

The Requirements of CSI Schools

Introduction to the Four Domains of Rapid School Improvement



Leading for School Improvement Institute

January 24, 2019

Office of Title I – Program Improvement and Family Support



- Oversees Federal Title I Program.
- Provides technical assistance to local school systems and schools with high concentrations of students from low-income families.
- Provides technical assistance in planning, operating, and evaluating programs for educationally disadvantaged students.
- Provides training on the research, requirements, and best practices for family engagement.



Session Outcomes

By the end of this session, participants will have:

- Reviewed requirements for Comprehensive Support and Improvement (CSI) School identification,
- Reviewed the seven requirements for CSI schools, including roles and responsibilities, process, and timelines,
- Received an overview of the Cycle of Continuous Improvement, and the Four Domains for Rapid School Improvement, and
- Worked on the completion of the Needs Assessment for their school.

Comprehensive Support and Improvement (CSI) School Identification

Type of School	Description	Timeline for Identification	Initial year of Identification
Lowest Performing	The lowest achieving five percent of Title I schools in the State based on the “all students” group	At least once every three years	2018-2019
Low Graduation Rate	All public high schools in the State failing to graduate one third or more of their students based on the four-year adjusted cohort graduation rate	At least once every three years	2018-2019
School Improvement Grant (SIG IV) Schools	Existing SIG IV schools will be included in the Maryland 2018-2019 CSI School list. The five Maryland SIG IV schools began implementation of a five-year SIG grant in 2016-2017	N/A	2018-2019
Chronically Low-Performing	Any Title I school identified for targeted support and improvement for a low-performing or consistently underperforming student group that did not improve over three years.	At least once every three years	2021-2022

Support System for School Improvement

The level of support provided to each school system is informed by data, grounded in research, and focused on student learning and well-being.



Universal

Support provided to *all school systems* through

- facilitating **statewide meetings**;
- conducting **professional learning experiences**; and
- developing **online resources** to improve student achievement.

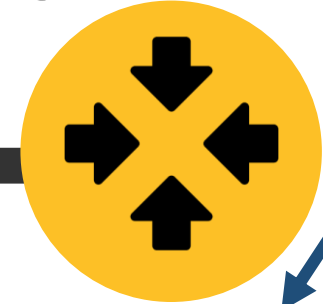


Customized

Support provided to *select schools* through

- facilitating a **root cause analysis** and **needs assessment**;
- **vetting curriculum**;
- conducting targeted **professional learning experiences**;
- providing **leadership coaching**; and
- implementing **evidenced-based solutions** to improve student achievement.

CSI Schools
are Here



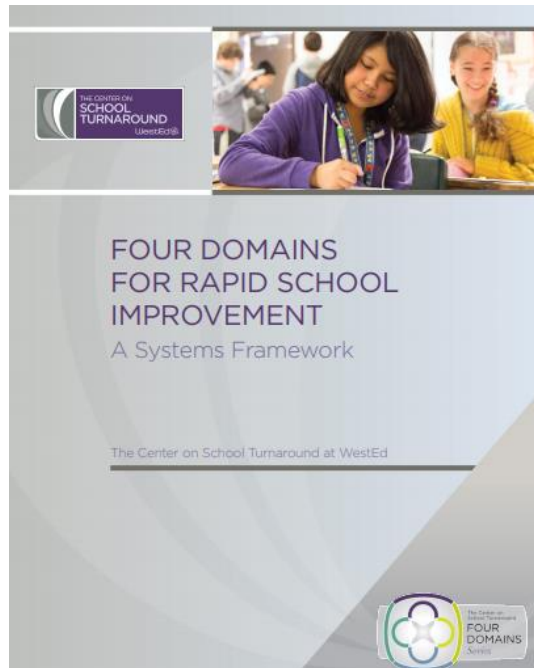
Concentrated

Increased support provided to *select schools* that have not significantly improved student outcomes through

- reviewing and revising **school improvement strategies** and **organizational structures**;
- increasing the frequency of **on-site support** and **data analysis**; and
- increasing **accountability** to improve student achievement.

CSI Schools
that do not
exit after 3
years

Framework for School Improvement



https://centeronschoolturnaround.org/wp-content/uploads/2018/03/CST_Four-Domains-Framework-Final.pdf



Maryland Every Student Succeeds Act (ESSA) Plan Supports the Shifts in School Improvement

All support is based on outcomes from the needs assessment,
3rd party root cause analysis, and action/intervention plan

Instructional Transformation

- Vetting of curriculum
- Training to support standards-based instruction
- Training to support effective instructional practices

Turnaround Leadership and Talent Development

- Building leadership capacity to implement evidence-based interventions
- Training to equip leaders with the content and skills necessary to improve school performance

Culture Shift

- Establishing a network of partners and community resources that support student achievement and well-being

Requirements for Comprehensive Support and Improvement (CSI) Schools

1. Complete a needs assessment.
2. Participate in a **root cause analysis** by external party.
3. Develop an intervention/action plan that addresses root causes and is approved and monitored by MSDE.
4. Use **curriculum vetted** by MSDE.
5. Participate in customized professional learning experiences and leadership coaching: [Leading for School Improvement Institute](#).
6. Participate in on-site and virtual visits (after plan implementation).
7. Develop a sustainability plan that is approved by MSDE (Year 3).

Timeline

December 2018 – June 2019



Planning and Preparation

Needs Assessment

**School Level
Intervention Plan**

Root Cause Analysis: Phase I

Root Cause Analysis: Phase II

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Curriculum Vetting

Needs Assessment

- Per ESSA, a school-level needs assessment is required for each identified CSI School
- CSI Application includes:
 - Needs Assessment
 - 3rd Party Root Cause Analysis
 - Intervention Plan
 - Budget Narrative
 - Attestation

Needs Assessment

- The needs assessment template contains data related to school profile, student profile, student achievement and staff profile
- **Example data points** include:
 - *School vision, mission and goals*
 - *Enrollment data for grade levels, gender and student groups*
 - *Promotion, graduation, and dropout rates*
 - *State assessment data – achievement and growth*
 - *Teacher experience and effectiveness data – including disparity data*

Needs Assessment

- Data is pre-populated from Maryland Report Card (where possible).
- Data analysis process is completed collaboratively by a team, in partnership with specific stakeholders.
- Schools identify strengths and challenges aligned with each of the Four Domains for Rapid School Improvement.
- Each identified strength and challenge is supported with data from the needs assessment.
- Approved by the school, local school system and the MSDE.

Needs Assessment:

What is your role?

State	School System	School
Pre-populate data from Maryland Report Card	As needed, populate the needs assessments with data maintained by the LSS	Populate any remaining school-level data
Provide technical assistance to LSSs and schools during the needs assessment process	Participate on the school level stakeholder team	Convene the mandatory stakeholder team for the analysis of data, including the identification of strengths and challenges
Review and approve completed needs assessments	Review and approve completed needs assessments	Review and approve the completed needs assessment



Timeline

December 2018 – June 2019



Planning and Preparation

Needs Assessment

**School Level
Intervention Plan**

Root Cause Analysis: Phase I

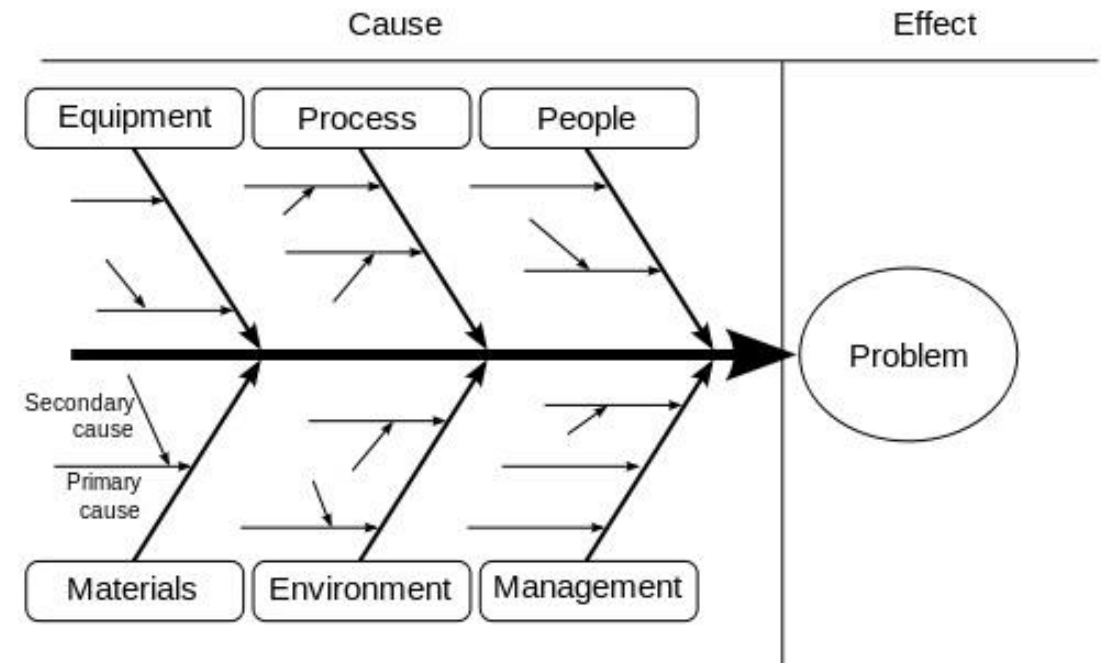
Root Cause Analysis: Phase II

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Curriculum Vetting

Root Cause Analysis: Addressing the underlying causes of school performance problems

- Required for all CSI Schools
- Conducted by an external party
University of Maryland College Park
- Funded by MSDE (Title I) for the 2018-2019 School Year
- Must include stakeholders in the **process** (central office staff, school administrators, teachers, parents, community partners, etc.)



Root Cause Analysis: Phase I

January 2018 – April 2019

1. **Planning and Preparing** – meet with school and school system leaders; identify and gather data; and establish meeting schedule with stakeholders. **Start Date: January 24th Leading for School Improvement Institute**
2. **Causal Factor Charting** – process to organize and analyze information and identify gaps and deficiencies.
3. **Root Cause Identification** – root cause map is generated.
4. **Recommendation Generation** – achievable recommendations to address root causes identified.
5. **Root Cause Analysis Report** – user-friendly report that summarizes findings. Report released in **April 2019**.

Root Cause Analysis: Phase II

April 1, 2019 – August 30, 2019

- 1. Systemic Root Cause Analysis Report** - district analysis detailing significant common causal factors and problems of practice. Recommendations of evidence-based solutions that address systemic causes.
- 2. Professional Learning Experiences and School Supports** – collaborate in the development and facilitation of Leading for School Improvement Sessions.

Root Cause Analysis: What is your role?

State	School System	School
Secure External Party to Conduct Analysis	Support Schools in Forming Stakeholder Group	Form a Stakeholder Group and Prepare School Staff for Root Cause Process
Provide Professional Learning on the Root Cause Analysis Process	Begin to Gather Data	Participate in Meetings
Make Root Cause Analysis Resources Available on the Resource Hub	Provide Time for School Leaders to Complete Root Cause Process	Use Information from Report to Inform Intervention Plan

Timeline

December 2018 – June 2019



Planning and Preparation

Needs Assessment

**School Level
Intervention Plan**

Root Cause Analysis: Phase I

Root Cause Analysis: Phase II

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Curriculum Vetting

Intervention Plan Development

- Identification of Prioritized Needs
 - Each Prioritized Need is supported with data/outcomes of the needs assessment and root cause analysis
- Development of 3-4 SMART Intervention Goals, including outcomes and progress indicators
- Selection of Evidence-Based Strategies, including level of evidence, evidence summary, and justification that strategy fits school context
- Implementation Plan for each strategy
- Budget and Assurances
- Approved by the School, Local School System, and MSDE

Intervention Plan Monitoring and Technical Assistance

- All monitoring is grounded in a Cycle of Continuous Improvement.
- Monitoring of the approved interventions plans will occur multiple times each year at the school-level.
- Additional monitoring will occur at the LSS level with a focus on CSI school support (commitment and capacity) and fiscal monitoring.
- Monthly Central Support Team (CST) meetings will occur to support ongoing technical assistance and collaboration focused on intervention plan implementation and progress towards attainment of SMART goals.
- Quarterly Turnaround Executive Support (TEST) meetings will occur to oversee the implementation of intervention plans and remove barriers.

Intervention Plan Development:

What is your role?

State	School System	School
Provide technical assistance and support in plan development	Provide technical assistance and support in plan development	Based directly on the outcomes of the needs assessment and 3 rd party root cause analysis, create an intervention plan, including SMART goals, evidence-based strategies, and action plans
Provide resources and training on the Four Domains for Rapid School Improvement		
Review and approve completed intervention plans	Review and approve completed intervention plans	Review and approve the completed intervention plans



Timeline

December 2018 – June 2019



Planning and Preparation

Needs Assessment

Root Cause Analysis: Phase I

**School Level
Intervention Plan**

Root Cause Analysis: Phase II

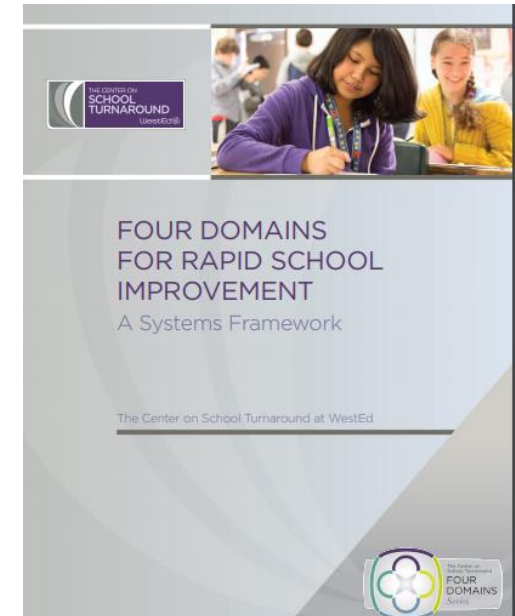
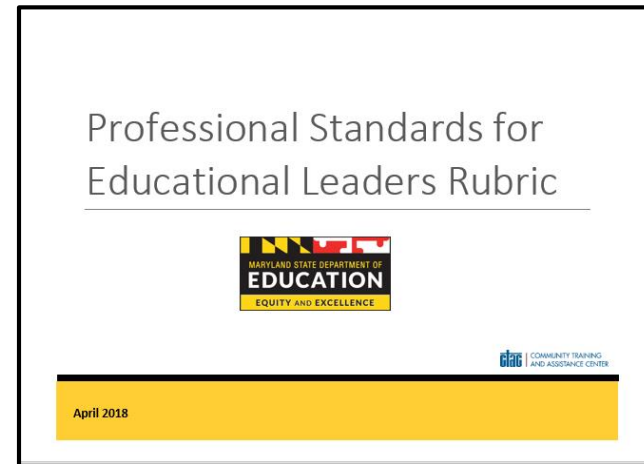
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Curriculum Vetting

Leading for School Improvement Institute

- Job-Embedded Professional Learning Experience
- Professional Learning Experiences Informed by Data
- Customized Support to School Leaders For Three Years
- 1 on 1 Leadership Coaching

Content Aligns To.....



Identification of Schools to Support

At-Risk Schools

- 61% or more of Students Earned a Performance Level of 1 or 2 on State Assessments for ELA and Math



59 Principals



3 School Systems



Comprehensive Support and Improvement Schools

- Lowest Achieving 5% of Title I Schools
- Graduation Rate Less Than 67%

44 Principals

3 School Systems

One Community of Practice Working Together to Implement Effective Practices to Improve Student Outcomes

Leading for School Improvement Institute:

What is your role?

State	School System	School
Use Data to Identify Professional Learning Needs and Communicate to School System	Use Data to Identify Professional Learning Needs and Communicate Needs to MSDE	Communicate Needs and Strengths
Collaborate in Facilitating Professional Learning Experiences	Collaborate in Facilitating Professional Learning Experiences	Participate in and Apply Content From Professional Learning Experiences
Align Professional Learning Schedule and Topics	Provide Time for School Leaders to Participate	Engage with Coaches and Provide Feedback



Timeline

December 2018 – June 2019



Planning and Preparation

Needs Assessment

**School Level
Intervention Plan**

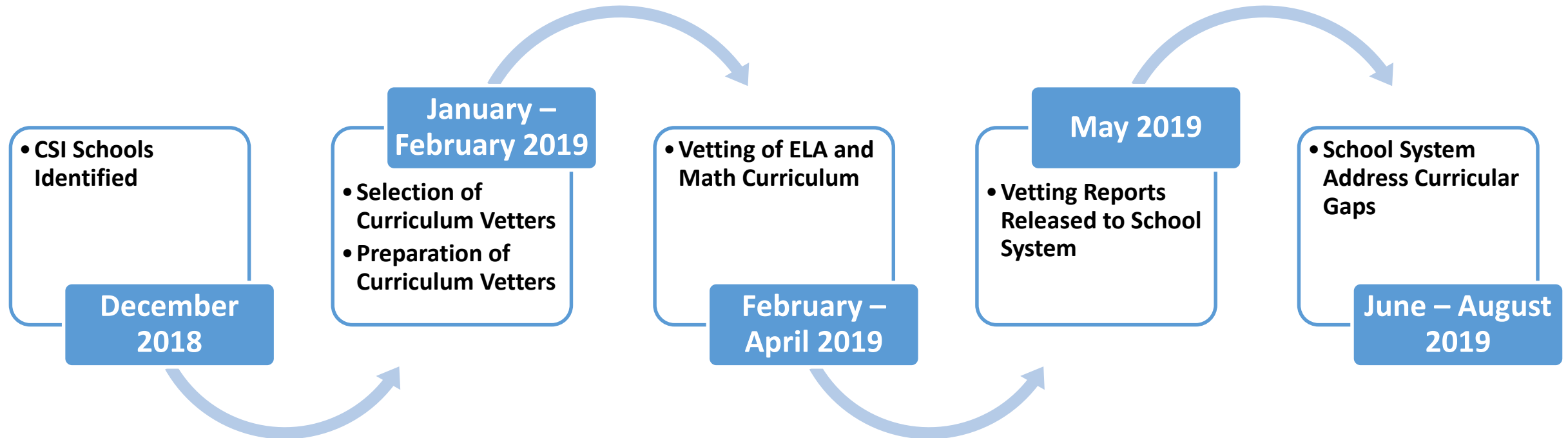
Root Cause Analysis: Phase I

Root Cause Analysis: Phase II

Leading for School Improvement Institute

Curriculum Vetting

Next Steps for Curriculum Vetting



School Systems will be Held Accountable for Using MSDE Vetted Curriculum

Curriculum Vetting: What is your role?

State	School System	School
Select Curriculum Veters	Provide access to ELA and Math Curriculum (February 2019)	Implement the Vetted Curriculum as Intended
Vet Curriculum	Address Curriculum Gaps Identified in the Report	
Provide Curriculum Vetting Report to School System	Support Schools in Implementing Any Revision in Curriculum for the 2019-2020 School Year	
Provide Professional Learning and Resources on Selecting and Implementing Standards-Aligned Curriculum	Monitor Implementation of Curriculum	Align Evidence-Based Interventions with Curriculum Content

Timeline for Comprehensive Support and Improvement Schools

Year 1: 2018-2019

- Needs Assessment
- Root Cause Analysis
- Action/Intervention Plan Development
- Curriculum Vetting

Year 2: 2019-2020

- Implementation of Action/Intervention Plan
- Implementation of Curriculum Revisions

Year 3: 2020-2021

- Demonstrate Improvement
- Sustainability Plan

Customized Professional Learning through the Leading for School Improvement Institute, Leadership Coaching, & On-Site and Virtual Monitoring Visits

Timeline

December 2018 – June 2019



Planning and Preparation

Needs Assessment

**School Level
Intervention Plan**

Root Cause Analysis: Phase I

Root Cause Analysis: Phase II

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Curriculum Vetting

Cycle of Continuous Improvement

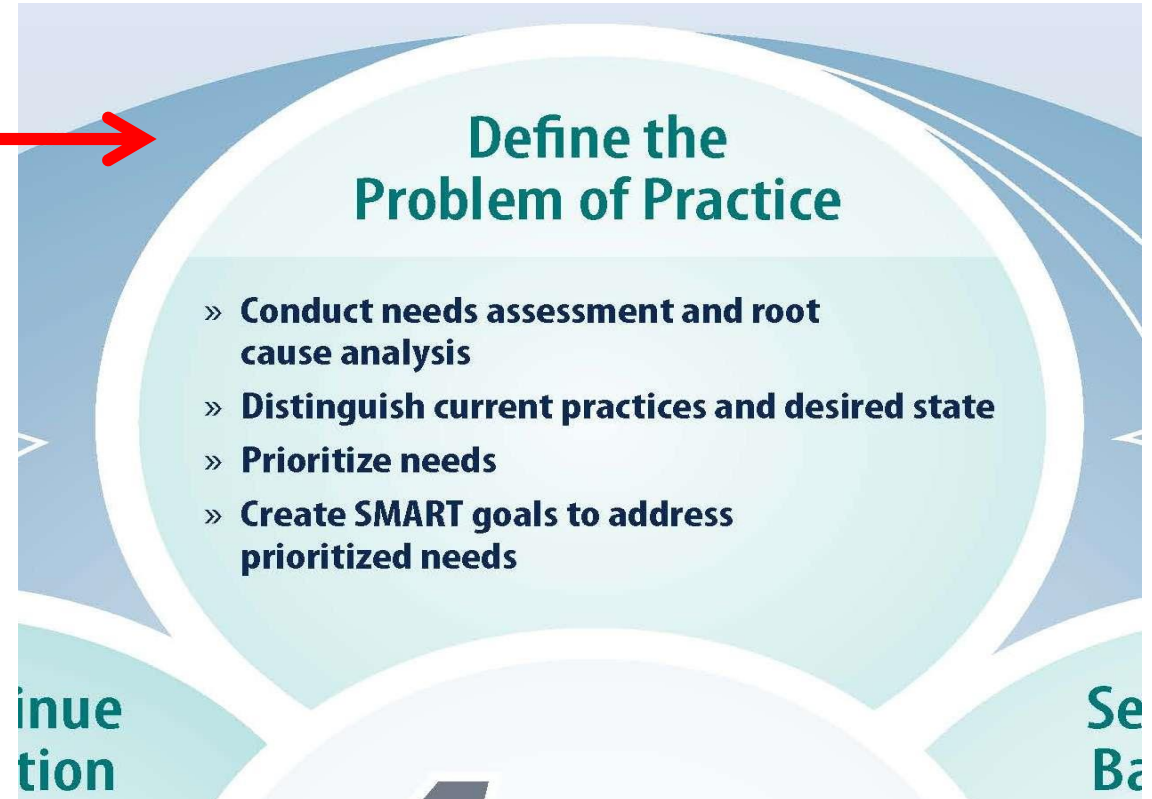
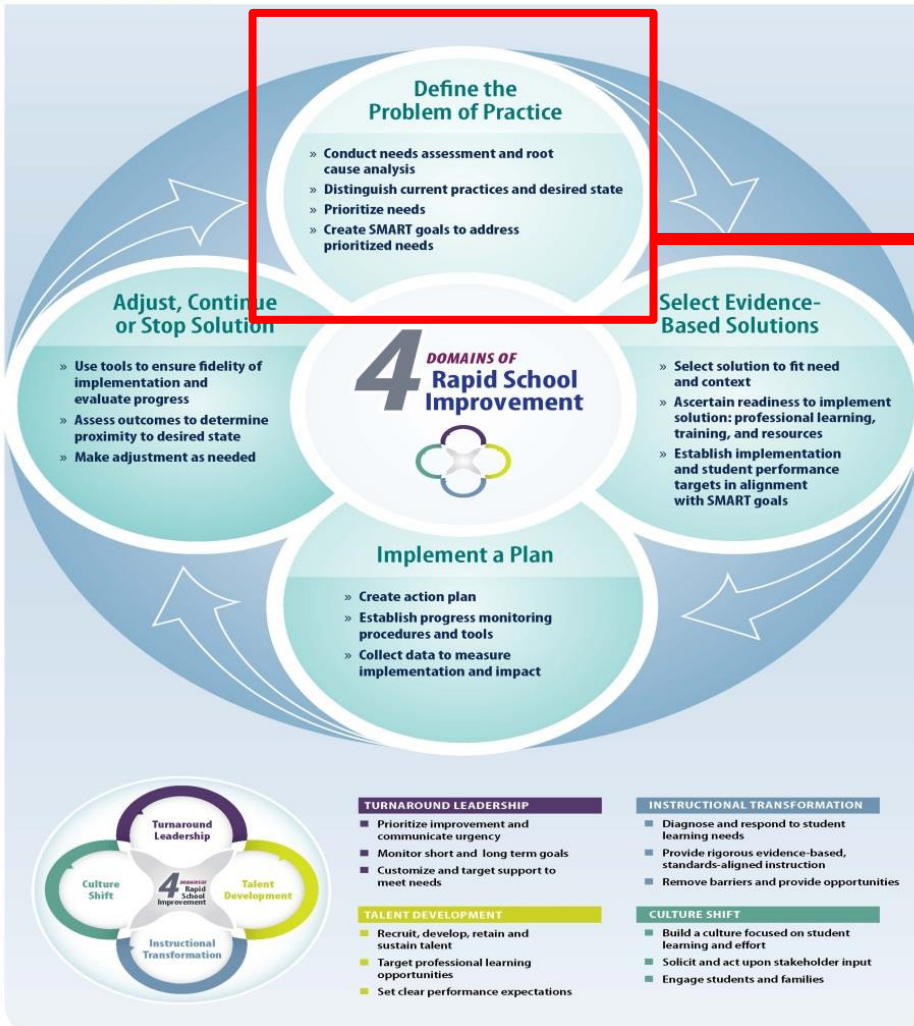
1. Define the Problem of Practice
2. Select Evidence-Based Solutions
3. Implement a Plan
4. Adjust, Continue, or Stop Solution



Cycle of Continuous Improvement

Cycle of Continuous Improvement

A tool to determine and implement short- and long-term strategies and actions



CSI School Needs Assessment Template

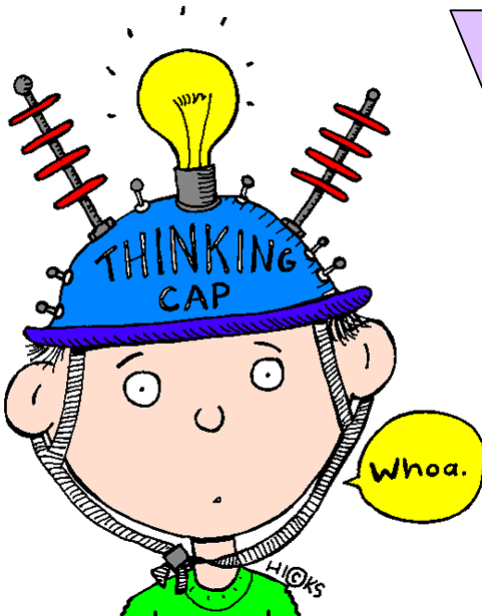
School
Profile

Student
Profile Data

Staff Profile
Data

Student
Achievement
Data

Analysis of
School
Strengths and
Challenges



CSI School Needs Assessment Approval Rubric Data Completion

See Participant
Packet for
a hard copy!

Level	Explanation
0 Not Complete	The needs assessment is incomplete. This includes the school/LEA data entry portions of the school profile, student profile, student achievement, and staff profile sections.
1 Partially Complete	The needs assessment is partially complete. This includes the school/LEA data entry portions of the school profile, student profile, student achievement, and staff profile sections.
2 Complete	The needs assessment is fully complete. This includes the school/LEA data entry portions of the school profile, student profile, student achievement, and staff profile sections.

CSI School Needs Assessment Approval Rubric

School's Vision, Mission, and Goals

Level	Explanation
0 Not Present	<ul style="list-style-type: none"> The needs assessment lacks vision, mission, and goal statements that articulate how the school will be different from how it is currently. The needs assessment demonstrates no alignment between the school's vision, mission, and goals and the district's vision, mission, and goals.
1 Beginning	<ul style="list-style-type: none"> The needs assessment includes vision, mission, and goal statements that articulate how the school will be different from how it is currently, but they are simplistic and lack specificity and/or depth. The vision, mission and goals do not address the school's commitment to and passion for its turnaround work and do not appear to translate to many internal and/or external stakeholder groups (e.g., administration, faculty, and students). The needs assessment demonstrates little alignment between the school's vision, mission, and goals and the district's vision, mission, and goals.
2 Developing	<ul style="list-style-type: none"> The needs assessment includes vision, mission, and goal statements that articulate how the school will be different once turnaround work is complete and addresses the school's commitment to and passion for its turnaround work. However, the latter is simplistic and lacks specificity and/or depth. The vision, mission, and goals appear to translate to internal stakeholder groups, such as administrators and teachers, but not necessarily to students and external stakeholder groups. The needs assessment demonstrates some alignment between the school's vision, mission, and goals and the district's vision, mission, and goals. The alignment is present, but it lacks specificity and/or depth.
3 Effective	<ul style="list-style-type: none"> The needs assessment includes vision, mission, and goal statements that articulate how the school will be different once turnaround work is complete and demonstrates evidence of the school's commitment to and passion for its turnaround work. The vision, mission, and goals translate to both internal and external stakeholder groups. The needs assessment demonstrates alignment between the school's vision, mission, and goals and the district's vision, mission, and goals. There is a clear linkage between the school's vision, mission, and goals and the district's vision, mission, and goals.
4 Exemplary	<ul style="list-style-type: none"> The needs assessment includes a concise, coherent, and robust vision, mission, and goals that all specifically articulate how the school will be significantly different from how it is currently once turnaround work is complete and demonstrates compelling evidence of the school's commitment to and passion for its turnaround work. The vision, mission, and goals easily translate to both internal and external stakeholder groups, especially students. The needs assessment demonstrates comprehensive alignment between the school's vision, mission, and goals and the district's vision, mission, and goals. A rationale for alignment is provided, and there is a detailed linkage the school's vision, mission, and goals and the district's vision, mission, and goals.

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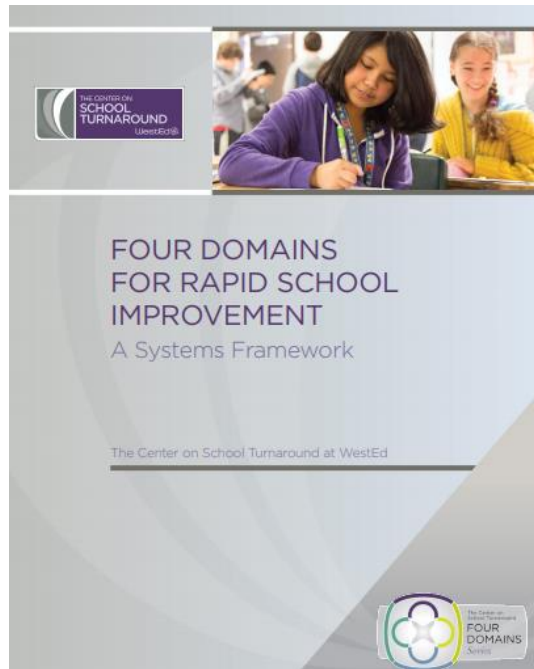
CSI School Needs Assessment Approval Rubric

School Strengths and School Challenges

Level	Explanation
0 Not Present	<ul style="list-style-type: none"> The plan makes no attempt to identify strengths and challenges aligned with each domain for rapid school improvement. The plan makes no attempt to use appropriate data sources and evidence to justify the school strengths and school challenges for each domain for rapid school improvement. The plan includes no mention of the school's context and no mention of the strengths, limitations, and needs of specific school populations (e.g., teachers, students, parents, partners, local area, district) and justifying the school's strengths and challenges.
1 Beginning	<ul style="list-style-type: none"> The plan makes little attempt to identify strengths and challenges aligned with each domain for rapid school improvement. The plan makes little attempt to use appropriate data sources and evidence to justify the school strengths and school challenges for each domain for rapid school improvement. The plan significantly lacks depth and/or specificity in its data analysis. The plan demonstrates little understanding of the school's context and does not refer much to either the internal community (e.g., school leaders, teachers, support staff, student populations) or external community (e.g., parents, partners, local area, district). The plan includes little mention of the needs of specific student populations and subgroups.
2 Developing	<ul style="list-style-type: none"> The plan makes an attempt to identify strengths and challenges aligned with each domain for rapid school improvement. The plan makes an attempt to use appropriate data sources and evidence to justify the school strengths and school challenges for each domain for rapid school improvement, but the data analysis lacks some depth and/or specificity. The plan demonstrates some understanding of the school's context and refers to either internal community (e.g., school leaders, teachers, support staff, student populations) or external community (e.g., parents, partners, local area, district) in some depth, but the overarching explanation lacks specificity and/or depth. Where applicable, a strength or challenge alludes to the needs of specific student populations and subgroups, but there is little evidence or reasoning.
3 Effective	<ul style="list-style-type: none"> The plan appropriately identifies strengths and challenges aligned with each domain for rapid school improvement. The plan uses appropriate data sources and evidence to justify the school strengths and school challenges for each domain for rapid school improvement. The plan demonstrates an understanding of the school's context, including internal community (e.g., school leaders, teachers, support staff, student populations) or external community (e.g., parents, partners, local area, district). Where applicable, a strength or challenge addresses the needs of specific student populations and subgroups, but the explanation could be more refined and detailed.
4 Exemplary	<ul style="list-style-type: none"> The plan appropriately identifies strengths and challenges aligned with each domain for rapid school improvement. The plan uses a diverse array of appropriate data sources and evidence to justify, in specific detail, the school strengths and school challenges for each domain for rapid school improvement and includes a detailed explanation of the linkages between each strength and challenge and its data analysis. The linkages are easy to comprehend and logically and succinctly explain the data supporting each strength and challenge. The plan demonstrates a deep understanding of the school's context, including internal community (e.g., school leaders, teachers, support staff, student populations) or external community (e.g., parents, partners, local area, district). Where applicable, a strength or challenge specifically addresses and attends to the needs of specific student populations and subgroups.

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Framework for School Improvement



https://centeronschoolturnaround.org/wp-content/uploads/2018/03/CST_Four-Domains-Framework-Final.pdf



Framework for School Improvement: West Ed's Four Domains for Rapid School Improvement



**Turnaround
Leadership**



**Talent
Development**



**Instructional
Transformation**



Culture Shift

Systemic Improvement









Needs Assessment Tasks

Task #1

- Begin analysis of the school's strengths and challenges aligned with the Four Domains.
- **Directions:**
 - Identify and explain the strengths and challenges in each domain using data to justify each response.
 - All responses will align with domain practices and focus areas for each domain.
 - Provide evidence from the needs assessment or another data source to support the selection of the identified strength or challenge.

OR

Task #2

- Begin self-analysis of the school's needs assessment using the rubric provided.
- **Directions:**
 - Using the rubrics provided, analyze the completed strengths and challenges portion of the needs assessment.
 - If self-analysis demonstrates any score less than 3, begin revision on the strengths and challenges.

Strengths and Challenges

Examples

Domain for Rapid School Improvement	School Strength	Evidence to Support Strength
<p>Culture Shift</p> <p><u>Domain Practices:</u></p> <ul style="list-style-type: none"> • Build a strong community intensely focused on student learning • Solicit and act upon stakeholder input • Engage students and families in pursuing education goals <p><u>Focus areas of this Domain:</u></p> <ul style="list-style-type: none"> • Culture shift depends on many people working together to achieve extraordinary results • Needs both high academic expectations and effort • Work towards common goals • Creating a culture of mutual respect • Shared responsibility • Focus and attention on student learning • Engage families and school community to support culture both in and out of the school • Create or maintain a culture that values trust, respect, and high expectations 	<p>Creating a culture of mutual respect and shared responsibility</p>	<p>The halls are clear. Students are in class.</p>
	<p><u>Directions:</u> Based on the data gathered in the needs assessment and other available quantitative and qualitative data, identify and explain the strengths in each domain using data to justify each response. Select school strengths from the domain practices and focus areas for each domain. Provide evidence from the needs assessment or another data source to support the selection of the identified strength.</p>	

Strengths and Challenges

Examples

Domain for Rapid School Improvement	School Strength	Evidence to Support Strength
<p>Culture Shift</p> <p>Domain Practices:</p> <ul style="list-style-type: none"> Build a strong community intensely focused on student learning Solicit and act upon stakeholder input Engage students and families in pursuing education goals <p>Focus areas of this Domain:</p> <ul style="list-style-type: none"> Culture shift depends on many people working together to achieve extraordinary results Needs both high academic expectations and effort Work towards common goals Creating a culture of mutual respect Shared responsibility Focus and attention on student learning Engage families and school community to support culture both in and out of the school Create or maintain a culture that values trust, respect, and high expectations 	<p>Creating a culture of mutual respect and shared responsibility</p>	<p>The halls are clear. Students are in class.</p>
	<p>Creating a culture of mutual respect and shared responsibility</p>	<p>Quantitative Evidence:</p> <ul style="list-style-type: none"> Suspensions have been cut by 50% from 50 to 25 YTD attendance has increased from 82% to 86% Reduction in the number of office referrals by 40% Double the number of DOJO/PBIS Points are being distributed <p>Qualitative Evidence:</p> <ul style="list-style-type: none"> Increased participation in the PBIS store Increased interest in monthly incentive trips/activities Creation of the school beautification club Student and teacher survey responses

Needs Assessment Tasks

Task #1

- Begin analysis of the school's strengths and challenges aligned with the Four Domains.
- **Directions:**
 - Identify and explain the strengths and challenges in each domain using data to justify each response.
 - All responses will align with domain practices and focus areas for each domain.
 - Provide evidence from the needs assessment or another data source to support the selection of the identified strength or challenge.

OR

Task #2

- Begin self-analysis of the school's needs assessment using the rubric provided.
- **Directions:**
 - Using the rubrics provided, analyze the completed strengths and challenges portion of the needs assessment.
 - If self-analysis demonstrates any score less than 3, begin revision on the strengths and challenges.

Questions



CSI School Primary Points of Contact

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