - Effective Curriculum	0/0	Joanna Barry 07/11/2017
5 - Conditions, Climate, and Culture	0/0	Joanna Barry 07/11/2017
6 - Family and Community Engagement	0/0	Joanna Barry 07/11/2017

Page size: 25 1 to 6 of 6 items

LEA INFORMATION
LEA Type Title I

ONSITES
[Schedule Onsite](#)

6 Principles
for LEA IAP

School IAP

LEA OVERVIEW 1
Blueprint Education - 078745000

Select School Year:
2017 - 2018 School Year Update

Instruments (9) Integrated Action Plan Principles (6) Schools (3)

Name	Status	Items not in Compliance	Due Date
1st Comprehensive Data Benchmark w/ Reflection	Submitted	0	01/15/2018
2017-2018 Cycle 4 On Site Monitoring	In Progress	0	
2nd Comprehensive Benchmark Data w/ Reflecti	In Progress	0	03/15/2018
3rd Comprehensive Benchmark Data w/ Refl	In Progress	0	08/15/2018
Comparability Calculation	In Progress	0	11/30/2017
Comprehensive November Baseline Data	Submitted	0	11/15/2017
Comprehensive Sup. & Imp. General Assurances	In Progress	0	11/15/2017
ECAP 2017-2018	In Progress	0	03/02/2018
Transportation Plan for Children in Foster Care	In Progress	0	10/01/2017

Page size: 25 1 to 9 of 9 items

LEA INFORMATION

LEA Type Title I

ONSITES

[Schedule Onsite](#)

LEA OVERVIEW 3
Academy Of Excellence, Inc. - 078604000

Select School Year:
2017 - 2018 School Year Update

Instruments (4) Integrated Action Plan Principles (6) Schools (3)

Title	Principles/Strategies/Action Steps	Last Updated
Academy Of Excellence - 078604101	6/0/0	Brenda Nelson 02/16/2015 5:40 PM
Academy of Excellence - Central Arizona - 078604004	6/0/0	Eula Dean 11/25/2014 10:24 AM
Fay Landrum Academy - 078604102	6/0/0	N/A

Page size: 25 1 to 3 of 3 items

LEA INFORMATION

LEA Type Title I
21st Century Grant Yes
Title III Funds: Yes

ONSITES

[Schedule Onsite](#)

Click on the school to get to individual school's IAP

Integrated Action Plan in ALEAT

1

Add Strategy

Principle 4 - Effective Curriculum	STRATEGIES: 0 of 2 Complete	ACTION STEPS: 0 of 7 Complete	TASKS: None	Budgeted: Actual:	\$0.00 \$0.00
Effective curricula are evidence-based resources used for teaching and learning aligned to Arizona standards in all content areas. Districts and schools adopt local curricula. An effective curriculum ensures a continuum of inclusive, equitable and challenging learning opportunities, high expectations for learning and access to a well-rounded education for all learners.					
Hide Detail					

PRINCIPLE SUMMARY

<p>Title *</p> <p>Principle 4 - Effective Curriculum</p> <p>Needs Statement: *</p> <p>Effective curricula are evidence-based resources used for teaching and learning aligned to Arizona standards in all content areas. Districts and schools adopt local curricula. An effective curriculum ensures a continuum of inclusive, equitable and challenging learning opportunities, high expectations for learning and access to a well-rounded education for all learners.</p>	<p>Instructions</p> <p>Using the ADE Comprehensive Needs Assessment, evaluate your school against the indicators of an effective school and determine the area(s) of focus. After determining the area of need, create a measurable Goal, develop strategies and action.</p>
---	---

Edit

2

PRINCIPLE SUMMARY



Title *
Principle 4 - Effective Curriculum

Needs Statement: *

533

Need Statement:
Percent proficient consistently dips more than 10% on writing assessment in grade 4 and shows little improvement in grades 5 and 6. Word choice scores are extremely low. Vocabulary scores are also low.

Desired Outcomes:
* Writing curriculum aligned with the appropriate grade level and content standards
* Writing curriculum is evidence and standards based and implemented with

[Spell Check](#)

4

Save **Save and Add Another** [Cancel](#)

3

Once you have determined your needs, choose the aligned principle and click of the title of the principle.

Under the principle summary, click on edit.

3, Once in the principle summary, delete the original description and add
Primary Need
Root Cause
Need Statement
Desired Outcome
Smart Goal, if needed

4. Scroll down and click save

Edited for CSI schools 3.1.18

Develop your strategies and action steps to meet your desired outcomes.

PRINCIPLE SUMMARY

Title *

Principle 4 - Effective Curriculum

Needs Statement: *

Need Statement: Percent proficient consistently dips more than 10% on writing assessment in grade 4 and shows little improvement in grades 5 and 6. Word choice scores are extremely low. Vocabulary scores are also low. Desired Outcomes: * Writing curriculum aligned with the appropriate grade level and content standards * Writing curriculum is evidence and standards based and implemented with fidelity * Percent proficient on writing assessment will increase moving from 3rd to 4th, 4th to 5th, and 5th to 6th grades.

To create your strategy to address your need click on **+Add Strategy** link at the bottom of the Principle Summary page (1)

The "Edit a Plan Strategy" Page will open, provide a Title and Description then click Save. (2)

EDIT A PLAN STRATEGY

Instructions/Description

Title: *

Evidence and standards based Writing curriculum

[Spell Check](#)

Local Description

Writing curriculum aligned with the appropriate grade level and content standards

[Spell Check](#)

[?](#)

Save

Save and Add Another

Cancel

EDIT A PLAN STRATEGY

Instructions/Description

Title: *

Evidence and standards based Writing curriculum

Local Description

Writing curriculum aligned with the appropriate grade level and content standards

On the "Edit a Plan Strategy" Page you can create an Action Step by clicking on **+Add Action Step**. (3)

Action Steps (4)

Resources (0)

[+ Add Action Step](#)

Once you have stated your strategies, create your action steps to implement your strategies.

EDIT A PLAN ACTION STEP [Icons]

Institutions/Description

Title: * **1**

Start Date (mm/dd/yyyy): * **2**

End Date (mm/dd/yyyy): * **2**

Description: *

Requires Funding?: ☐

Professional Development Needed?: ☐

Audience:

Responsible: ☒ Tee-LEA Lambert (LEA)

Tags:

SEA (2)

- ☒ 21st-CCLC
- ☒ Title-I
- ☒ TA
- ☒ SW
- ☒ TI-Schoolwide
- ☒ Title-III
- ☒ ELL
- ☒ Migrant
- ☒ AP
- ☒ CCLC

Save **Save and Add Another** **Cancel**

ACTION STEP SUMMARY [Icons]

Action Step Summary Page Description or Instructions

Title:

Description:

SEA (2):

- ☒ SW
- ☒ Title-I

Status: NOT BEGUN **Update Status** **4**

Start Date: 08/01/2017 **End Date:** 05/25/2018

Requires Funding: No **Professional Development:** No

Responsible: Tee-LEA Lambert (LEA)

UPDATE A PLAN ACTION STATUS

Institutions/Description

Status: * **5**

Status Note:

Save **Cancel**

Once you click on **+Add Action Step**, fill in the template, the * indicate areas that must be completed. (1)

- Be sure to make the start and end dates reflect the current school year. (2)
- Be sure to use appropriate **Funding** and/or **Program** tags (3)
(Please see **ALEAT Tags** list for full tag listing and definitions)

Funding Tags

TI-LEA	Title I – LEA Set Aside
TI-SW	Title I – Schoolwide Program
TI-SW3	Title I – Schoolwide Consolidated Program (SW3)
TI-TA	Title I – Targeted Assistance Program
TI-C	Title I-C Migrant Education Program
TI-D	Title I – D Neglected & Delinquent Students Program
III	Title III
III	Title III
TIV-A	Title IV-A-Student Support & Academic Enrichment Block Grant (NEW)
TV-RLIS	Title V-B- Rural and Low Income School Program
MOWR	Move On When Reading
SIG	School Improvement Grant
CS	Comprehensive Support & Improvement
TS	Targeted Support & Improvement

Click on **save** once you have completed the Action Step. You then will be on the "Action Step Summary" page:

- Click on **Status Update** to mark your Action Step is in progress (4) and click **save** (5).

ALEAT Tag Requirements

You must use program tags to meet school improvement requirements.

If you receive SIG or Comprehensive Support and Improvement Grant funding, you must use funding tags in order to receive approval for your budgets in GME.

ALEAT Tags

Funding Tags

Funding Tags are **required** and associated with grant programs participating in the IAP Pilot for FY18. Multiple tags may be applied to a given activity to fund that activity – subject to the requirements of each individual grant program. Activities tagged with a Funding Tag should have associated expenses accounted for in the grant application associated with that tag.

TI-LEA	Title I – LEA Set Aside
TI-SW	Title I – Schoolwide Program
TI-SW3	Title I – Schoolwide Consolidated Program (SW3)
TI-TA	Title I – Targeted Assistance Program
TI-C	Title I-C Migrant Education Program
TI-D	Title I –D Neglected and Delinquent Students Program
TII	Title II
TIII	Title III
TIV-A	Title IV-A - Student Support and Academic Enrichment Block Grant (NEW)
TV-RLIS	Title V-B- Rural and Low Income School Program
MOWR	Move On When Reading
SIG	School Improvement Grant
CS	Comprehensive Support and Improvement Grant
TS	Targeted Support and Improvement Grant

Program Tags

Program Tags are for the most part **optional** and indicate how activities may impact different programs and/or student populations. They may be associated with funding tags – but are not considered to be associated with a specific funding source.

AP	Advanced Placement Programs
CSI	Comprehensive support and Improvement Program (required, if a CSI school)
TSI	Targeted Support and Improvement Grant Program (required, if a TSI school)
CTE	Career and Technical Education Programs and Students
ECE	Early Childhood Education Programs and Students
EDTECH	Education Technology Programs
ELL	English Language Learners
Foster	Foster Education Programs and Students
Gifted	Gifted Education Programs and Students
Homeless	Homeless Education Programs and Students
Indian	Indian Education Programs and Students
IST	Integrated Support Team
Parent	Parent and Family Engagement Programs
Migrant	Migrant Students
SPED	Special Education Programs and Students
90Day-Fall	Action Steps Associated with a Local 90 Day Plan for the Fall Semester
90Day-Spring	Action Steps Associated with a Local 90 Day Plan for the Spring Semester
21stCLCC	21 st Century Learning Community Learning Center Program



ESSA
Evidence-based Strategies, Practices,
Programs and Interventions for School
Improvement
Guidance

Evidence Based Practices, Strategies and “Interventions”

Guidance on ESSA Levels of Evidence

Along with the flexibility of ESSA comes the responsibility for LEAs and SEAs to ensure that evidence-based strategies, practices, programs and interventions are selected and implemented so that students attending schools in need of Comprehensive or Targeted Support and Improvement have the best opportunity to improve achievement.

Schools in need of Comprehensive Support and Improvement will develop Integrated Action Plans, based on needs identified in the Comprehensive Needs Assessment and a thorough root cause analysis which reflect these evidence-based interventions.

ESSA requires all school improvement strategies, practices, programs and interventions funded through Title I 1003(a) meet specific evidence requirements and demonstrate a statistically significant effect on improving meaningful student outcomes. The Arizona Department of Education will not fund any strategies, practices, programs and interventions that do not meet the rigorous ESSA evidence requirements.

How are evidence-based strategies, practices, programs and interventions differentiated?

ESSA (Section 8002) outlines four tiers of evidence. Tier 1 represents the strongest level of evidence and, therefore, the strongest level of confidence that an intervention will work. The table below includes ESSA’s definition for each of the four tiers, along with a practical interpretation of each tier.

Tier	ESSA definition	What does it mean?
Tier 1 Strong	Strong evidence from at least one well-designed and well-implemented experimental study.	<p>Experimental studies have demonstrated that the intervention improves a relevant student outcome (e.g., reading scores; attendance rates).</p> <p>Experimental studies (e.g., Random Control Trials) are those in which students are randomly assigned to treatment or control groups, allowing researchers to speak with confidence about the likelihood that an intervention <i>causes</i> an outcome.</p> <p>Well-designed and well implemented experimental studies meet the What Works Clearinghouse (WWC) evidence standards <i>without</i> reservations.</p> <p>The research studies use large, multi-site samples.</p>

		<p>No other experimental or quasi-experimental research shows that the intervention negatively affects the outcome.</p> <p>Researchers have found that the intervention improves outcomes for the specific student subgroups that the district or school intends to support with the intervention.</p>
Tier 2 Moderate	Moderate evidence from at least one well-designed and well-implemented quasi-experimental study.	<p>Quasi-experimental studies have found that the intervention improves a relevant student outcome (e.g., reading scores, attendance rates). Quasi-experimental studies (e.g., Regression Discontinuity Design) are those in which students have not been randomly assigned to treatment or control groups, but researchers are using statistical matching methods that allow them to speak with confidence about the likelihood that an intervention <i>causes</i> an outcome.</p> <p>Well-designed and well-implemented quasi-experimental studies meet the What Works Clearinghouse (WWC) evidence standards <i>with</i> reservations.</p> <p>The research studies use large, multi-site samples.</p> <p>No other experimental or quasi-experimental research shows that the intervention negatively affects the outcome.</p> <p>Researchers have found that the intervention improves outcomes for the specific student subgroups that the district or school intends to support with the intervention.</p>

<p>Tier 3 Promising</p>	<p>Promising evidence from at least one well-designed and well-implemented correlational study.</p>	<p>Correlational studies (e.g., studies that can show a <i>relationship</i> between the intervention and outcome but cannot show <i>causation</i>) have found that the intervention likely improves a relevant student outcome (e.g., reading scores, attendance rates).</p> <p>The studies do not have to be based on large, multi-site samples.</p> <p>No other experimental or quasi-experimental research shows that the intervention negatively affects the outcome.</p> <p>An intervention that would otherwise be considered Tier 1 or Tier 2, except that it does not meet the sample size requirements, is considered Tier 3.</p>
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Resources: See Guidance on Evidence Levels...<http://www.azed.gov/improvement/all-schools/>

1 In ESSA, the term “intervention” is used broadly to encompass strategies, activities, programs, and interventions at all tiers of instruction

Timelines

2018-19 "D" Schools

2018-19 "F" Schools

2019-2020 "D" and "F"

2019-2020 CSI

Overview of Required Documents

Documents	Completed by:	Title 1 Submit to:	Non-title 1 Submit to:	Due by: Current CSI schools now complete
CNA	School	ALEAT File cabinet	Email to Specialist	"D" and "F" schools according to timeline
Root Cause Analyses	School	ALEAT File cabinet	Email to Specialist	"D" and "F" schools according to timeline
School Improvement Goals in the SIAP	School	ALEAT	Email to Specialist	"D" and "F" schools according to timeline
LEA and School Integrated Action Plan	LEA and School	ALEAT	Email to Specialist	"D" and "F" schools according to timeline
General Assurances	LEA	ALEAT Instruments	Email to Specialist	5/1/18
<i>Grant Application/s if eligible (CSI, SIG only)</i>	<i>LEA and School</i>	<i>GME</i>	<i>GME</i>	5/1/18
Updated LEA Contact Form	LEA	Online SI Webpage	Online SI Webpage	7/1/18
Quarterly Student Benchmark Data Analysis and Trends Reflection	LEA School	ALEAT	Email to Specialist	10/15/18 1/15/19 3/15/19
AzMERIT Data Analysis and Trends Reflection	LEA School	ALEAT	Email to Specialist	6/15/18 6/15/19 AzMERIT Scores and last benchmark
Grantees Monthly Reimbursement Requests(<i>CSI, SIG only</i>)	LEA	GME	GME	Monthly

2018-19 Timeline “D” Schools

By June 15, 2018
Written
notification to
community

August 15, 2018
Revised Integrated
Action Plan due in
ALEAT

By August 15, 2018
Hold public
meeting

August-September
SI Specialists review
Integrated Action
Plans in ALEAT

October 1, 2018
Final IAP due

2018-19 Timeline “F” Schools

By June 15, 2018
Written notification
to community

July 15, 2018
Initial improvement
plan

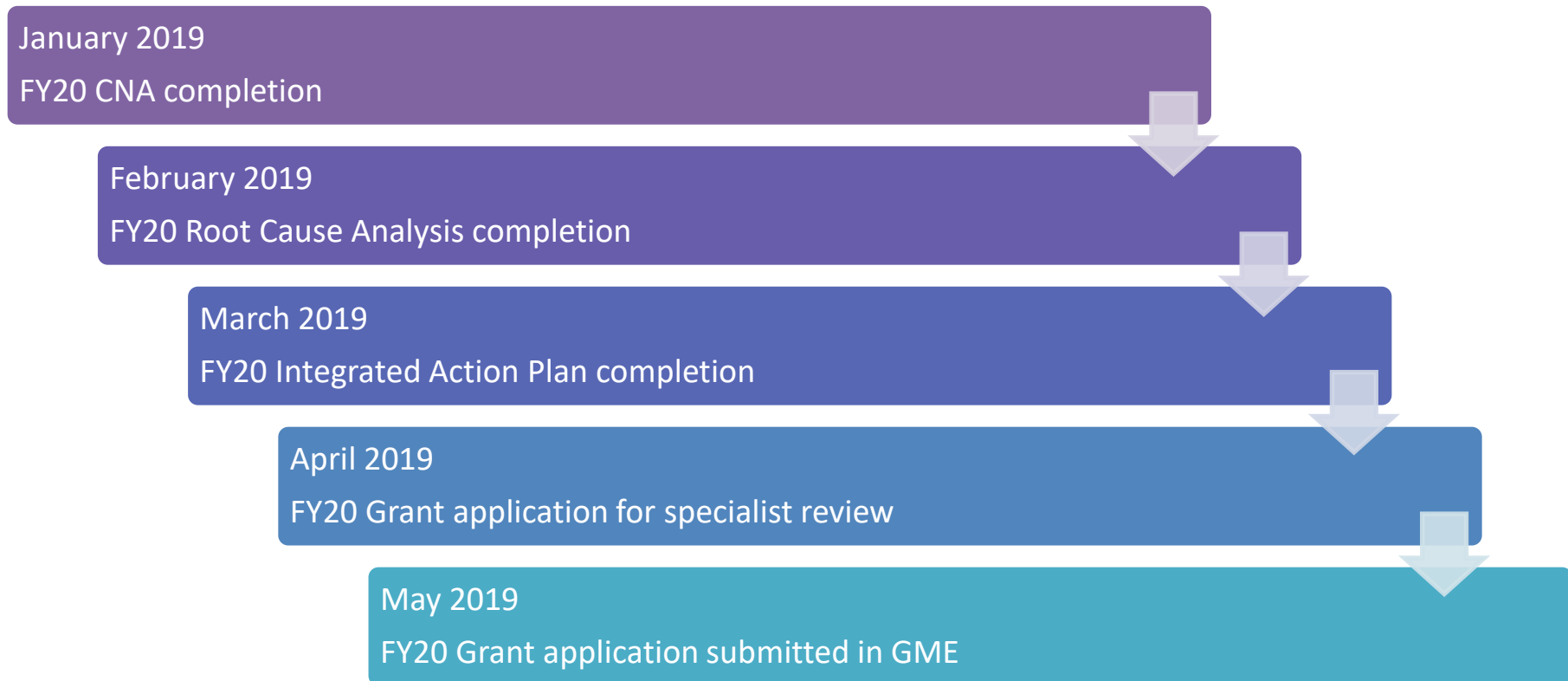
By August 15, 2018
Hold public meeting

August-September
Site visits

November 1, 2018
Final Integrated
Action Plan for
improvement

2019-2020 Timeline Tentative

Federal CSI Schools



2019-2020 Timeline Tentative State “D” and “F” Schools

March 2019
FY20 CNA completion

April 2019
FY 20 Root Cause Analysis completion

May 2019
FY20 Integrated Action Plan completion

June 2019
ADE FY20 IAP Approval

Support and Innovation Contact List

[Devon Isherwood](#), Deputy Associate Superintendent

[Elizabeth Allen](#), Director

[Christina Pou](#), Education Program Specialist, Phoenix

[Alisa Garwick](#), Education Program Specialist, Phoenix

[Meg Cota](#), Education Program Specialist, South

[Cathie Devers](#), Education Program Specialist, Phoenix

[Frank Larby](#), Education Program Specialist, South

[Jennifer Cooper](#), Education Program Specialist, Phoenix

Jaclyn Farrar Education Program Specialist, North

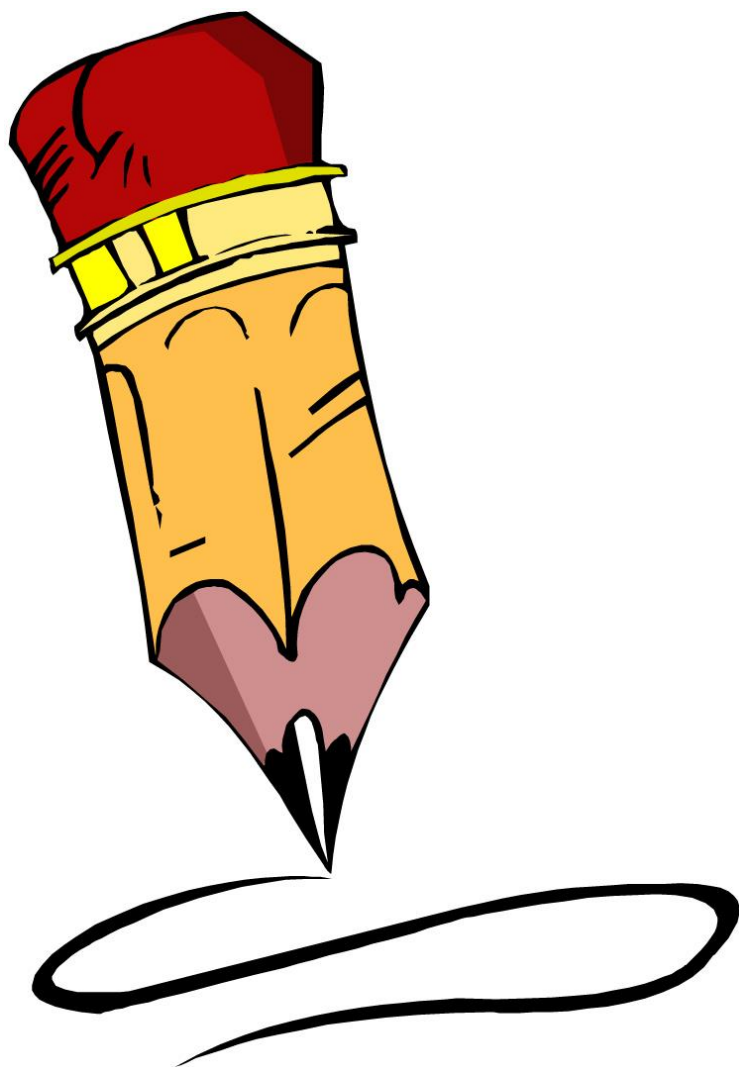
Melissa VanZanten Education Program Specialist, Phoenix

[Cindy Richards](#), Project Specialist

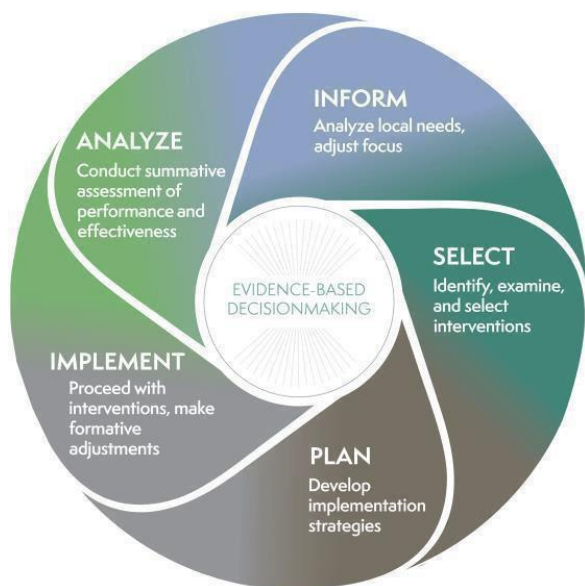
[Lea Bryant](#), Project Specialist

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Appendices



Appendix A Evidence-Based improvement

Evidence-based decision-making and reflection are the core of the entire continuous improvement process and are used in each step. The steps overlap, with each leading into the next, so that, for example, the Analyze step begins before the Implement step is completed; the color shading is intended to communicate this point.

Hale, S., Dunn, L., Filby, N., Rice, J., & Van Houten, L. (2016).

Evidence-based improvement: A guide for states to strengthen their frameworks and supports aligned to the evidence requirements of ESSA. San Francisco: WestEd

One of the broad intents of the Elementary and Secondary Education Act (ESEA) as amended by Every Student Succeeds Act (ESSA) is to encourage evidence-based decision-making as a way of doing business.

Beyond defining four levels of acceptable evidence below, the law provides states with more flexibility and authority, compared to what was allowed under No Child Left Behind regarding how states and districts handle selecting and implementing interventions.

§200.21 of ESSA requires a state to review and approve each comprehensive support and improvement plan in a timely manner. Further, the regulations require the state education agency (SEA) to monitor and periodically review each local education agency (LEA)'s implementation of its plan.

The provisions in ESSA also lend themselves to the use of an iterative, continuous improvement process. The law specifies that states are to continuously evaluate the effectiveness of interventions carried out under several federal grant programs (e.g., ESSA, 2015, Section 4624[10]).

Finally, regulations of ESSA (24 C.F.R. § 200.23, 2017) require states to evaluate the effects of evidence-based interventions on student achievement and other outcomes, and to disseminate the results of those evaluations to LEAs. Interventions must have an impact on “meaningful student outcomes”.

“A continuous improvement process starts with the problem, rather than the solution.”

The literature on decision-making in education reveals an array of factors that often influence decisions, including popular trends, political considerations, and the networks and information sources with which decision makers are connected. ESSA and, more generally, the evidence-based decision-making movement emphasize the importance of evidence in informing decisions. Knowing and building on what has worked in the past, and specifically for whom and in what circumstances, offers a better chance of success in the future.

However, over focusing on the decision itself can perpetuate a “magic bullet” concept of improvement: the fact that a program produces positive outcomes on average does not mean that it will do so in every case. Deciding to implement a particular approach must be preceded by a thorough assessment of needs and hypotheses about the causes of issues and problems, to determine if a proposed program or practice is really appropriate and what adaptations may be necessary, and it must be followed by careful implementation and analysis of local outcomes.

Using data and evidence keeps the improvement process guided toward the desired outcomes.

A continuous improvement process starts with the problem, rather than the solution. It includes addressing a discrete issue or problem by systematically testing potential solutions while tracking well-defined and measurable goals. The process is meant to be iterative—data are collected, analyzed, and discussed frequently so that adjustments can be made to the intervention or program, and then data are collected and analyzed once again. In addition, the scale of the initial effort often begins small and expands over time as the intervention is refined. Using this process, schools and districts often start with a pilot intervention or activity and expand it as the fit to local conditions is better understood.

Continuous improvement cultivates a problem-solving orientation and close observation of the system that is producing the outcomes. This orientation is important to sustained improvement, especially when more than one change may be needed. Using data and evidence keeps the improvement process guided toward the desired outcomes.

“Evidence-based decision-making and reflection are the core of the entire continuous improvement process and are used in each step.”

Step 1: Inform: A comprehensive needs assessment is the first step to analyze the needs of the education setting, in order to inform subsequent steps, particularly decisions that are made in step 2. Needs are analyzed by using input from as many stakeholders as possible: leadership, staff, parents and other community members, and students. The needs assessment data along with leading and lagging indicator data (test scores, attendance, discipline, grad rate, etc.) are used to identify and prioritize gaps in the educational setting, whether they are programmatic or service or staff related. Well-defined and measurable goals are developed from a careful analysis of these needs and gaps, and from hypotheses about which factors in the current situation might be causing problems and impeding attainment of desired outcomes.

Step 2: Select an Evidence Based Strategy: This step involves identifying, examining, and selecting evidence based programs, practices and interventions for the intended setting and population(s). The step might start with searching clearinghouses of evidence-based interventions, such as the What Works Clearinghouse (WWC), Evidence for ESSA, Promising Practices Network and others which have reviewed the research on many interventions (see SI Evidence Based Guidance for more resources). Careful attention to the quality of both individual research studies and the body of evidence on an intervention is needed. Selection also includes taking stock of the specific context and educational environment(s) in which an intervention will be implemented, including the student population and the local capacity, resources, and strategic plans. What works in one place will not necessarily work in another. The results of this step provide the specifics needed to develop detailed

implementation plans.

Step 3: Integrated Action Plan: In this step, a detailed implementation plan is developed for the selected interventions, to specify who will implement the interventions, when, and with what support. Planners determine what core features are needed for implementation with fidelity, and what adaptations may be needed. Also, necessary materials, technical assistance, and professional development for the actual implementation are either developed or contracted. Plans for analysis and/or evaluation are drafted, and data are collected to monitor progress.

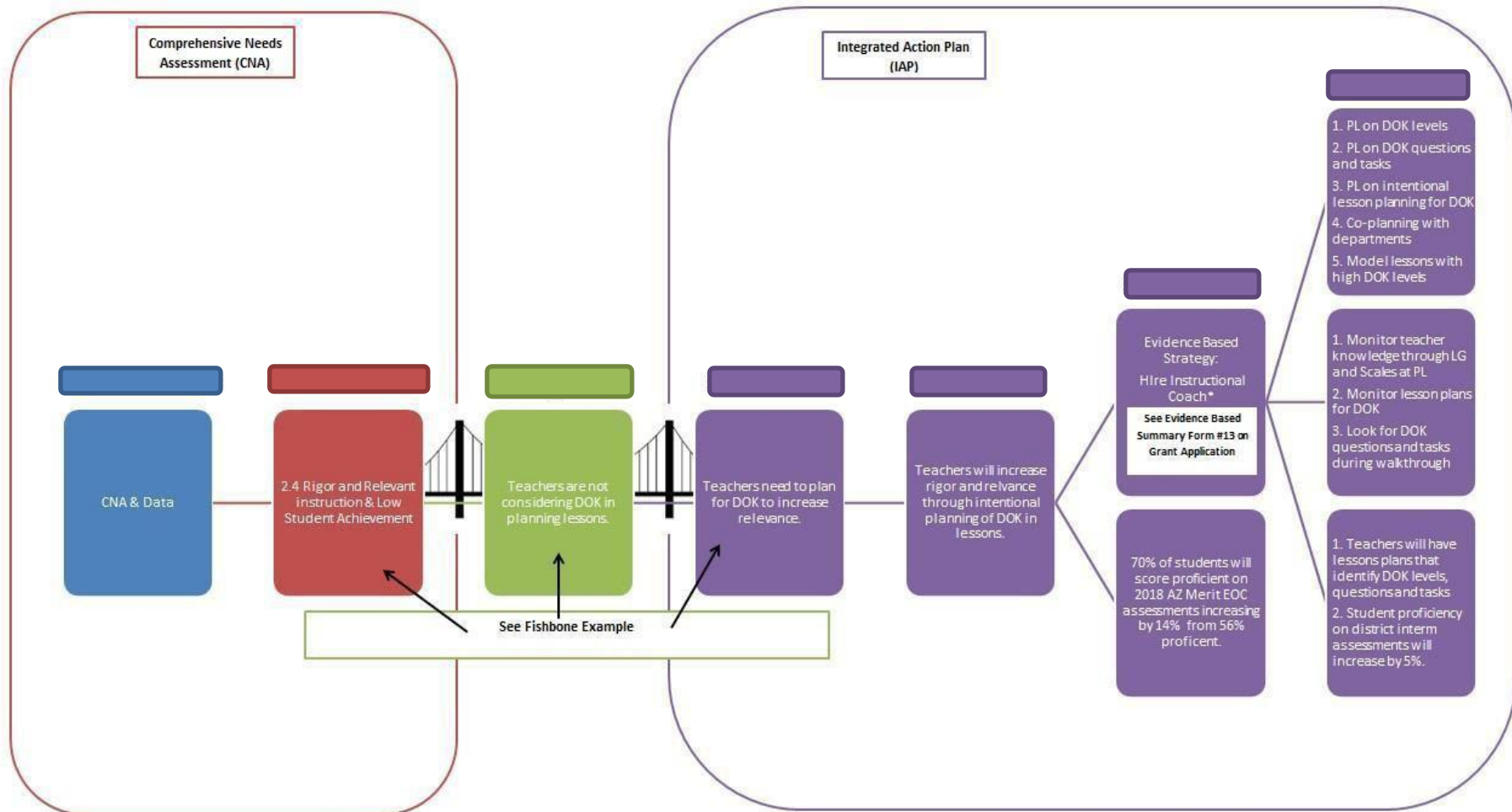
Step 4: Implement: This step involves carrying out the intervention. It is important for this step to include the collection and examination of implementation data for formative feedback and improvement.

Educators will need to ensure that the interventions are being implemented as was planned in the previous step, and will need to correct problems (e.g., teachers not participating in the intended level of professional development) and document any promising adaptations that might be informative to others. Implementation is continually assessed in this step, through an iterative process, until the intervention is being delivered in a stable way.

Step 5: Analyze: In this step, data are collected about longer-term changes in primary desired outcomes. If there is progress toward the goals, the intervention can be continued and expanded when appropriate. If not, a new or additional strategy may be needed. This step may involve progress monitoring—tracking trends in outcomes over time. Or, if an intervention is stable enough, a rigorous evaluation of impact is appropriate. Finally, the findings from this step can be communicated outward; therefore, the entire community can benefit, as reflected in the ESSA requirement that states share evaluation information.

Appendix B CNA IAP Process Example Chart

SAMPLE



*Click on Resources at the bottom of this site for support on selecting evidence based strategies: <http://www.azed.gov/cna/> and complete Evidence Based Summary Form

Appendix C Root Cause Analysis Target Questions

1. How do you know the problem exists? What are the people in the school doing?
 2. What are your teachers or staff doing or not doing to contribute to the problem?
 3. What are students doing or not doing to contribute to the problem?
 4. What is the community or family doing or not doing to contribute?
 5. What school systems support the problem?
 6. What systems do not support the problem?
 7. What barriers are in place?
 8. How does the curriculum contribute?
 9. How does time contribute?
 10. Does the school schedule play a role in the problem?
 11. What causes the teachers to contribute to the problem?
 12. Why do students feel or act a certain way?
 13. How does instruction contribute to the problem?
 14. How does the problem show up in instruction?
 15. What other factors are contributing to the problem?
 16. Do you have a lack of fidelity to a program/system?
 17. Is there something not being implemented?
 18. How does the problem affect learning? Teaching? Climate? Culture?
 19. Does this have to do with teacher knowledge? Planning?
 20. What is the tone feeling of the school?
-

Appendix D Integrated Action Plan Worksheet

Primary Need #1	Primary Need: (head of fishbone)	
	Root Cause:	
	Needs Statement: (tale of fishbone)	
	Desired Outcome: (Needs statement restated in a positive)	
	SMART Goal: (If the primary need is fixed how will your % proficient be affected?)	
	Strategy:	Action Steps: (List all your Planning Strategies form your planning worksheet)
	Strategy:	Action Steps: (List all your Planning Strategies form your planning worksheet)
	Strategy:	Action Steps: (List all your Planning Strategies form your planning worksheet)
	Monitoring strategy	Action Steps
Evaluation strategy	Action Steps	

Primary Need #2	Primary Need: (head of fishbone)	
	Root Cause:	
	Needs Statement: (tale of fishbone)	
	Desired Outcome: (Needs statement restated in a positive)	
	SMART Goal: (If the primary need is fixed how will your % proficient be affected?)	
	Strategy:	Action Steps: (List all your Planning Strategies form your planning worksheet)
	Strategy:	Action Steps: (List all your Planning Strategies form your planning worksheet)
	Strategy:	Action Steps: (List all your Planning Strategies form your planning worksheet)
		Monitoring strategy
	Evaluation Strategy	Action Steps

Primary Need #3	Primary Need: (head of fishbone)	
	Root Cause:	
	Needs Statement: (tale of fishbone)	
	Desired Outcome: (Needs statement restated in a positive)	
	SMART Goal: (If the primary need is fixed how will your % proficient be affected?)	
	Strategy:	Action Steps: (List all your Planning Strategies form your planning worksheet)
	Strategy:	Action Steps: (List all your Planning Strategies form your planning worksheet)
	Strategy:	Action Steps: (List all your Planning Strategies form your planning worksheet)
		Monitoring strategy
	Evaluation Strategy	Action Steps

Primary Need #4	Primary Need: (head of fishbone)	
	Root Cause:	
	Needs Statement: (tale of fishbone)	
	Desired Outcome: (Needs statement restated in a positive)	
	SMART Goal: (If the primary need is fixed how will your % proficient be affected?)	
	Strategy:	Action Steps: (List all your Planning Strategies form your planning worksheet)
	Strategy:	Action Steps: (List all your Planning Strategies form your planning worksheet)
	Strategy:	Action Steps: (List all your Planning Strategies form your planning worksheet)
	Monitoring strategy	Action Steps
	Evaluation Strategy	Action Steps

Appendix E Evidence Based Summary Form

School Name _____

LEA _____

Proposed strategy, “intervention”, practice

LEA Grade
☐Preschool
☐Elementary
☐Middle School
☐High School

LEA Community
☐Urban
☐Rural
☐Suburban

Research

Target grade	Community	ESSA Rating	Effect Size
<input type="checkbox"/> Preschool	<input type="checkbox"/> Urban	<input type="checkbox"/> Strong	<input type="checkbox"/> 0.0 to .39 (not recommended)
<input type="checkbox"/> Elementary	<input type="checkbox"/> Rural	<input type="checkbox"/> Moderate	<input type="checkbox"/> 0.4 to .49 (1-year growth)
<input type="checkbox"/> Middle School	<input type="checkbox"/> Suburban	<input type="checkbox"/> Promising	<input type="checkbox"/> 0.5 and above (highly recommended)
<input type="checkbox"/> High School			

Program, Practice or Strategy Description or Research Paper Abstract:

Upload research report and/or job description to support your strategy to related documents. If doesn't have an ESSA rating, include type of study; Experimental studies have demonstrated that the intervention improves a relevant student outcome, Quasi-experimental studies have found that the intervention improves a relevant student outcome, Correlational studies (e.g., studies that can show a *relationship* between the intervention and outcome but cannot show *causation*) have found that the intervention likely improves a relevant student outcome. Case studies, white papers, or vendor research are not adequate.

* research website link

If you have any questions or need support, contact your Education Program Specialist.

Appendix F Grants Required Budget Detail Example

6100 Salaries

Instruction 1000 (direct contact with students)		
Function Code	Object Code	Total Amount
salaries	6100	Board adopted hourly rate

Detail needed: # of staff x # of hours x hourly rate =total
What is the pay for?

Support Services 2100, 2200, 2600,2700		
Function Code	Object Code	Total Amount
salaries	6100	Board adopted hourly rate

Detail needed: # of staff x # of hours = total
What is the pay for? (Example: after contract day PL)

6300 Purchased Professional Services

Support Services 2100, 2200, 2600,2700		
Function Code	Object Code	Total Amount
Purchased Professional Services	6300	TBD based on provider services

Professional Learning Activities
o Detail needed: Who? What? When? For whom? How much? # of days x daily rate=
Conference registration
Detail needed: Conference name, location? length? cost x # of staff =
Educational Service Provider (external provider)
Detail needed: Who? What? When?
of days x daily rate =

6500 Other Purchased Services

Support Services 2100, 2200, 2600,2700		
Function Code	Object Code	Total Amount
Other purchased services	6500	TBD

Travel expenses related to conferences attended by staff.
O Detail needed: Transportation cost x # of staff=
Hotel room cost x nights x # of staff=
Per Diem x # days x # of staff=

Appendix G Grants Revision Example

Must note revision # and date of revision, **DO NOT DELETE ANY OF THE ORIGINAL NARRATIVE!**

\$ Amount to line item, added specifically for what

\$ Amount subtracted from line item, originally for what

Double check math (Total in the narrative must match the total cost in each category).

Number, date and use a different color font for each new revision

		(FTE)		Cost	
6300 - Purchased Professional Services	2300,2400,2500,2900 - Support Services (General, School, Central Services, Other)		1.00	\$1,215.00	\$1,215.00
Narrative Description					
Revision 1 - 5.13.16 - Add \$1215.00 of funds to be used for registration fees for Scrum Gathering Conference (AGILE) for the BPHS principal as part of the leadership team of Blueprint Education This is from the \$1215.00 of funds to be deleted from external provider, John Miller to train staff and implement systems to utilize AGILE.					
Total for 6300 - Purchased Professional Services					\$40,560.12
Total for all other Object Codes					\$9,439.88
Total for all Object Codes					\$50,000.00
Adjusted Allocation					\$50,000.00
Remaining					\$0.00

6500 - Other Purchased Services \$973.76

Object Code	Function Code	Project Time (FTE)	Quantity	Salary, Rental, or Unit Cost	Line Item Total
6500 - Other Purchased Services	2300,2400,2500,2900 - Support Services (General, School, Central Services, Other)		1.00	\$973.76	\$973.76
Narrative Description					
Revision 1 - 5.13.16 - Add \$973.76 of funds to be added and used for food, lodging and transportation to Scrum gathering (AGILE) for the BPHS principal as part of the leadership team of Blueprint Education. These funds come from \$973.76 of funds to be deleted from external provider, John Miller to train staff and implement systems to utilize AGILE.					
Total for 6500 - Other Purchased Services					\$973.76
Total for all other Object Codes					\$49,026.24
Total for all Object Codes					\$50,000.00
Adjusted Allocation					\$50,000.00
Remaining					\$0.00

Object Code	Function Code	Project Time (FTE)	Quantity	Salary, Rental, or Unit Cost	Line Item Total
6100 - Salaries	2100,2200,2600,2700 - Support Services (Students, Instr., Operation, Transport.)	3.0	1	\$217,813.66	\$217,813.66

Narrative Description
<p>2.0 FTE - Behavior Specialist/Counselor/Learning Support Coordinator would be a 10 month position (teacher contract) to support and improve student achievement for all students with emphasis and focus on developing the skills and talents of students of all ability levels, both traditional and nontraditional learners through rigorous learning experiences. They are an emphasis on character development, laughter, and joy, and respect for all diversity. Provide referrals for individual and family counseling to outside and tribal resources, to include intervention and referral for students with alcohol and other drug related problems. These positions will also act as liaison to families, staff and outside tribal agencies. (1 FTE Behavioral Specialist= \$51,600 + .50 FTE Counselor= \$27,936 + .50 FTE Learning Support Coord. = \$28,892.16 for a total of 2.0 FTE= \$108,428.16)</p> <p>1.50 FTE - School Improvement Specialist would be a 12 month position to work with principal on improvement plan as well as help as the Instructional coach and data analysis (1 FTE SIS= \$66,233 & .50 FTE SIS = \$35,172.50 for a total of 1.50 FTE= \$101,405.50)</p>

Amendment #1 (3/10/16)

Professional Development:
 Outside professional contracted services will come in and do coaching and other PD related activities that align with AVID, UVA and our districts goals/objectives.
 With the addition of paying teachers to come in during the summer break and working on Curriculum Mapping for core subjects (Reading, Math, Social Studies, and Science)

Curriculum Mapping (est. 20 teachers X \$714.50 stipend = \$ 14,290)
 Estimated cost is \$14,290.

Amendment #2 (5/16/16) Reduce Support Services by \$6,310 to move towards 6300/2213 budget

Appendix H

Grants Monthly Reimbursement Requests

Grants Management Staff will monitor

Reimbursement requests must be made monthly unless no funds were expended that month. Required documentation uploaded into Reimbursement Related Documents:

Detailed expenditure report (Visions grants management report) and a payroll report if applicable.

If you do not use Visions, the information required is in the table below. Work with your EPS on acceptable format from your specific accounting system.

Date	Reference #	Requisition #	PO/ship #	Vendor Name	Amount
08/29/2014	INV#369293	304	17278	SCHOOL MART	\$3,049.20

Completion Reports

Grants Management Staff will monitor

Project end date is Sept. 30, 2019

Completion Reports (CR) are due Dec. 30, 2019

It is important to note that once the CR has been started no reimbursement requests can be made.

Support and Innovation Required CR related documents:

Detailed Expense Report including payroll (grants management report in Visions) that includes all expenditures with vendors. If journaling occurred, verification of vendor for those items is required.