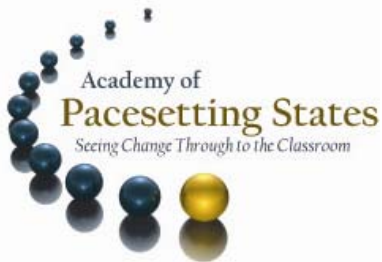


*Differentiation in the Statewide  
System of Support*  
Distance Learning Session #2



Please be sure that your audio is working properly.

Go to: Tools  
Audio  
Audio Setup Wizard

## Agenda

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- Greetings and who's here
- The Breakout Rooms function of Elluminate
- Framework for an effective SSOS
- Focus on identification and diagnosis
- Differentiation in Oklahoma
- Team reports and sharing
- Questions, comments, and what's next

## Who's Here

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- State Teams and RCC Liaisons: Alaska, Arkansas, and Virginia
- CII Staff: Stephanie Benedict, Carol Chelemer, Marilyn Murphy, Nancy Protheroe, and Sam Redding

## "Private" Illuminate Rooms

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- *Breakout Rooms* will periodically be used for short team discussions during distance learning sessions to support teams that are not all at the same location
- Special areas are also available for teams that want to meet pre- or post-Distance Learning sessions and, again, are working from different locations

## Differentiation—A Timely Topic

- Lowest-achieving 5% of Title I schools in improvement, corrective action, or restructuring in the State, or the 5 lowest-achieving Title I schools in improvement, corrective action, or restructuring, whichever number of schools is greater (Tier I schools)
- Equally low-achieving secondary schools (both middle and high schools) that are eligible for, but do not receive, Title I funds, which would be served through a waiver under section 9401 of the ESEA (Tier II schools)
- Other Title I schools in improvement, corrective action, or restructuring (Tier III schools)

But an effective system of state support requires more than *identification*. Its focus should be on aligning supports with specific needs.

## What's Needed for an Effective State System of Support

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- Identification
- Diagnosis
- Prescription/Provision of Services
- Monitoring of Progress

## States Build Local Capacity for Improvement by Providing:

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- The means to determine level of student performance
- The means to diagnose the effectiveness of school and classroom operations based on indicators of effective practice
- Planning “templates” aligned with diagnosis
- Resources and services aligned with needs identified by the diagnosis and planning
- Support for monitoring and reporting of progress

## Differentiation in the SSOS and the Work of the Pacesetter Teams

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- Action items that focus on areas of concern such as lack of coordination of services provided by different departments within the state system
- Rubrics that describe the elements of an effective system
- SSOS Operational Manual clearly describes processes used for identification, diagnosis, prescription, implementation, and monitoring (roles of personnel, coordination of services, etc.)

## Action Item Example from a Pacesetter Team

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- Idaho Action Item #1: *Develop and implement criteria for differentiating SSOS service.*

## Rubric: *SSOS Use of Assessment Data*

*Little or no development or implementation:* The state uses results from the assessment system to make decisions about implementation of its SSOS.



*Limited development or partial implementation:* The state has a *clearly documented process* for using state assessment results to determine ESEA population needs and provide differentiated SSOS services to districts and schools.



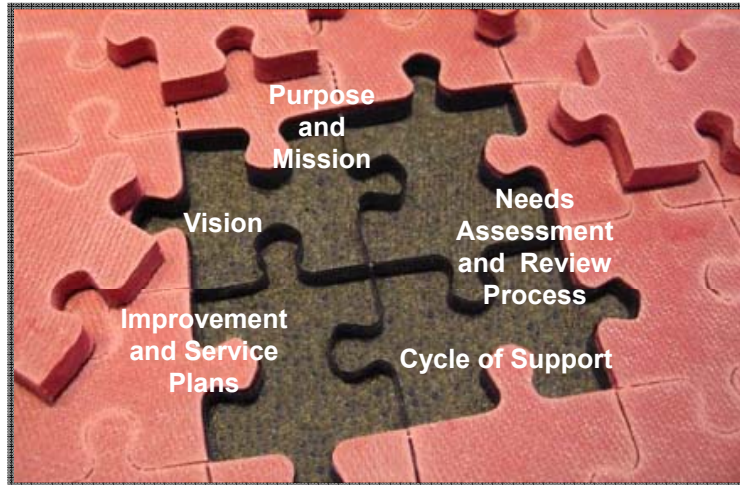
*Mostly functional level of development and implementation:* The state has *begun implementation of the process* for using state assessment results to determine ESEA population needs/provide differentiated services to districts and schools served by its SSOS.



*Full level of implementation and evidence of impact:* The state has *fully implemented and documented its process* for using state assessment results to provide differentiated services and *documents how it uses its assessment system as a tool in the development of further resources, e.g., training, to assist targeted districts and schools.*

## SSOS Operational Manual: Putting the Pieces Together

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## CII Resources to Support Your Work

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- Searchable “library” of more than 1,500 reports—and growing weekly
- Information for every state (longitudinal student performance data and policies/procedures) with report-building capacity
- Password-protected areas for each state Pacesetter team

[www.centerii.org](http://www.centerii.org)

# *Component #1*

## *Identification*

### Identification: What's Happening?

- In a few sentences, describe the approach being discussed in your states to identify the “lowest 5%” of schools.
- What challenges to development and application of the approach have been identified?

## Differentiated Support in Oklahoma

- Cindy Koss, Assistant State Superintendent, and Mary Pearson, Executive Director for School Support
- Resource Documents
  - Oklahoma Rubrics
  - School Support Team Visit Templates
  - Strategies to Support the Nine Essential Elements
  - Resource Lists
  - Oklahoma Differentiated Support Guide

*Component #2*

*Diagnosis*

## Moving Away from One-Size-Fits-All

Effective state systems of support vary assistance by:

- Type
- Intensity
- Duration

*An accurate **diagnosis** of what is needed is critical.*

## Two Key Diagnostic Elements

- Level of performance as measured by student learning outcomes, especially on state standards assessments
- School's operational strengths and weaknesses

## What Do Student Learning Outcomes Look Like *Over Time*?

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- Adequate and steadily improving
- Inadequate *and* not improving or improving at slow rate
- *Chronically* inadequate *and* not improving

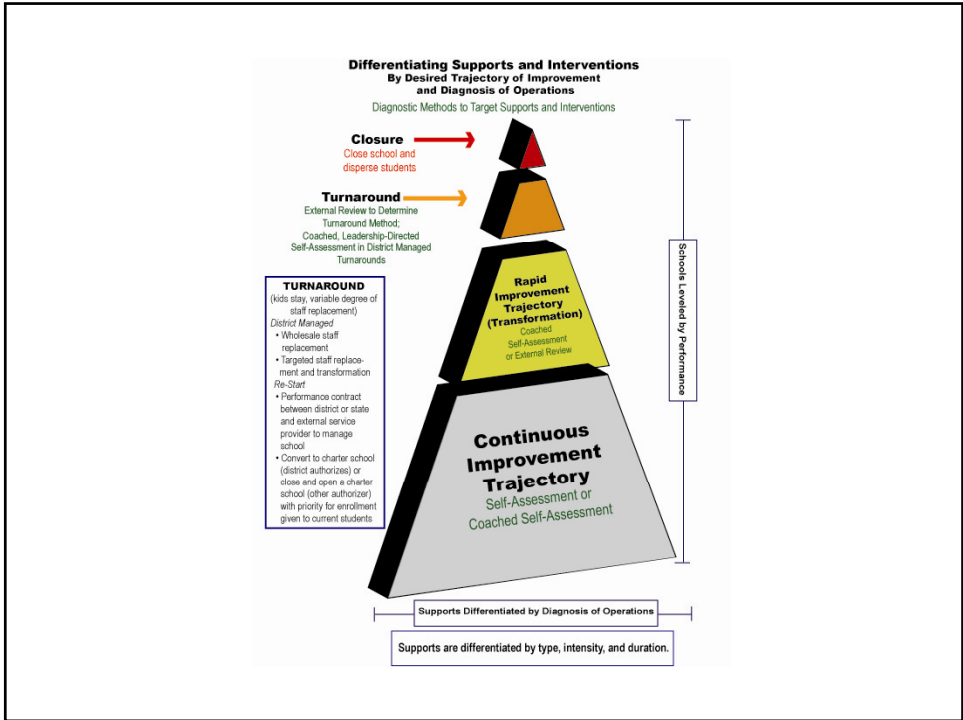
## Operational Strengths and Weaknesses: *School Capacity for Improvement*

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- Strong
- Moderate
- Weak
- Nonexistent

Together, the pattern of student learning outcomes *and* school capacity determine the *trajectory of improvement* needed.

- *Already on a satisfactory trajectory* of continuous improvement
- *In need of rapid improvement* (significant increase in performance over 2-3 years) in order to reach a satisfactory trajectory of continuous improvement
- *In need of turnaround* (dramatic improvement over 1-2 years)
- *Candidate for closure* (persistent low performance and lack of response to supports and interventions)



Current Performance	Capacity for Change	Improvement Trajectory	Means of Diagnosis and Planning
Adequate and steadily improving	Strong	Continuous	Self-assessment and planning or coached self-assessment and planning
Inadequate and not improving or improving at slow rate	Moderate	Rapid	Coached self-assessment and planning and/or external review
Chronically inadequate and not improving	Weak	Turnaround	External review to determine turnaround method; leader-directed and coached self-assessment and planning thereafter in district-managed turnarounds
Chronically inadequate and not improving	Null	Closure	

## Arkansas: Smart Accountability

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- The plan distinguishes among schools by applying different *labels, interventions, and consequences* to schools appropriate to their actual school improvement status.
  - ❖ Achieving
  - ❖ Targeted Improvement
  - ❖ Targeted Intensive Improvement
  - ❖ Whole School Improvement
  - ❖ Whole School Intensive Improvement
  - ❖ State-Directed

## Team Reports and Sharing

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- Alaska
- Arkansas
- Virginia

*Select an indicator from the rubrics provided that parallels a component of your team's action plan or that is especially important in your state. Report on your team's work relative to this indicator.*

- *Identification*: Strong state data system; SSOS use of assessment data; State policy for intervening in districts and schools that repeatedly fail to meet SEA expectations for student performance; State process in place to disseminate the status of districts and schools
- *Diagnosis*: Meaningful state planning process for districts and schools; Delivering training to districts and schools in school improvement planning; State program audits
- *Prescription and Implementation*: Differentiating support to districts and schools; State-specific products to help identified districts and schools
- *Monitoring and Reporting Progress*: State process in place to monitor progress of individual districts/schools

**State Systems of Support and Pacesetter Team Action Items**

	Identifying districts and schools in need of support	Diagnosing specific needs of districts and schools	Prescribing and providing services to address diagnosed needs	Monitoring and reporting progress
Alaska				
Arkansas				
Virginia				

Questions, Comments,  
and What's Next