School Improvement Guidance
2019-2020
Revised 6/26/19
Comprehensive Support and Improvement and State Designated “D” and “F” Schools
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## School Improvement Supports

### Support and Technical Assistance
- On-site support visits (min. twice a year) CSI schools
- Evidence Based Decision Making
- Support with the Comprehensive Needs Assessment (CNA) process
- Support developing and implementing LEA & School Integrated Action Plans (L/SIAP) (Appendix H)
- Support with grant applications and funding processes
- Support with implementation of required LEA and school systems and structures
- Evidence Based Interventions (Appendix D)
- Desktop support as needed
- Leadership Development
- Professional development based on needs

### Monitoring
- On-site monitoring and support visits (CSI Schools)
- CNA and root cause analysis review
- L/SIAP monitoring
  - Strategy and action step completion
  - Strategy and action step success
  - Next steps
- Quarterly Benchmark Analysis and IAP Reflection (Appendix G)
- Fiscal Review (Grant Funded)
  - Budget review and approval
  - Quarterly expenditure review
  - Revision review and approval
- Desktop monitoring

## Federal Comprehensive Support and Improvement (CSI) Schools

### Identification for low achievement (beginning 2017)
- Title I schools lowest 5% plus all “F” schools.
- 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
  - above the state bottom 5 percent of Title I schools
- Exit Criteria “F” schools:
  - increased letter grade for 2 years
  - implementation of school improvement goals, strategies and action steps in state required Integrated Action Plan

### Identification for low graduation rate (beginning 2018)
- All schools with a five-year cohort graduation rate of less than or equal to two-thirds.
- 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 of two-thirds or greater.

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 a methodology to identify letter grades for Arizona Schools each year. For 2017, letter grades were identified for traditional K-12 schools.

Statute Summary:
District Schools
If a school is assigned a letter grade of D pursuant to section ARS 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 ARS 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 ARS 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
   - 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 ARS 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 designated annually.
All CSI, TSI, “D”, “F” and SIG Schools Requirements

a. Comprehensive Needs Assessment (CNA) and Root Cause Analyses (RCA) – completed annually and uploaded in ALEAT (Title 1 schools) or sent to Specialist (Non-Title 1 schools) Will be moved to GME for SY20-21

b. LEA Integrated Action Plan and School Integrated Action Plan in ALEAT (Title 1 schools) or IAP worksheets (Non-Title 1 schools), sent to Specialist Will be moved to GME for SY20-21
   • LEA and School Integrated Action Plan (IAP) to address identified primary needs from CNA, reviewed quarterly and revised annually
   Targeted Principles should include:
      o primary needs
      o root cause analyses
      o need statements
      o desired outcomes
      o strategies
      o action steps
      o SMART goals*
   • Use of evidence-based programs, strategies and/or interventions
   • Required SMART Goals
      o AzMERIT- All students ELA and Math achievement
      o AIMS Science –All students Science achievement
      o Subgroup ELA and Math
      o Leading and lagging indicators goals
      o CNA process and impact goals

c. Quarterly Benchmark Analysis and IAP Reflection

d. Assurances

e. Evidence of success for grant funded strategies and action steps

f. Contact Forms on website http://www.azed.gov/improvement/lea-contact/

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
SMART Goals

Specific: A well-written goal addresses who will do what by when and how the results will be measured.

Measurable: The key concept here is: what gets measured, gets done. How you will measure its accomplishment?

Attainable, but Challenging: Goals that are unrealistic will only serve as a source of frustration for teachers, students, and administrators alike. Goals that are too easy generally won’t affect the kind of change needed to make significant and sustainable improvement. Goals must be attainable yet challenging.

Relevant: In the big picture, goals should link back to the stated educational aims, vision and mission of the school, derived from a careful analysis of data. Specifically, the goals address the primary and needs identified in the CNA.

Time Based: Setting a timeframe for the goal gives it urgency and helps move it to the top of the priority list of everyday activities.

There are two types of goals in the IAP

1. Process goals-implementation of a system or process
   - Committee will research evidence-based math curriculum and make a recommendation by November 1, 2019 as evidenced by written recommendation to Assistant Superintendent.
   - New walkthrough data collection form will be developed and implemented by Jan. 1, 2020 as evidenced by principal walkthrough summary and feedback session notes.

2. Impact goals-to show growth or increased proficiency, increased graduation rate, increased attendance; show impact on student performance
   - Reading achievement for all students will increase by 12% from 10% to 22% proficient and highly proficient as measured by 2020 AzMERIT.
   - Attendance rate will increase by 15% from 80% to 95% for 2020 school year as evidenced by district demographic data summary report.
Required School IAP Goals

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)

SMART Goal Format

SIAP
Goal 1 ELA Achievement
  Reading 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
  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 Achievement
  Science achievement for all students will increase by ____% moving from ____% proficient or highly proficient on 2018 AIMS to ____% proficient or highly proficient on 2019 AIMS.

*High schools who opted to use an alternative assessment from the menu will create SMART goals based on the specific assessment selected. Contact your specialists for details

Graduation Rate
  5th year cohort graduation rate will increase from the 2016 baseline of _________% by 5 % each year.

Subgroup
  Percent of students with disabilities scoring proficient will increase by ____% from ____% in 2018 to ____% in 2019.
  Or
  The achievement gap between % of all students scoring proficient and the % of ______ (subgroup) students scoring proficient will be reduced by ____% from ____% in 2018 to ____% in 2019.

Leading indicator examples
  (Attendance Rate) will increase from ____% in 2017-2018 to ____% in 2018-2019.
  Or
  (Discipline Incidents) will be reduced by ____% from ____% in 2017-18 to ____% in 2018-19.

CNA based example
  (process goal): By (date) evidence-based writing curriculum will be adopted as evidenced by written documents.

  (Impact goal): Overall writing proficiency will increase from 30% in 2018 to 45% in 2019 as measured by the district writing assessment.
Required Implementation Structures

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

**Standards** - What a student needs to know, understand, and be able to do by the end of each grade. Standards build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the State Board of Education.

**Curriculum** - The resources used for teaching and learning the standards. Curricula are adopted at a local level by districts and schools. Curricula include scope and sequence of K-12 standards and/or learning objectives/targets aligned to the state standards. Comprehensive curricula are necessary to plan the pace of instruction, align standards and grade level expectations horizontally and vertically, set district assessment and professional development calendars and guide teachers as they deliver instruction.

**Instruction** - The methods and processes used by teachers in planning, instruction and assessment. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum in order to master the standards.

**Assessment** – The process of gathering information about student learning to inform education-related decisions. Assessments can reflect a wide variety of learning goals/targets using a range of methods serving many important users and uses at a variety of levels from the classroom to the boardroom. In this sense, assessment is an essential part of informing the teaching and learning process.

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.
Instructional Infrastructure
Multi-tiered Systems of Support

Multi-Tiered System of Support (MTSS) MTSS is an instructional system with a tiered infrastructure that uses data to help match academic and social emotional supports to address the needs of the whole child. [http://guide.swiftschools.org/](http://guide.swiftschools.org/)
Comprehensive, Balanced Assessment System

Includes screening and/or diagnostic assessments, formative assessment (student and teacher) classroom summative assessments, schoolwide predictive interim/benchmark summative 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/balanced-assessment-resources/http://www.azed.gov/standards-practices/formativeassessrec/

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/

Observation and Feedback

The primary purpose of observation is to find the most ways to coach teachers to improve student effective 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.


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.
On-Site Support and Progress Monitoring Visits

Site visits will be made to all CSI, SIG and “F” schools. The number of site visits will be determined based on a tiered system of support.

General Guidelines

- Prior to visit, the LEA and school site staff will establish an agenda for day(s) in collaboration with the Support and Innovation 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
- Classroom Walk-through Observations with site administration (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, including evidence of success; discuss evidence-based interventions possibilities; and other needs.
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 instructional infrastructure, culture of learning and high expectations, and effective talent management
- Initial Diagnostic to determine current state
- Behavioral Event Interview with participating principals to determine the development needs of current and prospective leaders
- Quarterly Convenings for the two-year period build on prominent work and research from national and local perspectives. Past convening’s have included research from WestEd, Arizona Department of Education, Public Impact, Center on School Turnaround and Center on Great Teachers and Leaders, as well as full-day workshops led by local, state and national experts
- Ongoing mentoring

Cohort 5 …Begins in November 2020. Grant funding is available for program and coaching costs. Contact Trish Geraghty, trish.geraghty@azed.gov for information or application.

Vision: ELEVATE seeks to improve LEA and school systems in order to significantly increase and sustain quality outcomes for all Arizona Students.

Mission: ELEVATE develops and empowers LEA and school leaders to focus on improving teaching and learning that results in rapid and significant gains in student achievement. If we develop leaders’ skills and competencies to facilitate systemic change by creating and sustaining

- a high quality, cohesive instructional infrastructure
- a strong culture of learning and high expectations
- a strategic, evidence-based talent management system

Then student achievement significantly improves, and student subgroup achievement gaps are reduced.
Special Note: A desired outcome could have more than one evidence-based strategy.

CNA TO RCA TO IAP
The Continuous Improvement Process
CNA and IAP

- Comprehensive Needs Assessment
- Root Cause Analysis
- Evaluate IAP
- Research and select evidence based practices, strategies, "interventions"
- Monitor IAP
- Develop Integrated Action Plan
- Implement IAP
ADE Comprehensive Needs Assessment (CNA)

The CNA is required by ADE. It is designed to inform need statements, desired outcomes, goals, strategies and action steps for the Title I, II, III, IV, and School Improvement programs. The CNA will guide the process of evidence-based decision making in schools and LEAs to drive continuous improvement and sufficiently impact student achievement.

The CNA reflects the school’s current state. Acknowledging that state honestly and transparently, based on evidence, allows a school to determine the best next steps to reach desired outcomes. It is not about a comparison among schools. It is about identifying strengths, needs and desired outcomes specific to individual schools. The CNA will allow the school to identify the greatest needs, root causes, and possible solutions.

A limited number of well-defined desired outcomes and/or goals are a common feature of successful school and LEA improvement plans. These desired outcomes with goals, strategies and actions steps, help focus a school’s work by setting a target for student learning and achievement or systems, processes and programs that will impact achievement. By choosing strategies and action steps that leverage strengths and focus on connections and coherence, student learning and achievement increase. Carefully choose foundational small steps that lead to desired outcomes and systemic change over time.

The CNA is not a test; it is not an evaluation of good or bad. It is about knowing where you are as a school in relation to research-based exemplars of effective school systems to improve and be the best school possible in your context.

Principles, Indicators and Elements

The Principles, Indicators and Elements describe an effective school system. Developed collaboratively by a team from ADE program areas and representatives from schools and LEAs, this self-reflection process required for continuous improvement is based on current educational research and evidence based best practice.

The Principles, Indicators and Elements describe criteria applicable to all schools, no matter their size, student population, philosophy or location. Schools use the Principles, Indicators and Elements to identify primary needs when addressed and resolved result in increased student achievement and strengthened school systems leading to sustainable improvement.

Principle 1: Effective Leadership

Principle 2: Effective Teachers and Instruction

Principle 3: Effective Organization of Time

Principle 4: Effective Curriculum

Principle 5: Conditions, Climate and Culture

Principle 6: Family and Community Engagement
Completing the Comprehensive Needs Assessment

1. **Establish the Comprehensive Needs Assessment Team**: A powerful, enthusiastic team from across the organization and community is essential to put new strategies into effect and transform an organization. Deciding who should take part in the guiding coalition is crucial. Diversity is key. Building the momentum for change requires strong leadership and visible support from key people. Working as a team helps create momentum and build the sense of urgency in relation to the need for change. This team is a critical part of a comprehensive needs assessment process and should include stakeholders representing all parts of the system; principals, teachers, paraprofessionals, school office staff, parents, families, community members, and students.

The CNA team guides the CNA process, gathering and analyzing data, discussing ratings, coming to consensus on individual elements. They plan and facilitate the process itself, including appropriate involvement and representation that will lead to sustainable systemic change.

**Overview:**
- Establish group norms and develop timeline
- Understand the members’ roles and responsibilities
- Establish additional work teams, if appropriate and needed
- Always have the Principle with Indicators and Elements as the primary focus
- Have access to ALL data
- Know the purpose of diving into the data
- Review the data for accuracy and consistency
- Using the CNA rubrics, decide on the current state through consensus
- Identify three or four primary needs
- Conduct root cause analysis for each need
- Determine three or four primary needs statement and corresponding desired outcomes

2. **Use the rubrics in the resource document.** Using the rubrics allows individual working teams facilitated by the CNA Team/Guiding coalition to discuss each indicator, elements and evidence in detail and come to consensus on final rating. Before selecting the answer that reflects the current state within each element, data need to be collected, reviewed and analyzed. The data should act as information gathering and a confirmation of the selection. The discussion is key.

3. The CNA includes suggestions of data or evidence to be collected pertinent to the CNA Indicator and Element. These are suggestions of what data may be useful. While these suggestions are not required data points, we highly recommend you use multiple data sources.

4. **Guiding questions for gathering data:**
   - What data do we currently collect that is relevant to the CNA Indicator and Element?
   - What additional data is needed or can contribute as evidence?
□ Curriculum design and implementation;
□ Instruction methods, materials and resources;
□ Teachers’ knowledge, skills and dispositions;
□ Students’ knowledge, skills and dispositions; and
□ Infrastructure (i.e. Schedules, programming and resources).
□ Is data needed to show specific gains or losses or to better understand progression and/or effectiveness of a system or process?
□ Which data points do you feel are the most meaningful and useful?

5. Once the data is compiled for each indicator, the team reviews it all, preferably in the same session. This provides an opportunity for the team to share what they see in the data and to discuss what these findings mean for each CNA Element.

6. Guiding questions for data review:
   □ What patterns or trends can be found in the data?
   □ What are some positive areas that can be found in the data?
   □ What areas of need must be addressed based on the data?
   □ What can you infer from the data?
   □ What, if any, additional data is needed?

7. The facilitator’s role is to ensure that all CNA team members’ voices are heard and all possible theories from the group are considered before coming to an agreement of a specific CNA Element descriptor that matches the current state.

Remember, it is THE PROCESS to determine the current reality that has the power.

The DISCUSSION is what is important. The scores and the summaries of the scores guide identification of the greatest needs.
CNA Tool Directions

Moving to GME…more information soon

A. Planning and Preparation
- Identify the 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

B. CNA Data Collection, and Analysis
- Data collection
- Discuss, discuss, discuss
  - Insert GME screen shot when available

C. Reach consensus on each rating 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?

D. 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 overtime?
- 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?
E. 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?

F. Identify 3 or 4 Primary Needs

Primary need is CNA principle, indicator or element PLUS data source.

Reread the trends and patterns summaries and possible primary needs from all 6 Principles.

Analyze the data you have from a variety of resources. Use the information in these summaries to identify three or four primary needs.

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**Identifying Primary Needs**

**CNA:**

2.4 Implement evidence-based, rigorous instruction (writing)

**Data Leading and Lagging:**

Percent proficient dips more than 10% on AzMERIT writing, argumentative writing and conventions scores are low

**Identify Primary Need:**

Writing instruction aligned to AZ standards that supports argumentative writing and conventions instruction

*Insert GME screen shot when available*
Next step is critical to successful change.

G. 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. Root cause analysis is a structured team process. It 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. The root cause is the **one** major contributing factor.
Fishbone Diagram Process Directions: The team identifies clear and specific primary needs based on patterns and trends in the CNA.

i. Choose ONE of the primary needs identified in the CNA to address first and write it in the head of the fishbone.

ii. 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)

iii. The team recorder documents comments on the fishbone grouping items in like categories, for example: teachers, students, curriculum, assessment, etc.

iv. After, all ideas are documented on the fishbone. Reread the ideas on the fishbone.

v. Highlight similar items.

vi. Look at the highlighted items, what pattern or trend surfaced? That is your root cause.

vii. Once the team agrees on the root cause, determine what needs to change to eliminate the root cause---what needs to change is the need statement. To verify you have gotten to the heart of the problem, ask the following:
   a. Is what in the fishbone tail, if it were corrected would the problem continue?
      i. If yes, you need to dig deeper and use the 5 whys.
      ii. If no, you found the root cause

viii. If you said the problem might continue, you need to dig deeper by asking the 5 whys…asking “Why?” until the root cause has been identified.

ix. 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: Focus on causes you can impact, not those out of the school’s control.

Example: There are three main parts of the fish: head, body and tail.
In the head, you see the indicator that was identified in the CNA as a primary need: “2.4 Our teachers are not implementing evidence based rigorous and relevant instruction” as evidence from classroom observations, lesson plans and the % proficient on AZ Merit, combining the evidence and data was to determine that it was a primary need.
All the causes for teachers not implementing evidence based rigorous and relevant instruction were brainstormed. Target questions guide the work. After brainstorming, all ideas were considered, and common trends and patterns identified; then key words or phrases that are in common were highlighted. The root cause was identified as Teachers lack solid curriculum and training
   - The needs statement is, “written evidence-based curriculum implemented with fidelity…”
   - The Needs statement is restated in a positive and becomes the desired outcome.
Tips

- Use the fishbone diagram tool to keep the team focused on the causes of the problem, rather than the symptoms or solutions.
- Consider drawing your fish on a flip chart or large dry erase board.
- Make sure to leave enough space between the major categories on the diagram so that you can add minor detailed causes later.
- When brainstorming causes, consider having team members write each cause on sticky notes, going around the group asking each person for one cause. Continue going through the rounds, getting more causes, until all ideas are exhausted.
- Encourage each person to participate in the brainstorming activity and to voice their own opinions.
- Note that the “5 whys” method, below, is often used in conjunction with the fishbone.

![Fishbone Diagram]

**Root Cause:** Teachers lack solid curriculum and training

*Desired Outcome (Positively Restate your Needs Statement):*

Writing curriculum aligned to grade & content standards, implemented with fidelity, to increase % proficient on Writing Assessment.
H. 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.

Sometimes you have to dig a little deeper...
After conducting the root cause analysis, the need statement is still too general...so digging deeper is necessary

Tips
- Try to move on quickly from one question to the next, so that you have the full picture before you jump to any conclusions.
- Be used to complement the analysis necessary to complete a Cause & Effect diagram.
- The "5" in 5 Whys is just a "rule of thumb." In some instances, you may need to go on and ask "why?" a few more times before you get to the root of the problem. In others, you may reach this point before you ask your fifth "why?" If you do, be careful that you've not stopped too soon. The important point is to stop asking "why?" when the...
useful responses stop coming.

☐ As you work through your chain of questioning, you'll often find that someone has failed to take a necessary action. The great thing about 5 Whys is that it prompts you to go further than just assigning blame, and to ask why that happened. This often points to organizational issues or areas where processes need to be improved.

*Complete CNA Tool Step 2: Identify Root Causes and Step 3: Primary Needs and Desired Outcomes in the CNA tool*

*Insert new screen shot from GME when available*

### I. Integrated Action Plan

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 areas of need 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. This process serves to integrate and align plans required across grant programs to access state and federal grant resources and ensure a coherent, connected plan for continuous improvement. Current included programs are Title I, II, III, IV, MOWR and School Improvement.

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 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
    - Success Criteria and Evidence
  - 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.
Integrated Action Plan Diagram

Special Note: A desired outcome could have more than one evidence-based strategy.
School Integrated Action Plan (SIAP)

Connecting RCA and IAP

CNA | Data Leading and Logging | Identify Primary Need | Root Cause
---|---|---|---
Needs Statement | Desired Outcome

2.4 Implement evidence-based, rigorous instruction (writing)

AZ Merit dip more than 10%, low argumentative and conventions

Writing instruction aligned to AZ standards that supports argumentative writing and conventions instruction

RC: No board adopted curriculum, teachers lack knowledge and skills to instruct argumentative writing and conventions

NS: Written evidence, standards based curriculum implemented with fidelity, professional learning for argumentative writing and conventions

DO: Writing curriculum aligned to grade and content standards implemented with fidelity to increase % proficient on writing assessment.

Primary Need

3.4 Our teachers do not implement evidence-based, rigorous instruction as evidence from classroom observations, lesson plans, and % proficient on ASMERIT.

Instruction

Curriculum

Community

Need Statement

Desired Outcome (Positively Restate your Needs Statement):

Writing curriculum aligned to grade & content standards implemented with fidelity to increase % proficient on writing assessment.
Connecting RCA and IAP

CNA
2.4 Implement evidence-based, rigorous instruction (writing)

DATA
AZ Merit dip more than 10%, low argumentative and conventions

PRIMARY NEED
Writing instruction aligned to AZ standards that supports argumentative writing and conventions instruction

ROOT CAUSE
No board adopted curriculum, teachers lack knowledge and skills to instruct argumentative writing and conventions

NEED STATEMENT
NS: Written evidence, standards based curriculum implemented with fidelity, professional learning for argumentative writing and conventions

DESIRE OUTCOME
DO: Writing curriculum aligned to grade and content standards implemented with fidelity to increase % proficient on writing assessment

SMART GOAL
Process goal: By Jan 1, 2019 writing curriculum that is evidence and standards based will be adopted as evidence by written documents.

SMART GOAL
Impact goal: Overall proficiency will increase from 30% in 2018 to 40% in 2019 as measured by the district writing assessment
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 - appropriate tags are required, funding and/or program tags
  - Implementation Action Steps
  - Monitoring Action Steps
    - Measures
  - Evaluation Action Steps
    - Measures
    - Success Criteria and Evidence

Address only the applicable Principles based on the needs identified in the CNA; all 6 principles are not required to be addressed. Be sure to identify three or four Primary Needs, Root Causes, Need Statements and Desired Outcomes. 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
  o include all stakeholders
  o 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
  o 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/
  o Generate list of possibilities
  o Investigate possibilities
  o Select evidence-based strategies
• Add selected strategy under appropriate principle
• Develop action steps (using actionable verbs)
  o 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
  o 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?
  o 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.
The following is a completed IAP Worksheet example with all required elements

Sample School Site IAP Worksheet

<table>
<thead>
<tr>
<th>Root Cause:</th>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs Statement: (tail of fishbone)</td>
<td>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.</td>
</tr>
<tr>
<td>Desired Outcome: (Needs statement restated in a positive)</td>
<td>Teachers will create and implement rigorous, high quality, differentiated data driven lessons for all students resulting in improved student outcomes</td>
</tr>
<tr>
<td>SMART Goals (If the primary need is fixed how will your % proficient be affected?)</td>
<td></td>
</tr>
<tr>
<td>Process:</td>
<td>A system of support for teachers will be planned and put into place by November 2019.</td>
</tr>
<tr>
<td>Impact:</td>
<td>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 2019 AzMERIT.</td>
</tr>
<tr>
<td>Strategy #1:</td>
<td>Consistent walk through observations and feedback to provide instructional support, improve learning outcomes</td>
</tr>
<tr>
<td>Implementation Action Steps:</td>
<td></td>
</tr>
<tr>
<td>Administrators implement short cycle observation and feedback process</td>
<td></td>
</tr>
<tr>
<td>Instructional coaches observe classes on a frequently, scheduled basis</td>
<td></td>
</tr>
<tr>
<td>Instructional coaches report observation data/tracker to Principal and District Curriculum Director</td>
<td></td>
</tr>
<tr>
<td>Principal shares school wide observation data to improve instruction at staff meetings</td>
<td></td>
</tr>
<tr>
<td>Admin Team and Instructional Coaches meet regularly to review walk through data and plan supports as necessary</td>
<td></td>
</tr>
<tr>
<td>Admin Team and Instructional Coaches identify instructional focuses based on observation data</td>
<td></td>
</tr>
<tr>
<td>Targeted planning with the Instructional Coach and teachers building on short cycle observation/feedback loop</td>
<td></td>
</tr>
</tbody>
</table>
### Monitor Implementation Action Steps:
- Administrative walk through observation data
- Observation data/tracker records
- 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

### Evaluation Action Steps:
- Determine strategy impact by reviewing the following evidence:
  - Last quarter lesson plan quality
  - Last quarter PLC meeting minutes
  - Coaching records
  - Teacher evaluations
  - Summative achievement data

### Strategy #2: Develop a System of Instructional Support to foster student-centered grade-level instruction, provide for time, adequate planning, collaboration and reflection.

### Implementation Action Steps:
- 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

### Monitor Implementation Action Steps:
- PLC calendar and minutes
- PD calendar
- Coaches’ calendars and meeting notes
- Staff meeting agendas
- Administrative/coach meeting agendas
## Evaluation Action Steps:
- Survey results
- Determine strategy impact by reviewing the following evidence:
  - 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

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
Sample LEA Integrated Action Plan Worksheet
Completed LEA IAP with all required elements including schools with similar primary need
Example #1

<table>
<thead>
<tr>
<th>SAMPLE Primary Need #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Need: (head of fishbone)</td>
</tr>
<tr>
<td>Strong Math Instruction Aligned to Standards</td>
</tr>
<tr>
<td>Schools that Display Primary Need:</td>
</tr>
<tr>
<td>Arizona Elementary School, Sunburst Elementary School</td>
</tr>
<tr>
<td>Root Cause(s):</td>
</tr>
<tr>
<td>No adopted math curriculum</td>
</tr>
<tr>
<td>Needs Statement(s): (tail of fishbone)</td>
</tr>
<tr>
<td>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)</td>
</tr>
<tr>
<td>Desired Outcome: (Needs statement restated in a positive)</td>
</tr>
<tr>
<td>Evidence and standards-based Math curriculum aligned to grade level and content standards, implemented with fidelity to increase math proficiency on state assessment.</td>
</tr>
<tr>
<td>SMART Goals:</td>
</tr>
<tr>
<td>Impact (If the primary need is fixed how will your % proficient be affected?)</td>
</tr>
<tr>
<td>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 2019 AzMERIT.</td>
</tr>
<tr>
<td>Process: Research and select evidence and standards-based Math curriculum aligned to grade level and content standards by November 2019 as evidenced by written recommendation and documentation.</td>
</tr>
</tbody>
</table>

<p>| Strategy: Support Research and Adoption of an evidence and standards-based math curriculum. |
| Implementation Action Steps: |
| Facilitate research of evidence-based programs for elementary school |
| Help facilitate the ordering of sample materials |
| Meet with Curriculum Adoption Committee |
| Support completing Curriculum Rubrics |</p>
<table>
<thead>
<tr>
<th>Strategy: Support implementation of the selected evidence-based math instruction.</th>
<th>Implementation Action Steps:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Steps:</td>
<td>Action Steps:</td>
</tr>
<tr>
<td>▪ Work with Site Principals to create a calendar to roll out implementation</td>
<td>▪ Work with Site Principals to create a calendar to roll out implementation</td>
</tr>
<tr>
<td>▪ Provide implementation support personnel as needed</td>
<td>▪ Provide implementation support personnel as needed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monitor Implementation Action Steps:</th>
<th>Evaluate Implementation Action Steps:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Classroom walkthrough schedules, notes and next steps</td>
<td>▪ Evidence of curriculum implementation (with fidelity)</td>
</tr>
<tr>
<td>▪ Meeting agendas and minutes</td>
<td>▪ Evidence of site visits and classroom walkthrough and data-based actions taken as a result</td>
</tr>
<tr>
<td>▪ Lesson Plans</td>
<td>▪ Summative achievement data</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy: Support Consistent high-quality professional development and support for all teachers.</th>
<th>Implementation Action Steps:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Steps:</td>
<td>Action Steps:</td>
</tr>
<tr>
<td>▪ Schedule PD sessions</td>
<td>▪ Schedule PD sessions</td>
</tr>
<tr>
<td>▪ Schedule and conduct meetings with site principals to review walkthrough observations and action plans</td>
<td>▪ Schedule and conduct meetings with site principals to review walkthrough observations and action plans</td>
</tr>
<tr>
<td>▪ Attend site PDs to show support for the initiatives</td>
<td>▪ Attend site PDs to show support for the initiatives</td>
</tr>
<tr>
<td>▪ Support sites with funds to conduct peer</td>
<td>▪ Support sites with funds to conduct peer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monitor Implementation Action Steps:</th>
<th>Evaluate Implementation Action Steps:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ PD calendar/schedule</td>
<td>▪ Completion of all PD</td>
</tr>
<tr>
<td>▪ Meeting agendas and minutes</td>
<td>▪ Evidence of classroom implementation</td>
</tr>
<tr>
<td>▪ PD sign ins</td>
<td>▪ Summative achievement data</td>
</tr>
<tr>
<td>▪ Coaches logs and notes</td>
<td>▪ Peer observation calendar</td>
</tr>
</tbody>
</table>
## LEA IAP SAMPLE #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

### Primary Need #2

#### 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

#### 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.

- 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.

### Implementation Action Steps:

#### Strategy: Provide Training for Instructional Coaches in Backward Design

- 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

#### Strategy: Teachers train in Backward Design

- 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).

#### Strategy: Support sites with backwards Design

- 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
<table>
<thead>
<tr>
<th>Strategy: Monitor Implementation*for all three strategies above</th>
<th>Action Steps:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Instructional coaches will collect data on benchmarks/interims to determine unit effectiveness</td>
<td></td>
</tr>
<tr>
<td>▪ Instructional coaches will monitor scope and sequence alignment for summer review based on unit plans</td>
<td></td>
</tr>
<tr>
<td>Strategy: Evaluate Implementation*for all three strategies above strategy.</td>
<td>Action Steps:</td>
</tr>
<tr>
<td>• Evidence: Use of learning goals in lesson plans resulting in increased student achievement on summative assessment</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:**

*When each strategy has separate monitoring and evaluating action steps they are action steps included in each strategy.*

*When the monitoring and evaluation action steps are for multiple strategies addressing the same Need Statement, they are listed as a monitoring strategy with action steps and an evaluation strategy with action steps.*
ESSA Guidance

Evidence-based Strategies, Practices, Programs and Interventions for School Improvement
Evidence Based Practices, Strategies and “Interventions”

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.

ESSA Evidence Tiers

ESSA (Section 8002) outlines four tiers of evidence. The table below includes ESSA’s definition for each of the four tiers, along with a practical interpretation of each tier.
<table>
<thead>
<tr>
<th>Tier</th>
<th>ESSA definition</th>
<th>What does it mean?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1</td>
<td>Strong evidence from at least one well-designed and well-implemented experimental study.</td>
<td>Experimental studies have demonstrated that the intervention improves a relevant student outcome (e.g., reading scores; attendance rates).</td>
</tr>
<tr>
<td>Strong</td>
<td></td>
<td>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 causes an outcome.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Well-designed and well implemented experimental studies meet the What Works Clearinghouse (WWC) evidence standards without reservations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The research studies use large, multi-site samples.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No other experimental or quasi-experimental research shows that the intervention negatively affects the outcome.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Researchers have found that the intervention improves outcomes for the specific student subgroups that the district or school intends to support with the intervention.</td>
</tr>
<tr>
<td>Tier 2</td>
<td>Moderate evidence from at least one well-designed and well-implemented quasi-experimental study.</td>
<td>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 causes an outcome. Well-designed and well-implemented quasi-experimental studies meet the What Works Clearinghouse (WWC) evidence standards with reservations. The research studies use large, multi-site samples. No other experimental or quasi-experimental research shows that the intervention negatively affects the outcome. Researchers have found that the intervention improves outcomes for the specific student subgroups that the district or school intends to support with the intervention.</td>
</tr>
<tr>
<td>Tier 3</td>
<td>Promising</td>
<td>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 (e.g., reading scores, attendance rates). The studies do not have to be based on large, multi-site samples. No other experimental or quasi-experimental research shows that the intervention negatively affects the outcome. 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.</td>
</tr>
</tbody>
</table>


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

**Resources for Evidence-Based Strategies**

**NEW RESOURCE AVAILABLE HERE:** [ESSA-Evidence Based Requirements and Resources](http://www.evidenceforessa.org/)

Searchable data base of evidence-based programs, practices and interventions

The Every Student Succeeds Act (ESSA) states that evidence-based “means an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:

- Strong evidence from at least one well-designed and well-implemented experimental study;
- Moderate evidence from at least one well-designed and well-implemented quasi experimental study;
- Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias;
- or Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and(II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

Integrated Action Plans are required to be evidence-based and may use any level of evidence indicated above. Funding for the 7% Title I set aside for school improvement must be used for interventions meeting only the top three tiers of evidence (strong, moderate, promising).

**Evidence for ESSA** Johns Hopkins University/Center for Data-Driven Reform in Education [http://www.evidenceforessa.org/](http://www.evidenceforessa.org/)

This website provides information on programs and practices that meet each of the top three ESSA levels in a given subject and grade level (e.g., secondary math, elementary reading).

Achieving an equitable school system that leads to meaningful, relevant, and engaging learning opportunities for all children will require that states, districts, and schools undertake the different tasks—such as curriculum design, access to materials, and educator development—that will enable students to develop much richer learning supported by quality instruction. This resource examines the options available to states to redefine their accountability systems as they begin to implement the Every Student Succeeds Act (ESSA). It analyzes the research base and identifies the conditions under which they have shown to be effective. The four program areas identified in this resource are: high-quality professional development, class-size reduction, community schools and wraparound services, and High School redesign.

Promising Practices Network on Children, Families and Communities [http://www.promisingpractices.net/resources_highschoolgrad.asp](http://www.promisingpractices.net/resources_highschoolgrad.asp)

This website began as a partnership between four state-level organizations to improve the well-being of children and families. The Promising Practices Network (PPN) funding has concluded, so the website has been archived and materials have not been updated since 2014.

The PPN site features summaries of evidence-based programs and practices that are proven to improve outcomes for children. All programs have been reviewed for quality and to ensure that they have evidence of positive effects. Programs are assigned to one of three category levels: Proven, Promising, or Other Reviewed Programs. The Programs that Work section can be browsed in several ways: by outcome area by indicator by topic by evidence level alphabetically

PPN relied on publicly available information for reviewing a program’s effectiveness and was interested in programs as they were designed and evaluated. Programs were assigned a “Proven” or “Promising” rating, depending on whether they met the evidence criteria. The “Other Reviewed Programs” are ones which did not undergo a full review by PPN, but evidence of their effectiveness has been reviewed by one or more credible organizations that apply similar evidence criteria.

Evidence Criteria
Types of Outcomes Affected Substantial Effect Size Statistical Significance Comparison Groups Sample Size Availability of Program Evaluation Documentation

Best Evidence Encyclopedia, developed by the Center for Data Driven Reform in Education at Johns Hopkins University (not categorized in ESSA evidence tiers) [http://www.bestevidence.org/](http://www.bestevidence.org/)

The Best Evidence Encyclopedia (BEE) is a free web site created by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE) under funding from the Institute of Education Sciences, U.S. Department of Education. It is intended to give educators and researchers fair and useful information about the strength of the evidence supporting a variety of programs available for students in grades K-12. The BEE provides summaries of scientific reviews produced by many authors and organizations, as well as links to the full texts of each review. The summaries are written by CDDRE staff members and sent to review authors for confirmation. Program reviews include: Mathematics, Reading, Science Early Childhood and Comprehensive School Reform.
National Center on Intensive Intervention at American Institutes for Research
http://www.intensiveintervention.org/
This website provides information on data-based individualization (DBI), a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies.

Results First Clearinghouse Database, developed by the Pew Charitable Trusts (not categorized in ESSA evidence tiers; evaluates interventions as rated by eight national databases)
This website includes a downloadable excel spreadsheet of compiled interventions by: category, policy area, intervention type and rating. The intervention rating included is based on a compilation of data from eight different clearinghouses. A direct link to the intervention website is also included in the downloadable spreadsheet. This is a great starting place to find interventions, as well as a quick check to see if interventions being used are considered effective.

Roadmap to Evidence Based Reform for Low Graduation Rate High Schools, developed by the Every Student Graduates Center at Johns Hopkins University
http://new.every1graduates.org/everyone-graduates-center-roadmap-to-evidence-based-reform-for-low-graduation-rate-high-schools/ The Everyone Graduates Center provides a roadmap to evidence-based reform for low graduation high schools. Resources include full reports, presentations, and teacher resources-all focused on addressing the dropout crisis.

The Every Student succeeds Act (ESSA) presents a renewed focus on school leadership and acknowledges the importance of school principals to school improvement and effective instruction. ESSA repeatedly calls for the use of evidence-based activities, strategies, and interventions and establishes a framework with tiers of evidence when considering their proven impact on student success. This represents a shift in thinking regarding the justification of funds tied to Title funding, particularly as it relates to supporting school leadership. This report seeks to resolve some of the ambiguity that may still exist as states, districts, and schools seek to determine if activities qualify as evidence-based and therefore allowable.

Next Generation High Schools are schools that redesign the high school experience to make it more engaging and worthwhile for high school students. In order to create such Next Generation High Schools, schools, districts, and States should utilize evidence-based strategies to transform high schools in ways that engage students and help prepare them for college and career success. Evidence-based strategies encompass a variety of approaches. This document highlights six general evidence-based strategies to improve America’s high schools for the next generation. Though many of the effective strategies may share common features, each has been identified by the research literature as a stand-alone
intervention or model for improving students’ educational outcomes. Reviewed strategies for enhancing students’ high school and college outcomes include: 1) participation in rigorous curriculum; 2) small learning communities/small schools of choice; 3) career academies; 4) dual enrollment; 5) early college high schools; and 6) college and career counseling.


### EVIDENCE-BASED IMPROVEMENT AND DECISION-MAKING ESSA GUIDANCE TO ARIZONA LEAS

**Definition:**
Evidence-based improvement, as outlined by the Every Student Succeeds Act (ESSA) of 2015, requires states, LEAs, and schools to base improvement efforts on those strategies, programs, and interventions which have a solid evidence-base. Four levels of evidence comprise this concept:

- **Strong evidence** – demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes, based on at least one well-designed and well-implemented study.
- **Moderate evidence** – demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes, based on at least one well-designed and well-implemented quasi-experimental study. **Promising evidence** – demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes, based on at least one well-designed and well-implemented correlational study with statistical controls for selection bias.
- **Demonstrates a rationale** – demonstrates a rationale based on high-quality research findings or positive evaluation that such intervention is likely to improve student outcomes or other relevant outcomes; and includes ongoing efforts to examine the effects of the intervention.

The movement to evidenced-based improvement from scientifically-based research allows states and schools more flexibility in choosing interventions; however, it also brings more local responsibility. It becomes the combined responsibility of the state and the school to ensure that they align intervention efforts, at all tiers of instruction, to solid evidence. Additionally, when strong evidence does not exist, it becomes imperative that the state, LEA, and school gather evidence to demonstrate that the intervention adds to the achievement of student outcomes.

**Funding Stream Requirements:**
Different funding streams and programs require different levels of evidence-based interventions. Some allow all levels while others are limited.

- **Comprehensive Support and Improvement (CSI) Schools and Targeted Support and improvement (TSI) Schools** must choose interventions which show strong, moderate, or promising evidence. “Demonstrating a Rationale” is not an allowable evidence base for our schools in school improvement.
- **Title I, Title II, and Title IV** allow for all four levels of evidence.
- **Title III** does not mention evidence-based interventions; rather, interventions chosen for our ELs must be “effective.” Though evidence-based interventions are not required, as a best practice, the State encourages all schools to find interventions which align to evidence-based requirements. All LEAs and schools, when choosing interventions at the Demonstrates a Rationale level, should do so if they are likely to lead to improved student outcomes and with the understanding that they will be required to gather evidence during the first year of implementation with the intent to move the intervention into one of the higher levels. LEAs and schools should not plan on using interventions in the lowest tier for multiple years. If the intervention is effective, then gathering evidence, via at minimum a well-designed correlational study, on its effectiveness will validate the intervention and allow the state to share the practices with other LEAs and schools across the state.
ALEAT for remainder of 2019-20

Moves to GME in SY20-21

NOTE:
All Title I schools complete the plan in ALEAT and upload the CNA and fishbones to the school file cabinet.

All nontitle I schools complete the IAP worksheet and email the worksheet, CNA and fishbones to your Education Program Specialist.
Uploading the school CNA and Fishbone Diagrams

Uploading CNA and RCA fishbones

Click on the paper clip at the top of the page of the school Integrated Action Plan (IAP).

Next, you will see an attachment screen, click “add new document”.

After clicking “add new document” you will see the “new document screen” and you have completed the following steps:

A. Choose File/Browse
B. Uncheck “Use Filename”
C. Type in Title of Document (include name and date)
D. Click Attach
## LEA Integrated Action Plan

### LEA Overview

- **Title**: Blueprint Education - 078749900
- **Select School Year**: 2017 - 2018 School Year

#### Integrated Action Plan Principles

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<th>Principle</th>
<th>Strategies/Action Steps</th>
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<td>2 - Effective Teachers and Instruction</td>
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<td>6 - Family and Community Engagement</td>
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### LEA Information

- **LEA Type**: Title I

### ONSITES

- **Schedule Onsite**
School IAP

Click on the school to get to individual school’s IAP
Integrated Action Plan in ALEAT 20-21 in GME

**Principle 4 - Effective Curriculum**

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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.

**PRINCIPLE SUMMARY**

**Title**
Principle 4 - Effective Curriculum

**Needs Statement**
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.

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

1. Click on Principle
2. 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
Develop your strategies and action steps to meet your desired outcomes.

**PRINCIPLE SUMMARY**

**Title**: Principle 4 - Effective Curriculum

**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.

The “Edit a Plan Strategy” Page will open, provide a Title and Description then click Save.

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

1. Click on the 'Title' field and enter a title for your action step.
2. Enter the start date and end date for your action step.
3. Select any relevant tags for your action step.
4. Once you have entered all the necessary information, click on 'Save' to update the action step status.

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) 
2. Be sure to use appropriate Funding and/or Program tags (3) 
(Please see ALEAT Tags list for full tag listing and definitions)
ALEAT Tag Requirements 20-21 in GME

CNA and Integrated Action Plan Informs Grant Applications

The funding application in Grants Management Enterprise (GME) is based on the Comprehensive Needs Assessment (CNA) and the Integrated Action Plan (IAP). Action steps must be tagged.

Grant Applications are submitted through the ADE’s online GME System. These fiscal applications focus on accounting for expenses to be supported by a given grant, with all expenses aligned to activities that have been tagged as being supported by that grant in the IAP.

Please see grant guidance documents for specifics.

ALEAT Tags
## Overview of Required Documents

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</table>

Support and Innovation Contact List

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Appendices
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 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?
19. Does this have to do with teacher knowledge? Planning?
20. What is the tone/feeling of the school?
## Appendix C Integrated Action Plan Worksheets

### Plan Worksheet Option 1

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<td><strong>Process (if appropriate)</strong></td>
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<td><strong>Impact (If the primary need is fixed how will your % proficient be affected?)</strong></td>
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<td><strong>Action Steps</strong></td>
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</thead>
<tbody>
<tr>
<td></td>
<td>Implementation:</td>
</tr>
<tr>
<td></td>
<td>Monitoring:</td>
</tr>
</tbody>
</table>
|           | Evaluating:
<table>
<thead>
<tr>
<th>Primary Need #3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary Need:</strong> (head of fishbone)</td>
</tr>
<tr>
<td><strong>Root Cause:</strong></td>
</tr>
<tr>
<td><strong>Needs Statement:</strong> (tail of fishbone)</td>
</tr>
<tr>
<td><strong>Desired Outcome:</strong> (Needs statement restated in a positive)</td>
</tr>
<tr>
<td><strong>SMART Goal:</strong></td>
</tr>
<tr>
<td><strong>Process (if appropriate)</strong></td>
</tr>
<tr>
<td><strong>Impact (If the primary need is fixed how will your % proficient be affected?)</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy:</th>
<th>Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Implementation:</td>
</tr>
<tr>
<td></td>
<td>Monitoring:</td>
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<tr>
<td></td>
<td>Evaluating:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy:</th>
<th>Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Implementation:</td>
</tr>
<tr>
<td></td>
<td>Monitoring:</td>
</tr>
<tr>
<td></td>
<td>Evaluating:</td>
</tr>
</tbody>
</table>
# Plan Worksheet Option 2 (includes all sections in ALEAT)

<table>
<thead>
<tr>
<th>Put all this information in the principle summary box in ALEAT for your Target Principle</th>
<th>Primary Need: (head of fishbone)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Root Cause:</td>
<td></td>
</tr>
<tr>
<td>Needs Statement: (tail of fishbone)</td>
<td></td>
</tr>
<tr>
<td>Desired Outcome: (Needs statement restated in a positive)</td>
<td></td>
</tr>
<tr>
<td>SMART Goal:</td>
<td></td>
</tr>
<tr>
<td>Process (if appropriate)</td>
<td></td>
</tr>
<tr>
<td>Impact (If the primary need is fixed how will your % proficient be affected?)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy #1:</th>
<th>Title:</th>
<th>Action Step Title</th>
<th>Action Step Narrative</th>
<th>Start-End Dates</th>
<th>Person Responsible</th>
<th>Data to Collect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation:</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Monitoring:</td>
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<tr>
<td>Evaluating:</td>
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</tr>
<tr>
<td>Strategy #2:</td>
<td>Action Step Title</td>
<td>Action Step Narrative</td>
<td>Start-End Dates</td>
<td>Person Responsible</td>
<td>Data to Collect</td>
<td></td>
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<td>Title:</td>
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<tr>
<td>Narrative:</td>
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<td></td>
</tr>
<tr>
<td>Implementation:</td>
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<tr>
<td>Monitoring:</td>
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<tr>
<td>Evaluating:</td>
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<td></td>
</tr>
<tr>
<td>Put all this information in the principle summary box in ALEAT for your Target Principle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary Need: (head of fishbone)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Root Cause:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Needs Statement: (tail of fishbone)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desired Outcome: (Needs statement restated in a positive)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SMART Goal:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Process (if appropriate)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Impact (If the primary need is fixed how will your % proficient be affected?)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Strategy #3: |
| Title: |
| Narrative: |
| Action Step Title | Action Step Narrative | Start-End Dates | Person Responsible | Data to Collect |
| Implementation: |
| Monitoring: |
| Evaluating: |
## Appendix D Evidence Based Summary Form

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

### LEA Community
- ☐ Urban
- ☐ Rural
- ☐ Suburban

### Research

<table>
<thead>
<tr>
<th>Target grade</th>
<th>Community</th>
<th>ESSA Rating</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Preschool</td>
<td>☐ Urban</td>
<td>☐ Strong</td>
<td>☐ 0.0 to .39 (not recommended)</td>
</tr>
<tr>
<td>☐ Elementary</td>
<td>☐ Rural</td>
<td>☐ Moderate</td>
<td>☐ 0.4 to .49 (1-year growth)</td>
</tr>
<tr>
<td>☐ Middle School</td>
<td>☐ Suburban</td>
<td>☐ Promising</td>
<td>☐ 0.5 and above (highly recommended)</td>
</tr>
</tbody>
</table>

☐ 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.

Include website for research

If you have any questions or need support, contact your Education Program Specialist.
Appendix E Selecting an External Provider


- Based on the CNA, RCA and IAP, what services would you like the external provider to deliver?
- The type of assistance that you need.
- What are your selection criteria?
- Research evidence-based strategies and processes
- Develop scope of work with outcomes/deliverables
- Build a list of potential providers
- Gather and review evidence specific to provider
- Check references
- Monitoring and Evaluation Tools

Appendix F Grants Required Budget Detail Example

6100 Salaries

<table>
<thead>
<tr>
<th>Instruction 1000 (direct contact with students)</th>
<th>Function Code</th>
<th>Object Code</th>
<th>Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>salaries</td>
<td></td>
<td>6100</td>
<td>Board adopted hourly rate</td>
</tr>
</tbody>
</table>

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

Support Services 2100, 2200, 2600, 2700

<table>
<thead>
<tr>
<th>Function Code</th>
<th>Object Code</th>
<th>Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>salaries</td>
<td></td>
<td>Board adopted hourly rate</td>
</tr>
</tbody>
</table>

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

6300 Purchased Professional Services

<table>
<thead>
<tr>
<th>Support Services 2100, 2200, 2600, 2700</th>
<th>Function Code</th>
<th>Object Code</th>
<th>Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchased Professional Services</td>
<td></td>
<td>6300</td>
<td>TBD based on provider services</td>
</tr>
</tbody>
</table>

Professional Learning Activities
- 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**

<table>
<thead>
<tr>
<th>Function Code</th>
<th>Object Code</th>
<th>Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other purchased services</td>
<td>6500</td>
<td>TBD</td>
</tr>
</tbody>
</table>

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).

**Revision Number, date and use a different color font for each new revision**
Appendix H Grants Management 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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Reference #</th>
<th>Requisition #</th>
<th>PO/Ship #</th>
<th>Vendor Name</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/29/2014</td>
<td>INV#369293</td>
<td>304</td>
<td>17278</td>
<td>SCHOOL MART</td>
<td>$3,049.20</td>
</tr>
</tbody>
</table>

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. In the rare instance, journaling occurred, verification of vendor and items are required.
Appendix I Quarterly Benchmark Analysis and IAP Reflection

Data Submission Procedure:
1. Schools will utilize benchmark data to monitor and adjust the Integrated Action Plan and make data decisions regarding instructional planning and practice designed to improve student achievement.
2. Schools will submit their benchmark data using their own data collection form. An example of this might be the Galileo Benchmark Report for aggregate school level and grade level data. Please do not send individual student data.
3. Data will be uploaded to ALEAT and emailed to the Education Program Specialist quarterly.
4. This document will be used multiple times this year. This document should be cumulative over time, adding new information each quarter.

<table>
<thead>
<tr>
<th>Type of Data</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning of the year – Baseline Data</td>
<td>October 15, 2018</td>
</tr>
<tr>
<td>2nd Benchmark</td>
<td>Jan. 15, 2019</td>
</tr>
<tr>
<td>3rd Benchmark</td>
<td>March 15, 2019</td>
</tr>
<tr>
<td>End of year – including AzMerit</td>
<td>June 15, 2019</td>
</tr>
</tbody>
</table>

LEA ______________________________________ 
School ______________________________________

ELA Assessment given: __________________________________________________ Grades __________________
Enter dates given in table below:

<table>
<thead>
<tr>
<th>Baseline</th>
<th>2nd Benchmark</th>
<th>3rd Benchmark</th>
<th>End of Year</th>
</tr>
</thead>
</table>

Math Assessment given: ____________________________________ Grades __________________
Enter dates given in table below:

<table>
<thead>
<tr>
<th>Baseline</th>
<th>2nd Benchmark</th>
<th>3rd Benchmark</th>
<th>End of Year</th>
</tr>
</thead>
</table>
Data by grade and subject (add additional rows if needed)
Identify your reporting measurement (i.e.: is this data percent proficient, meeting expectations, at benchmark, etc.)
Reporting Measurement

<table>
<thead>
<tr>
<th>Grade</th>
<th>ELA Benchmark Data</th>
<th>ELA</th>
<th>Math Benchmark Data</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Baseline</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>AzMERIT</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Data Review Team Process

**Step 1:** Collect and chart data to identify how students are performing/progressing.

<table>
<thead>
<tr>
<th>What data was examined by the team?</th>
<th>How was your data reviewed?</th>
<th>Who was a part of this review process?</th>
<th>How were the results shared within the school?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2nd</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3rd</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EOY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Data Analysis - Reasoning and Inferences

**Step 2: Reflect on your data and identify patterns.**

<table>
<thead>
<tr>
<th></th>
<th>Is there other leading indicator (timely and actionable) data to be considered? (i.e. attendance, discipline referrals, suspensions, teacher observations, student engagement)</th>
<th>What is it about your practices that might explain the results you see?</th>
<th>What other school related factors may be contributing to the patterns/results you see? (Anything surprising or unexpected?)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3rd</td>
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<td></td>
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<tr>
<td>EOY</td>
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<td></td>
</tr>
<tr>
<td><strong>MATH</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3rd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EOY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 3: What actions need to be continued, changed or added to improve teaching and learning in every classroom?</td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>What specific actions are needed for you to improve the results for students who are not “getting” it?</strong></td>
<td><strong>What specific actions are needed to support the students who already “get it”?</strong></td>
<td><strong>Person responsible and when will this be completed?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ELA</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td></td>
<td></td>
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<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
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</tr>
<tr>
<td>EOY</td>
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</tr>
<tr>
<td><strong>MATH</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td></td>
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<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>EOY</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## IAP Review

**Step 4: Review and reflect on your current IAP.** Prior to making changes to your IAP in ALEAT, contact your support specialist.

<table>
<thead>
<tr>
<th></th>
<th>What school improvement strategies and actions need more attention?</th>
<th>Any considerations/revisions, additions or deletions, for the IAP based on data collected and analyzed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflecting on this quarter, what school improvement strategies and action steps are you successfully implementing?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of Quarter 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of Quarter 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of Quarter 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of Year</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix J  Checklist for the School Improvement Process

1. ASSESSING YOUR COMPREHENSIVE NEEDS ASSESSMENT

☐ Completed as a team and gives well rounded perspective

☐ Data tabs entered (K-8 AzMERIT/AZELLA, HS AzMERIT, Misc. Data, Teachers) or upload school or district data reports

☐ Patterns and Trends completed for each principle

☐ Primary need identified for each principle

☐ Final summary page completed, and primary needs narrowed down to 3-4 main targets

☐ Comprehensive Needs Assessment uploaded to ALEAT (Title 1 Schools) or emailed to specialist (Non-Title Schools)

2. CONDUCTING YOUR ROOT CAUSE ANALYSIS

☐ Fishbone conducted on each need from the final summary page, include principle or indicators to be addressed (minimum of 3-4 fishbones)

☐ 5 whys (if needed)

☐ Needs Statement, Root Cause, Desired Outcome developed from fishbone

☐ Fishbones and 5 Whys uploaded to ALEAT (Title Schools) or emailed to specialist (Non-Title Schools)

3. CREATING SMART GOALS

☐ SMART goal for ELA based on AZ MERIT data

☐ SMART goal for Math based on AZ MERIT data

☐ SMART goal for Science based on AIMS data

☐ Additional SMART goals based on CNA analysis
4. DEVELOPING A TARGETED AND FOCUSED INTEGRATED ACTION PLAN

☐ Use the integrated action plan worksheet to develop your plan. The worksheet includes all required components for school improvement and will help support transition to ALEAT.

Will be updated for GME

☐ For the school improvement focus principles in the primary summary box you must include:
  primary need, root cause, needs statement, desired outcome, SMART goals
- Determine evidence-based strategies that will help achieve the desired outcome connected to the root cause (for evidence-based strategies click http://www.azed.gov/improvement and look under CNA to IAP). Upload strategy by clicking on strategy tab and then filling in the boxes.

- List action steps that are actionable and will lead to implementing the strategies listed above. Please also select the program tag for all action steps associated with school improvement. Include the title, narrative, start-end dates, and person responsible.
For your last action step under each strategy, decide what data will be collected and when to determine the effectiveness of the strategies throughout implementation (monitoring and evaluating). Please include:
name of the evidence, description of when you analyze the data, start and end times, and tag the action step with the appropriate program and/or funding tag.

5. DEVELOPING A TARGETED AND FOCUSED INTEGRATED ACTION PLAN FOR

- Suggested: Use the integrated action plan worksheet to develop your plan. The worksheet includes all required components for school improvement.

- SMART goals for ELA, Math, Science and additional goals based on the CNA analysis

- Determine evidence-based strategies that will help achieve the desired outcome connected to the root cause (for evidence-based strategies click [http://www.azed.gov/improvement/](http://www.azed.gov/improvement/) and look under CNA to IAP)

- List action steps that are actionable and will lead to implementing the strategies listed above

- Decide what data will be collected and when to determine the effectiveness of the strategies throughout implementation and add as an action step under the target strategy

- Email the Integrated action plan worksheet to your specialist
6. Next Steps

☐ Email your specialist to let him/her know your Comprehensive Needs Assessment, Root Cause Analysis, Integrated Action Plan has been completed and uploaded to ALEAT.

We thank you for your hard work and time. Feel free to seek advice and support from your specialist throughout this process. Your specialist can also review your plan before it is submitted to help ensure all school improvement expectations are included.

Thank you!

Support and Innovation Team

Action Changes Things
Appendix K  Data Walk Support

<table>
<thead>
<tr>
<th>Learning Objectives Or Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posted &amp; Understood?</td>
</tr>
<tr>
<td>Teacher or student talk?</td>
</tr>
<tr>
<td>Do students know what the objective/goal is for the lesson?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Success Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific, Concrete, “I Can.”</td>
</tr>
<tr>
<td>Measurable</td>
</tr>
<tr>
<td>Describes what success looks like when the goal is reached.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Depth of Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 – Recall/Recite: when, where, who, what, why</td>
</tr>
<tr>
<td>Level 2 – Skill/Concept: separate, cause/effect, estimate, predict</td>
</tr>
<tr>
<td>Level 3 – Strategic Thinking: assess, compare, revise, differentiate</td>
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<tr>
<td>Level 4 – Extended Thinking: design, analyze, create, prove, apply</td>
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<table>
<thead>
<tr>
<th>Assessment</th>
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<tbody>
<tr>
<td>Informal - Used to monitor and adjust teaching, exit ticket, oral communication</td>
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<tr>
<td>Formal: (3 types listed below)</td>
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<tr>
<td>Selected Response – Multiple choice, T/F, fill in the blank</td>
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<tr>
<td>Extended Written Response – Write several sentences</td>
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<tr>
<td>Performance Assessment – Based on observation, performance skill or creative product to be judged.</td>
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<tr>
<th>REQUIRED</th>
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<tbody>
<tr>
<td>STUDENTS MUST BE ABLE TO TELL YOU WHAT THEY ARE LEARNING AND WHY.</td>
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<tr>
<th>DATA WALK SUPPORT</th>
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<tbody>
<tr>
<td>Instructional Strategies</td>
</tr>
<tr>
<td>Identifying Similarities and Differences – Comparing, classifying, recognizing metaphors, using analogies (T-charts, Venn Diagrams, Frayer model, Comparison Matrix)</td>
</tr>
<tr>
<td>Summarizing and Note Taking – Linguistic and nonlinguistic notes, mind maps, Cornell Notes, Synthesizing information, pulling out the main idea</td>
</tr>
<tr>
<td>Reinforcing Effort and Providing Recognition – Authentic praise, explaining why an answer is wrong or right, connecting effort and outcome</td>
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<tr>
<td>Homework and Practice – Memorization, activities to increase skill speed, role activities to instill a concept or skill</td>
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<tr>
<td>Nonlinguistic Representation – Graphs, charts, maps, pictures, simulations, dramatizations, movement, music</td>
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<tr>
<td>Cooperative Learning – Working in pairs or groups where roles are assigned or there is structure, students have mutual goals, and are working together</td>
</tr>
<tr>
<td>Setting Objectives and Providing Feedback – Students create their own learning goals and get feedback from the teacher on their progress (long-term assignments, research, projects of choice)</td>
</tr>
<tr>
<td>Generating and Testing Hypothesis – System analysis, invention, experimental inquiry, decision-making, problem-solving</td>
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<tr>
<td>Cues, Questions, Advance Organizers – K-W-L- charts, questioning strategies, anticipation guides</td>
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<th>Learning Environment</th>
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<tbody>
<tr>
<td>Safe Environment – Room arrangement, resources, supports learning</td>
</tr>
<tr>
<td>Climate of High Expectations – Routines and rules minimize disruption</td>
</tr>
<tr>
<td>Opportunity to Learn – Work, tight alignment, teacher aware of students' levels</td>
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<tr>
<td>Student Work Displayed or Published</td>
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</tbody>
</table>

Data Walk Support  July 26, 2018