



School Improvement Guidance

SY 2023-2024



TABLE OF CONTENTS

<u>Introduction.....</u>	<u>3</u>
<u>About the Guidance Document</u>	<u>7</u>
<u>Comprehensive Support & Improvement -Low Achievement (CSI-LA)</u>	<u>9</u>
<u>Comprehensive Support & Improvement – Low Graduation Rate (CSI-G).....</u>	<u>19</u>
<u>Additional Targeted Support & Improvement (aTSI) and Targeted Support & Improvement (TSI).....</u>	<u>24</u>
<u>Quality Planning</u>	<u>35</u>
<u>CNA to RCA to IAP</u>	<u>37</u>
<u>Four Types of Data</u>	<u>39</u>
<u>SMART Goals.....</u>	<u>48</u>
<u>Four Domains of Equitable Learning</u>	<u>54</u>
<u>Evidence-Based Practices</u>	<u>59</u>
<u>Leadership Development.....</u>	<u>60</u>
<u>APPENDICES</u>	<u>62</u>
<u>Contact List.....</u>	<u>63</u>
<u>Evidence-Based Decision Making</u>	<u>64</u>
<u>Grant Guidelines.....</u>	<u>74</u>
<u>Tools.....</u>	<u>83</u>

Introduction



Vision

“We are a service organization committed to raising academic outcomes and empowering parents.”

Purpose

This document contains important information and supports for schools and Local Education Agencies, or LEAs, along with the requirements for the school improvement journey. Our intention is to come along side you in this journey. We are here to support, while ensuring accountability.

School Support & Improvement Theory of Action

If the SSI Unit provides:

- high-quality professional learning to empower and support schools and LEAs by offering evidence-based practices, data-based decision-making, and a multitude of resources;
- training and ongoing support of the CNA, RCA, and IAP continuous improvement process and implementation; and
- the opportunity for the co-creation of high expectations and accountability measures

And the LEA and school sites:

- conduct a thorough and reflective data analysis to determine needs;
- implement necessary systems change with evidence-based practices throughout the continuous improvement process;

Then,

- strength-based LEAs and schools will increase system and individual capacity ensuring excellence and innovation resulting in increased student outcomes

So that,

- All Arizona students are empowered to create limitless futures.

CSI-LA, CSI-LGR, aTSI, and TSI Technical Support Overview

Technical Support

- On-site support visits (CSI LA and CSI G schools only)
- Evidence Based Decision Making and interventions
- Support with the Comprehensive Needs Assessment (CNA) process
- Support with Root Cause Analyses
- Support aligning, developing, and implementing LEA and School Integrated Action Plans (L/SIAP)
- Support with grant applications and aligned budgeting processes
- Support with the for Four Domains of creating equitable learning environments: Strength-based Leadership, Culture Renovation, Instructional Infrastructure, and Talent Management.
- Leadership Development
- Professional Learning Opportunities
- Desktop support

CSI-LA, CSI-LGR, aTSI, and TSI Monitoring Overview

Monitoring

- On-site monitoring visits – CSI-LA and CSI-LGR Schools
- Virtual monitoring visits – aTSI Schools
- CNA and Root Cause Analysis review
- L/SIAP review and monitoring
- Strategy and action step monitoring, evaluating, and completion
- Process and impact goal success
- Data Reflection and Report Submissions and feedback
- IAP revision and next steps development
- Fiscal Review (Grant Funded): Budget alignment, review, and approval
 - Quarterly expenditure review
 - Revision review and approval
 - Fiscal compliance
- Desktop monitoring

About the Guidance Document

This guide includes four (4) main sections below:

1. Comprehensive Support and Improvement – Low Achievement (CSI-LA)
2. Comprehensive Support and Improvement – Low Graduation Rate (CSI-LGR)
3. Additional Targeted Support and Improvement (aTSI) and Targeted Support and Improvement (TSI)
4. Quality Planning



How the Guidance Document is Organized

All information has been categorized by domain, type of material, and audience.

Identification & Resources	1	Comprehensive Support and Improvement: Low Achievement (CSI-LA)	2	Comprehensive Support and Improvement: Low Graduation Rate (CSI-LGR)
	3	Additional Targeted Support and Improvement (aTSI) and Targeted Support and Improvement (TSI)	4	Quality Planning
Section Components		Definitions Identification is defined and context is provided.		Criteria Criteria of identification is outlined with multiple considerations including the models for identification.
		Exit Criteria Criteria for those identified to be able to exit is described.		Requirements Requirements of those identified are specified.





Comprehensive Support and Improvement – Low Achievement (CSI-LA)



CSI-LA Definition

Identification of Comprehensive Support and Improvement – Low Achievement (CSI-LA) occurred in fall 2022 for SY2022-23 school year, using SY21-22 data.

CSI-LA schools are re-identified every three years.

Determined criteria will be used to identify, at minimum, the lowest-performing five percent of all schools receiving Title I, Part A funds as required by ESSA section 1111(c)(4)(D).





CSI-LA Criteria

K-8 Schools

Proficiency		60%
Growth		20%
English Learners	<i>(achievement & growth)</i>	10%
Chronic Absenteeism		10%

9-12 Schools

Proficiency		60%
Grad Rate	<i>(4 year)</i>	20%
English Learners	<i>(achievement & growth)</i>	10%
Drop-Out		10%

Schools Serving a Combination to Include Grade 12

Proficiency		60%
Growth		15%
English Learners	<i>(achievement & growth)</i>	10%
Chronic Absenteeism		5%
Graduation Rate	<i>(4 year)</i>	5%
Drop-Out		5%

Schools Serving a Combination NOT Including Grade 12

Proficiency		60%
Growth		20%
English Learners	<i>(achievement & growth)</i>	10%
Chronic Absenteeism		5%
Drop-Out		5%

K-2 Model

Proficiency	<i>(using third-grade scores)</i>	90%
English Learners	<i>(achievement & growth)</i>	10%





CSI-LA Exit Criteria

Identified schools must:

- Attain a minimum of two years of consecutive increased achievement.
- Demonstrate implementation of school improvement goals, strategies, and action steps, in state required Integrated Action Plan.
- Achieve above bottom 5% of Title I schools considering all applicable criteria.

2023-24 More Rigorous Interventions

CSI schools are expected to exit within four years of identification. Schools identified in 2017 and reidentified in 2022-23 that did not exit in the fall of 2023 based on 2022-23 data (COVID delayed), are now in more the rigorous interventions beginning this school year (2023-24).

If a school remains in the bottom 5% after four years, ESSA requires “More Rigorous Interventions.”

More rigorous interventions are required for CSI schools that fail to meet the state-determined exit criteria within a state determined number of years, not to exceed four years (see Section 1111(d)(3)(A)(i)(I) of ESEA, ESSA, 2015).

Schools that do not exit CSI after 4 years will receive intensified guidance, technical assistance and supports from ADE and/or a vetted external provider with extensive, impactful experience in school transformation and who meet stringent evidence requirements.

See CSI More rigorous Options Guidance for details.





CSI-LA Requirements

Requirements Overview

- A. Comprehensive Needs Assessment (CNA)
- B. Thorough Root Cause Analysis using multiple data sources for the four types of data (three primary needs).
- C. Aligned school Integrated Action Plan (SIAP) and LEA Integrated Action Plan (LIAP) in GME
- D. Selection of evidence-based programs, strategies, practices and/or interventions
- E. Required Impact and process SMART Goals
 - 1. Student Impact Goals
 - a. State assessments - All students ELA, Math, and Science achievement
 - b. Subgroups ELA, Math, and science
 - c. Leading and lagging indicator goals
 - 2. Implementation Process Goals
- F. Effective Implementation of Required School Systems
 - 1. Strength-Based Leadership
 - 2. Culture Renovation
 - 3. Instructional Infrastructure
 - 4. Talent Management





CSI-LA Requirements

G. Required Documentation

1. Virtual and On-site Site Visits	Below
2. Mandatory Training (Initial and in person)	TBD
3. LEA Programmatic Assurances	October 15, 2023
4. Mission/Vision/Core Values (if changed)	October 15, 2023
5. SY 223-24 Assessment and/or PD Calendar	October 15, 2023
6. Data Reflection and Report Submission 1	October 30, 2023
7. Data Reflection and Report Submission 2	March 15, 2024
8. Data Reflection and Report Submission 2	June 30, 2024
9. Progress on SIAP and SMART goals in GME	December 30, 2024
10. Evaluation Tool Due	April 15, 2024
11. Update Contact Forms (school and LEA) on website http://www.azed.gov/improvement/lea- contact/	July 1, 2025
12. Fiscal Compliance (Revisions and Reimbursements)	Ongoing

H. Keep organized, relevant records for announced and unannounced site visits

I. Submit all SSI documents in a timely manner (CNA, RCA, L/SIAP, achievement data, fiscal documents, and any other requested documents)

J. Submit reimbursement requests quarterly (minimum) but monthly, if possible

K. Adhere to all assurances





CSI-LA Requirements

Data Reflection (CSI-LA)

The goal of the data reflections is to provide an opportunity to model data driven practices and promote the use of data to drive continuous improvement decision making. We take an individualized approach as each, and every LEA/school is on their own journey of data driven practices. The planning team has developed a form that we will use. The goal is not completion of the form, the goal is the conversations that the form creates.

The Data Reflection Form has 3 sections:

1. Student Assessment Data and Classroom Walkthrough Data Reflection

The purpose is to reflect on recent student data and classroom walkthrough data to determine progress on your student achievement measurements.

This is the section that they “notice” and “wonder” about what their data sets are telling them.

2. SIAP Primary Need Reflection

The purpose is for one of your IAP primary needs, select one additional data source to reflect on progress towards achieving your desired outcomes.

This is the section where we will focus on the 4 types of data to guide the discussion of primary needs and the connection to data to assess impact.

3. Final Reflection

The purpose is when you look at all the data sources and reflections from each section above, report on what this tells you about your school’s current reality and reflect on the IAP as a whole.





CSI-LA Requirements

Data Reflection (CSI-LA) Continued

This section is to help them consider next steps to ensure they are on track or help them determine if they need to course correct.

Artifact	Due Date
Data Reflection and Report 1	October 30, 2023
Feedback 1	November 14, 2023
Data Reflection and Report 2	March 15, 2024
Feedback 2	March 2, 2024
Data Reflection and Report 3	July 1, 2024
Feedback 3	July 12, 2024





CSI-LA Requirements

Evaluation Tool

Each February, schools that have grant funds will complete and Evaluation Tool Reflection that documents the effectiveness and impact on grant funded items. This is a requirement for all schools with CSI grant Funds. School Improvement Grants include Comprehensive Support and Improvement (CSI Low Achievement and CSI Graduation Rate), Targeted Support and Improvement (TSI), and School Improvement Grants (SIG).

Training modules and additional guidance to support you in completing this task can be found on the [ADE SSI Professional Learning website](#).

Please email the completed evaluation tool to your Educational Program Specialist by April 15, 2023.



CSI-LA Requirements



Site Visits

Goal: The goal of site visits is to collect evidence of progress toward desired outcomes and provide onsite support to site leaders. It is a time to celebrate progress and guide leadership in making informed changes and agree on next steps.

Site Visit Windows

Check in/ Meet and Greet	July/ August	<i>Virtual</i>
Site Visit #1	September - December	<i>On Site</i>
Site Visit #2	January - May	<i>On Site</i>

Site Visit Actions

Principal Meeting	90-120 mins	<ul style="list-style-type: none"> ✓ Current state of the school ✓ IAP strategies and action steps progress Staffing
Leadership Team Data Meeting	30-60 mins	<ul style="list-style-type: none"> ✓ CNA to IAP Progress & Data and protocols used ✓ 4 Types of Data (Benchmark Data, etc.) ✓ Data Reflection Tool
Classroom Visits	10-15 mins each room	<ul style="list-style-type: none"> ✓ School Tour ✓ All classrooms if time permits (ELA and Math Classrooms required)
Teacher/ Staff Focus Group	30 mins	<ul style="list-style-type: none"> ✓ To be determined with assigned Specialist
Student Focus Group	30 min	<ul style="list-style-type: none"> ✓ For students in grades 6-12 only
Debrief with Principal Meeting	60-90 mins	<ul style="list-style-type: none"> ✓ Patterns, Trends observed/discuss evidence observed ✓ Consider 4 Domain questions ✓ IAP Development/ adjustments/next steps
Grant Progress LEA Debrief	45-60 mins	<ul style="list-style-type: none"> ✓ Celebrations/cautions/concerns ✓ Superintendent/Charter holder and LEA Support Team Members ✓ Support, Monitoring of Identified School
Site Visit Report	Within 2 weeks	<ul style="list-style-type: none"> ✓ Sent to schools and LEA within two weeks





Comprehensive Support and Improvement – Low Graduation Rate (CSI-G)



CSI-G Definition

Comprehensive Support and Improvement – Low Graduation Rate (CSI-G) schools were re-identified for the 2021-22 school year.

ESSA requires that ALL public high schools in the State failing to graduate one third or more of their students be identified as Comprehensive Support and Improvement schools for low graduation rate. Arizona uses the 5-year cohort graduation rate for identification purposes.

CSI-G schools are reidentified every three years.





CSI-G Criteria

ALL public high schools in the State failing to graduate one third or more of their students. Arizona uses the 5-year cohort graduation rate for identification purposes.





CSI-G Exit Criteria

Identified schools must:

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





CSI-G Requirements

Requirements Overview

Same as CSI-LA with a focus on Graduation Rate:

- A. Comprehensive Needs Assessment
- B. Grad Rate Fishbone for FY24
- C. SMART goal related to Grad Rate
- D. SIAP addressing 3 primary needs with specific actions related to Grad Rate Needs
- E. Site Visits
- F. Quarterly Benchmark Data Reflections:
 - 1. October 30, 2023
 - 2. January 27, 2024
 - 3. March 31, 2024
 - 4. June 30, 2024
- G. Fiscal Compliance (if applicable)
- H. Keep organized, relevant records for announced and unannounced site visits
- I. Submit all SSI documents in a timely manner (CNA, RCA, L/SIAP, achievement data, fiscal documents, and any other requested documents)
- J. Submit reimbursement requests quarterly (minimum) but monthly, if possible
- K. Adhere to all assurances





Additional Targeted Support and Improvement (aTSI)

Targeted Support and Improvement (TSI)



aTSI Definition

Federal legislation ESSA designates two types of TSI schools:

1. aTSI – identified every three years using one year of data.
2. TSI – identified every year using three years of data.

Additional Targeted Support and Improvement Schools (aTSI)

Additional Targeted Support and Improvement Schools (aTSI) schools were identified in late fall 2022 using SY2021-22 data.

aTSI are any school with any subgroup of students, that on its own, would lead to identification as a Comprehensive Support and Improvement School. They are reidentified every three years. If they don't meet exit criteria by the end of the 4th year, aTSI schools that are also Title 1 schools become Comprehensive Support and Improvement Low Achievement Schools, beginning 2024-25. The four years was paused during COVID pandemic.

Note Abbreviations in data

SWD	Students with Disabilities
ELFEP1-4	English learners and all students scoring Fluent English Proficient in years 1-4
IE12	Income Eligibility 1 and 2 (Formerly Economically Disadvantaged)





TSI Definition

Federal legislation ESSA designates two types of TSI schools:

1. aTSI – identified every three years using one year of data.
2. TSI – identified every year using three years of data.

Targeted Support and Improvement Schools (TSI)

ESSA also requires identification of Targeted Support and Improvement (TSI) schools with “consistently underperforming” subgroup/s. Arizona’s ESSA Plan defines “consistently underperforming” as a school with any subgroup two standard deviations or more below the ALL mean for three consecutive years.

These schools are identified annually beginning SY 2023-24 (COVID delayed) using data from 2019, 2022 and 2023. Therefore, there is no exit criteria.

Note Abbreviations in data

SWD	Students with Disabilities
ELFEP1-4	English learners and all students scoring Fluent English Proficient in years 1-4
IE12	Income Eligibility 1 and 2 (Formerly Economically Disadvantaged)





aTSI and TSI Criteria

- The aTSI and TSI N count of 20
- All major subgroups are included (ethnic/racial groups, economically disadvantaged (i.e. student with disabilities, and English Learners))
- Subgroup achievement in the bottom 5% of Title I schools based on CSI LA criteria →

Data Year	Identification SY	Cycle Year
Spring 18	2018-19	Year 1
Spring 19	2019-20	Year 2
Spring 20	2020-21	COVID
Spring 21	2021-22	COVID
Spring 22	2022-23	Year 3 re-identification
Spring 23	2023-24	Year 4
Spring 24	2024-25	CSI

CSI-LA Criteria

K-8 Schools

Proficiency		60%
Growth		20%
English Learners	(achievement & growth)	10%
Chronic Absenteeism		10%

9-12 Schools

Proficiency		60%
Grad Rate	(4 year)	20%
English Learners	(achievement & growth)	10%
Drop-Out		10%

Schools Serving a Combination to Include Grade 12

Proficiency		60%
Growth		15%
English Learners	(achievement & growth)	10%
Chronic Absenteeism		5%
Graduation Rate	(4 year)	5%
Drop-Out		5%

Schools Serving a Combination NOT Including Grade 12

Proficiency		60%
Growth		20%
English Learners	(achievement & growth)	10%
Chronic Absenteeism		5%
Drop-Out		5%

K-2 Model

Proficiency	(using third-grade scores)	90%
English Learners	(achievement & growth)	10%





aTSI and TSI Exit Criteria

aTSI

aTSI Identified schools must:

- Attain a minimum of two years of consecutive increased subgroup achievement; and
- Demonstrate implementation of school improvement goals, strategies, and action steps relative to subgroup achievement in state required Integrated Action Plan; and
- Achieve subgroup achievement above bottom 5% of Title I schools considering all applicable criteria.

If aTSI identified schools that are also Title 1 schools don't meet exit criteria by the end of the 4th year, they become Comprehensive Support and Improvement Low Achievement Schools, beginning 2024-25.

TSI

TSI schools are identified annually beginning SY 2023-24 (COVID delayed) using data from 2019, 2022 and 2023. Therefore, there is NO exit criteria.





aTSI and TSI Responsibilities of LEA

Responsibilities of LEA per ESSA Overview

- ✓ Notifying each identified school
- ✓ Including specific goals, strategies and action steps in the LEA integrated action plan addressing trends and patterns across schools to increase subgroup achievement
- ✓ Including specific goals, strategies and action steps in the LEA integrated action plan addressing unique individual school needs to increase subgroup achievement
- ✓ Supporting and monitoring aTSI/TSI schools to add specific goals, strategies and action steps addressing subgroup achievement to the school integrated action plan
- ✓ Supporting and monitoring implementation of strategies and action steps
- ✓ Progress monitoring of strategies and action steps
- ✓ Evaluating implementation and success of strategies and action step
- ✓ Overseeing grant expenditures and ensuring fiscal compliance





aTSI and TSI Requirements of LEA

Requirements of LEA per ESSA Overview

- A. Complete School and LEA Contact Forms on School Support and Improvement website for the LEA and aTSI/TSI Schools. **IMPORTANT:** This is how we know who to contact.
- B. Complete Assurances
- C. Complete an annual LEA Integrated Action Plan (LIAP) that outlines their plan of support to address trends and patterns across the identified schools, as well as individual schools' specific needs by May 30 to qualify for SSI grant funding, or June 30.
- D. Selection and implementation of evidence- based programs, practices and/or interventions
- E. SMART goals
 1. Subgroup goals to address low achievement
 2. Student Impact goals
 - a. Leading and lagging indicators
 - b. ELA and Math proficiency
 2. Implementation Process goals
- F. Conduct monthly/bi-monthly/quarterly meetings with site leaders of identified schools to monitor progress, assess impact, evaluate successes, and make any necessary midcourse corrections.
- G. Maintain records and evidence of aTSI/TSI school oversight, support, and monitoring
 1. Implement, monitor, and evaluate TSI School IAPs
- H. Keep organized, relevant records for announced and unannounced site visits
- I. Submit all SSI documents in a timely manner (CNA, RCA, L/SIAP, achievement data, fiscal documents, and any other requested documents)
- J. Submit reimbursement requests quarterly (minimum) but monthly if possible
- K. Adhere to all assurances





aTSI and TSI Key Action Steps for LEA

- A. Check in Meet and Greet – August-September – with aTSI identified Contact and LEA aTSI Team members
- B. Professional Learning Modules on the SI Website
- C. Plan for Support
 1. Identify Commonalities and Individual Needs within Schools
 2. Identify LEA Strategies and Goals for Support
 3. Update LIAP in GME
 4. LEA Plan for Support
- D. LEA Agenda to Prepare for Plan of Support & Checkpoint Conversations
- E. Participate in aTSI/TSI Checkpoint Conversations three times a year with assigned EPS
 1. LEA Data Review:
 - a. What are the overall LEA patterns and trends related to the most recent assessment/benchmarks, classroom observations, or relevant data for federally identified schools?
 2. LEA Progress Check:
 - a. Review of LIAP and actions steps related to aTSI/TSI identification. Discuss the evidence of impact.
 - b. Identification of LEA Next Steps.
 3. School Progress Check:
 - a. Review of SIAP and actions steps related to aTSI/TSI identification. Discuss the evidence of impact.
 - b. School Next Steps.
 - c. LEA Plan of Support Notes and Next Steps.
- F. Attend a minimum of 3 out of the 5 Virtual Learning Collaborative Meetings
- G. Complete annual EPS Support Survey



aTSI and TSI Responsibilities of LEA to Schools



The LEA is responsible for ensuring every aTSI/TSI identified school completes the following:

1. Annual **Comprehensive Needs Assessment (CNA)** and a targeted, thorough Root Cause Analyses (RCA)/fishbones in GME.

Subgroup CNA Key Indicators include:

1. 2 A & D; 1.6, 1.7 A & B; 1.8
 2. 1; 2.4 A, B, and I; 2.5 D
 3. 2 B; 3.5 C
 4. 1; 4.4 B; 4.5
 5. 1 B & C; 5.3 A
2. Addressing identified school unique primary needs and root causes from CNA relative to each identified low achieving subgroup with the **School Integrated Action Plan* (IAP)**.

Required elements for selected principles:

- Primary Need
- Root Cause
- Need Statement
- Desired Outcome
- Strategies (specific to subgroup achievement)
- Action steps
- Use of evidence-based programs, practices and/or interventions
- Student Impact goals
- Leading and lagging indicators
- ELA and Math proficiency
- Implementation Process goals

*See guidance materials CNA to RCA to IAP <http://www.azed.gov/improvement/>





aTSI and TSI Responsibilities of SEA

The State Education Agency (SEA) – Arizona Department of Education (ADE) monitors and supports the LEA with TSI schools. Education Program Specialists (EPS) will provide collaborative technical assistance to LEAs federally identified for additional Targeted Support and Improvement (aTSI) and Targeted Support and Improvement (TSI).

Support will be provided to the LEA level, with additional school-level support provided *only at the request of the LEA and based upon availability of Arizona DOE staff*.



aTSI and TSI Responsibilities of SEA



SEA Desktop Support and Monitoring

Collective Supports to LEAs include:

- Guiding the LEA through the collection and analysis of sub-group data
- Guiding the LEA through the problem-solving cycle of the continuous improvement framework
- Collaborating on a district plan of support focused on specific needs for the LEA and school context
- Assisting with the selection of evidence-based actions, strategies, and interventions for the LEA plan of support
- Providing ongoing communication to and check-ins with the LEA
- Participating in Continuous Improvement Team meetings with district personnel as needed
- Providing tools, resources, coaching and support for continuous improvement
- Conducting monitoring of LEA's plan of support
- Conducting monitoring of the evidence-based practices and review of progress monitoring data
- Providing technical support and/or virtual coaching, resources, and tools to support to improve effective instruction, engaging school climate, and student outcomes that yield increased achievement for all students.
- Providing support in budgeting School Improvement funds, including the development of the grant applications as well as monitoring expenditures and drawdown.





Quality Planning

[Introduction](#)

[CSI-LA](#)

[CSI-G](#)

[aTSI / TSI](#)

[Quality Planning](#)

[Appendices](#)



Continuous Improvement

Continuous improvement is an iterative process that unfolds progressively and is sustained over time. It encompasses the general belief that improvement doesn't start and stop. It requires an organizational and professional commitment to an ongoing process of learning, self-reflection, adaptation, and growth. For example, when a school is continuously improving, a variety of changes occur in ways that cumulatively affect multiple dimensions of a school system. There is a sense of coherence resulting from intentional planning.

Continuous improvement is the process of using data to continually improve all aspects of the learning organization. Major components of continuous school improvement encompass creating, reviewing, or revising the school vision; gathering and analyzing data related to that vision; planning the school's work to align with the vision, selecting evidence-based strategies, implementing the action steps; and gathering data to measure the impact. Sustainable continuous improvement requires schools to have the knowledge, skills, and expertise needed to improve educational results and sustain improvement over time.

Continuous improvement must build leader and staff [capacity](#). The improvement cycle includes ongoing data collection from multiple sources that helps educators monitor progress and make adjustments in real time.

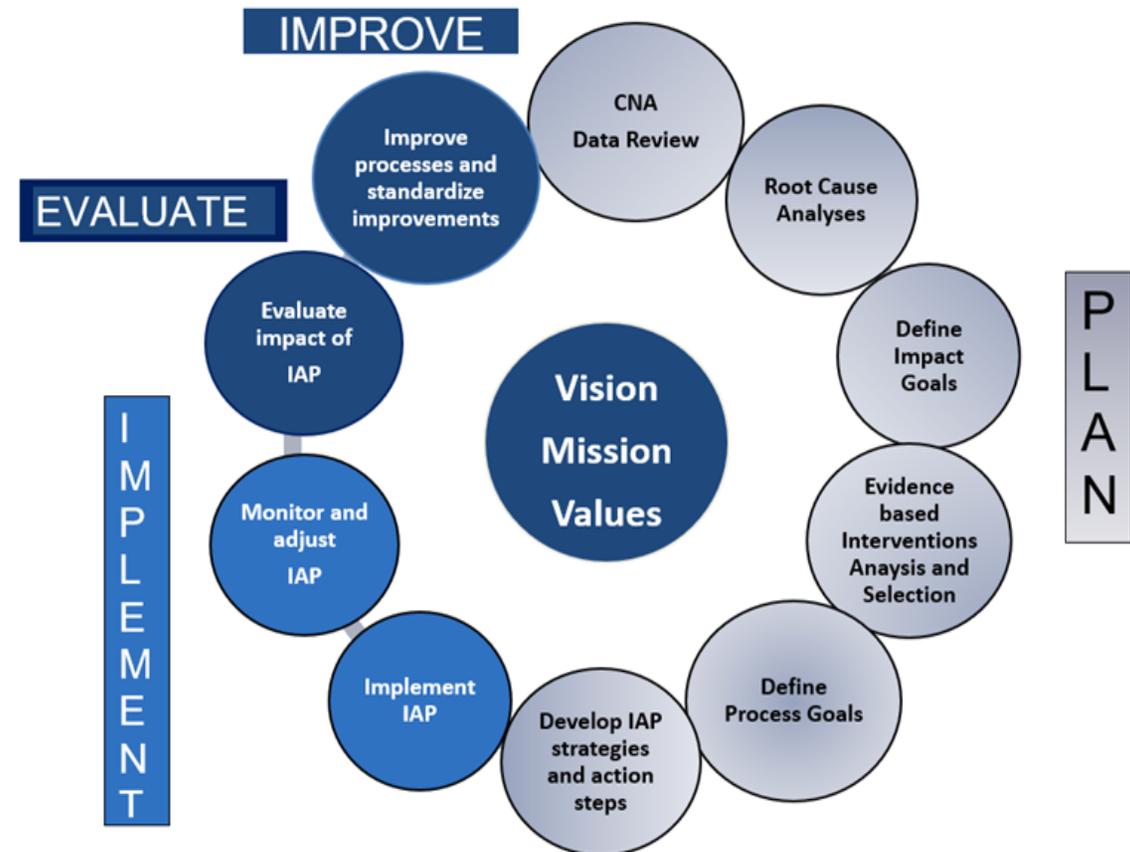


CNA to RCA to IAP Connections and Alignment



Carefully follow the directions in the Comprehensive Needs Assessment, Root Cause, and Integrated Action Plan [CNA, RCA, and IAP Guidance](#) for all Title I Schools.

Title I, II, III, IV-A, School Improvement schools will use the 6 Principles, Indicators and Elements to identify strengths and needs in order to increase student achievement and strengthen school systems leading to sustainable improvement. The primary needs identified in the Comprehensive Needs Assessment and the root causes become the foundation for the Schools Integrated Action Plan. The LEA Integrated Action Plan (LIAP) is based on all the school/s' Comprehensive Needs Assessment and root cause findings. The LIAP are the LEA strategies and action steps to support the successful implementation of the School Integrated Action Plan. ALIGNMENT is the key to continuous improvement.





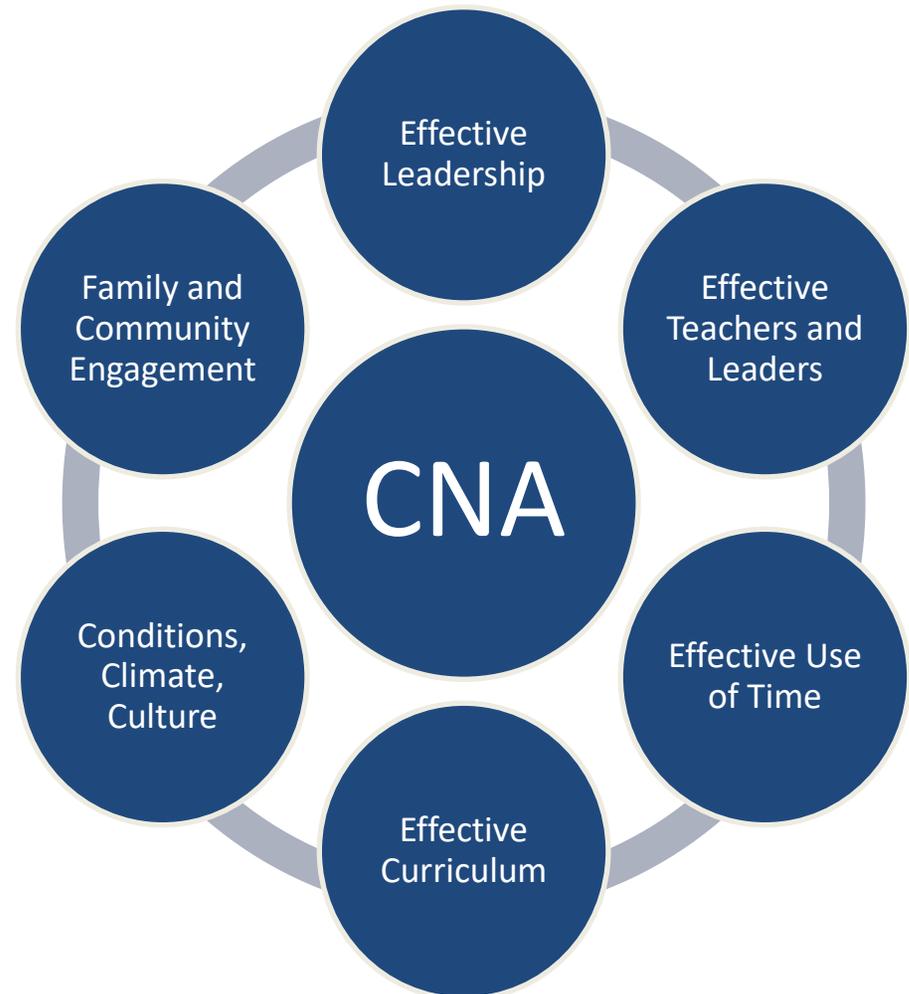
CNA to RCA to IAP Connections and Alignment

Comprehensive Needs Assessment

- [FY24 CNA Rubric with Full Details with 4 Types of Data](#)
- [FY24 CNA Planning Tool](#)
- [FY24 CNA, RCA, and IAP Guidance](#)

CNA Data Collection, and Analysis

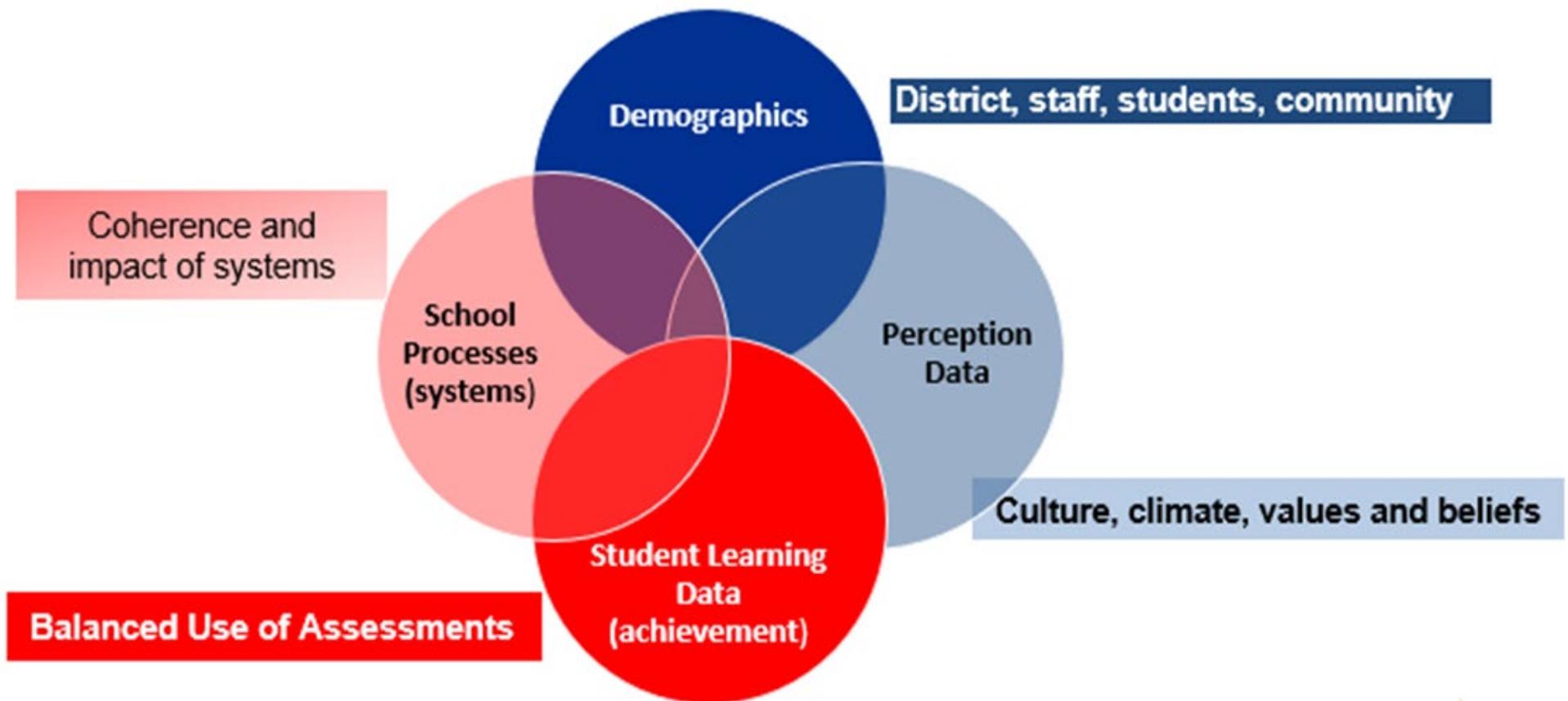
1. Use [CNA with Full Rubrics](#) to discuss the data needed for each Principle and indicator
 - What data sources do you have?
 - Do you need other data?
 - Take time to gather data
2. Analyze data
3. Discuss, discuss, discuss... the power is in the group discussion from different lenses and perspectives
4. Based on data analysis, select the element descriptors that best match your school for all six principles' indicators and their elements
5. Reach consensus on each element's rating





Four Types of Data to Consider

Dr. Victoria Bernhardt is the author or coauthor of numerous books which focus on continuous school improvement cycles and school-wide data practices. In her work, she emphasizes that in order to truly understand the health and performance of your school and district, you must consider multiple measures of data.



Four Types of Data to Consider



1. **Demographics** – *Who are we?*

- What information do we have about the students who are enrolled in the school and the community and families we serve; who are our staff? What is important to know about our community? Demographic data are used to disaggregate other data sets.
- Examples of demographic data: enrollment, behavior/discipline, attendance, dropout rates, graduation rates, language proficiency, students with disabilities, poverty indicators, ethnicity, gender, grade levels.

2. **Perception** – *How do we do business? Culture, climate, values, and beliefs.*

- Measure stakeholders' perceptions of the learning community – perception shapes reality.
- How satisfied are families, students, and/or staff with the learning environment and school?
- Perception data is most reliably measured by surveys, focus groups, observations, or interviews. Some anecdotal observations can be considered but it's important to note that our observations are our OWN perceptions and may vary from our stakeholders. Going directly to the source is important for eliminating assumptions and biases.

3. **Student Learning** - *What are we teaching? What are our students learning? How are our students doing? Who needs extra help?*

- How do we know when students are learning and growing academically?
- Use of a balanced assessment framework including, universal screeners, diagnostics, classroom assessments, progress monitoring, end of unit/course/year assessments.
- Successful course completion.

4. **School Processes and Systems** – *What are our systems and processes? How do we to ensure alignment and coherence?*

- How successful are the systems and programs that are being implemented at your school? The thing to note here is that to have “data” in this category, you need to measure the impact and effectiveness of the programs, not just the implementation.
 - Curriculum
 - Instruction (UDL, SEL)
 - Assessment
 - Programs/processes (MTSS)





Four Types of Data to Consider

Looking at data intersections tells us more. Ref: Multiple Measures of data – Victoria Bernhardt
https://nces.ed.gov/pubs2007/curriculum/pdf/multiple_measures.pdf

TWO-WAY INTERSECTIONS CAN TELL US

Demographics by Student Learning	<i>If groups of students perform differently on student learning measures.</i>
Demographics by Perceptions	<i>If groups of students are experiencing school differently.</i>
Demographics by School Processes	<i>If all groups of students are represented in the different programs and processes offered by the school.</i>
Student Learning by Perceptions	<i>If student perceptions of the learning environment have an impact on their learning results.</i>
Perceptions by School Processes	<i>If students are perceiving programs and processes differently.</i>

THREE-WAY INTERSECTIONS CAN TELL US

Demographics by Student Learning by Perceptions	<i>The impact demographic factors and attitudes about the learning environment have on student learning.</i>
Demographics by Student Learning by School Processes	<i>What processes or programs work best for different groups of students measured by student learning results.</i>
Demographics by Perceptions by School Processes	<i>What programs or processes different students like best, or the impact different programs or processes have on student attitudes.</i>
Student Learning by Student Processes by Perceptions	<i>The relationship between the processes students prefer and learning results.</i>

FOUR-WAY INTERSECTIONS CAN TELL US

Demographics by Student Learning by Perceptions by School Processes	<i>What processes or programs have the greatest impact on different groups of students' learning, according to student perceptions, and as measured by student learning results.</i>
--	--





Four Types of Data to Consider

One (1) Category

- What is the current attendance rate? (**Demographics**)
- What is the student proficiency rate in mathematics on the state test? (**Student Learning**)
- What are parent, student, and staff opinions of the learning environment? (**Perception**)
- How many students are enrolled in remediation programs? (**School Systems**)

One (1) Category – Longitudinal *(Always consider this when asking multiple category data questions.)*

- Is our attendance rate improving over time? (**Demographics** – *improvement over time*)
- Have student scores on standardized tests changed during the past several years? (**Student Learning** – *change over several years*)
- How have parent, student, and teacher perceptions of the learning environment changed? (**Perception** – *change over time*)
- Is student enrollment in remediation programs declining? (**School Systems** – *declining over time*)

Two (2) Categories

- Does high absenteeism cause lower grades? (**Demographics/ Student Learning**)
- Do students with positive attitudes score higher on benchmarks? (**Perception/ Student Learning**)
- Do remediation programs increase student achievement on standardized achievement tests? (**School Systems/ Student Learning**)
- Do EL Students perform lower than non-EL Students on district benchmarks? (**Demographics/ Student Learning**)
- Is there a difference in student perceptions in the learning environment and gender? (**Perception/ Demographics**)





Four Types of Data to Consider

Three (3) Categories

- Do EL Students make greater growth on state assessments with certain teachers? (**Demographics/ Student Learning/ School Systems**)
- Do different ethnicities perceive the learning environment differently, and do they score differently on standardized achievement tests consistent with these perceptions? (**Demographics/ Perception/ Student Learning**)
- Which reading program makes the most significant impact on achievement for struggling students, and is one population of students finding greater success on benchmarks when enrolled in the program? (**School Systems/ Student Learning/ Demographics**)

Four (4) Categories

- Are there differences in benchmark achievement scores for 5th grade girls and boys who have positive perceptions of their teacher? (**Student Learning/ Demographics/ Perception/ School Systems**)
- Did exceptional education students in inclusion classes, with a positive perception of their school, make greater growth than their peers with positive perceptions in self-contained classes on statewide assessments? (**Demographics/ School Systems/ Perception/ Student Learning**)





Four Types of Data to Consider

Ask: In what area does your school collect the most data consistently? What areas do you need to look at and increase data sources?

Data Inventory

- What do we measure the most and does that align with our vision, mission, values, and top priorities?
- Are there any data redundancies? If so, in what areas? How might you reduce those redundancies?
- Are there any gaps in data that need to be addressed based on our priorities? If so, how might you address those gaps?

Data Leadership

- Challenge current processes with data
- Inspire a shared vision
- Enable others to act
- Model the way
- Encourage the heart

Leading and Lagging Data Guiding questions

Gathering data:

1. What data do we currently collect that is relevant to the CNA indicators and elements?
2. What additional data is needed or can contribute as evidence?
3. Is data needed to show specific gains or losses or to better understand progression and/or effectiveness of a system or process?
4. Which data points do you feel are the most meaningful and useful?
5. What, if any, additional data is needed?





Four Types of Data to Consider

Leading Indicator Data

Leading indicators are formative, prioritize key areas that are particularly helpful in assessing progress toward goals and make mid-course corrections.

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?

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?





Four Types of Data to Consider

Leading Indicator Data Continued

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?

Other Possible Leading Indicators (to collect data on)

- Formative Assessments
- Early Reading Proficiency
- Enrollment in Pre-Algebra and Algebra
- Over-Age/Under-Credited Students
- Student Attendance and Suspensions
- Special Education Enrollment
- Student Engagement
- Principal Quality





Four Types of Data to Consider

Lagging/ Achievement Indicator Data

Leading indicators are formative, prioritize key areas that are particularly helpful in assessing progress toward goals and make mid-course corrections. Lagging indicators are summative, longer-term outcomes that enable us to reflect on the impact of a strategy.

End of Year Achievement Data Guiding Questions Student Achievement

- Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics, by grade and by student subgroup
- 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?





SMART Goals

- Specific** Specific: A well-written goal addresses who will do what by when and how the results will be measured.
- Measurable** Measurable: The key concept here is: what gets measured, gets done. How will you measure its accomplishment?
- Attainable** Attainable: Achievable 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** 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** 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.





SMART Goals

The two (2) types of required SMART Goals

Process SMART Goals: Goals that pertain to the implementation of systems, structures, and processes. These goals are written to define successful markers of the integrated action plan.

- By January 10, 2024, all PLCs will turn in their 2024 PLC Plans which documents 1) agreed upon norms, 2) an agenda/notes template, 3) meeting dates and times for the year, 4) and articulate prioritized outcomes.
- By February 2024, all teachers will have attended the four-part MTSS professional learning series and will begin implementing evidence-based tier II interventions in their classes. Evidence will be collected through PD sign-in sheets and reflections as well as classroom walk-throughs conducted by admin and instructional coach.
- Grades 3-5 will implement supplemental reading resources and interventions according to the agreed upon frequency for each program by November 1, 2022 (i.e. 4th grade students will complete a minimum of 3 Achieve 3000 lessons each week). This data will be tracked through the learning platforms by the instructional coach.
- As a result of participating in professional development opportunities and ongoing coaching cycles, all staff will implement prioritized trauma-informed practices by December 2023 as measured by focused monthly walkthroughs by site leadership.





SMART Goals

The 2 types of required SMART Goals

Student Impact SMART Goals: Goals that pertain to student achievement or growth. (i.e. state assessment, AZELLA, benchmark assessment, Galileo, DIBELS, etc.)

- I. Content Area Achievement/Proficiency or Growth Goals
 - **(Growth)** [content area] achievement for all students will increase by ___% moving from ___% proficient or highly proficient on 2023 State Assessment to ___% proficient or highly proficient on 2024 AZ State Assessment.
 - **(Achievement/ Proficiency)** ___% of students will score proficient or higher on the [content area] 2024 AZ State Assessment.
 - **(example)** Of all the students who are assessed in grades 6-8 on the Spring 2023 Arizona State Assessment, 45% will score proficient or higher on the ELA assessment, 40% will score proficient or higher on the Math assessment, and 35% will score proficient or higher on the Science assessment.
- II. ACT Goals
 - **(Achievement/ Proficiency)** The percentage of students that meet the college readiness benchmark score in all four content areas will improve from ___% in 2023 to ___% in 2024 as measured by the ACT.
 - **(Growth)** The average ACT composite score will increase from ___ in 2023 to ___ in 2024.
- III. Graduation Rate
 - Graduation Rate will increase from ___% in 2022-2023 ___% in 2023-2024 (4-year cohort or 5-year cohort)
- IV. Other Indicators
 - ___% of Juniors and Seniors will be classified as “on track” to graduate by December 2023.
 - Overall HS attendance will increase from ___% in 2022-2023 to ___% in 2023-2024.
 - Senior attendance will increase from ___% in 2022-2023 to ___% in 2023-2024.
 - The number of discipline referrals will be reduced by ___% from ___% in 2022-2023 to ___% in 2023-2024.





SMART Goals

aTSI/TSI Subgroup Goals: There must be a SMART goal for each identified aTSI/TSI subgroup in your IAP. These goals can be combined and include multiple content areas, sub-goals of a larger proficiency/growth SMART goal, separated out by each subgroup individually, or specify achievement gap goals. Below are some examples of these variations of aTSI/TSI Subgroup goals. SMART goals apply to both aTSI/TSI Schools.

I. **aTSI/TSI Combined:** includes more than one subgroup in a goal statement

- By the end of year benchmark assessment in May 2024, ___% of **students with disabilities** and **Hispanic students** will show at least 1.3 years of growth OR will be “on grade level” in both ELA and Math based on their Galileo assessment.

II. **aTSI/TSI Integrated:** includes an aTSI/TSI subgroup goal as a sub-goal of a larger SMART goal in the IAP

- (Larger SMART Goal of a Strategy)- Of **all the students** who are assessed in grades 6-8 on the Spring 2023 Arizona State Assessment, 45% will score proficient or higher on the ELA assessment, 40% will score proficient or higher on the Math assessment, and 35% will score proficient or higher on the Science assessment.
 - **(aTSI/TSI Subgroup 1 Goal)** The percent of **students with disabilities** scoring proficient or higher on the ELA Arizona State Assessment will increase from ___ in 2023 to ___% in 2024.
 - **Math** Arizona State Assessment scores for all students will increase from ___% in 2023 to ___% in 2024 (growth).
 - **(aTSI/TSI Subgroup 2 Goal)** The percent of **Hispanic/Latino** students scoring proficient or higher on the **ELA** Arizona State Assessment will increase from ___% in 2023 to ___% in 2024.





SMART Goals

aTSI/TSI Subgroup Goals: There must be a SMART goal for each identified aTSI/TSI subgroup in your IAP. These goals can be combined and include multiple content areas, sub-goals of a larger proficiency/growth SMART goal, separated out by each subgroup individually, or specify achievement gap goals. Below are some examples of these variations of aTSI/TSI Subgroup goals. SMART goals apply to both aTSI/TSI Schools.

III. **aTSI/TSI Separated:** includes separate goal statements for identified TSI groups, not necessarily integrated with another

- **(aTSI/TSI Subgroup 1 Goal)** The percent of **students with disabilities** scoring proficient or higher on the **ELA** Arizona State Assessment will increase from ___% in 2023 to ___% in 2024; **Math** Arizona State Assessment will increase from ___% in 2023 to ___% in 2024.
- **(aTSI/TSI Subgroup 2 Goal)** The percent of **Hispanic/Latino** students scoring proficient or higher on the **ELA** Arizona State Assessment will increase from ___% in 2023 to ___% in 2024; **Math** Arizona State Assessment will increase from ___% in 2023 to ___% in 2024.

IV. **aTSI/TSI Achievement Gap:** notes the reduction of the discrepancy between the identified subgroup and rest of school

- The achievement gap between percentage of all students scoring proficient and the percentage of ___(subgroup) students scoring proficient will be reduced by ___% from ___% in 2023 to ___% in 2024 on the State Assessment.



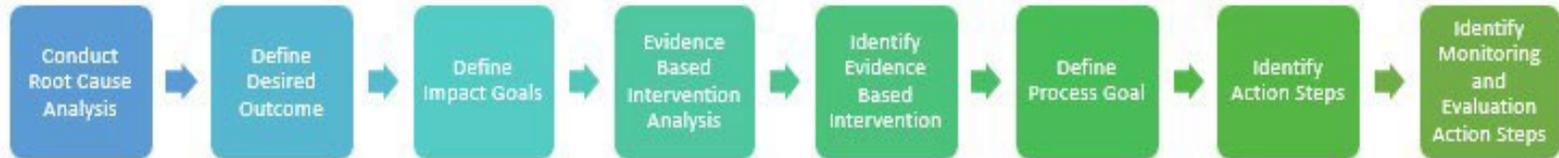
CNA to RCA to IAP Graphic



Comprehensive Needs Assessment and Data Review



Identify Primary Need



Identify Primary Need



Identify Primary Need



Four Domains of Equitable Learning



Equitable Learning Environment

Creating structures, practices and policies that advance positive, data driven learning practices and leadership among educators, students, and families in support of increasing student achievement; where each student's unique needs and circumstances are met and they are challenged academically and intellectually within a supportive environment; where "every student has access to the educational resources and rigor they need at the right moment in their education."

It is grounded in the understanding that all students bring strengths to the learning environment and fostering those strengths, and helping students understand them increases engagement and achievement.





Four Domains of Equitable Learning

1. Strength Based Leadership

Leaders make it a top priority to elevate the performance of low achieving schools, and they communicate the urgent need for transformation so that all students receive the high-quality education they deserve. The policies, structures, resources, and personnel leaders put in place to rapidly and significantly improve the schools reflect the leader's strong commitment to the work. Leaders understand their role in ensuring transformation, they develop data informed plans that meet the local context, and they accept responsibility for the results.

- **Prioritize improvement and communicate urgency**
 - Set a deliberate path and create clear expectations to work towards improvement.
 - Articulate a commitment and fiercely advocate for it.
 - Closely monitor, discuss, report, and take action on progress.
- **Monitor short- and long-term goals**
 - Develop data informed impact and process goals with short term targets to guide improvement plan.
 - Respond to feedback and progress toward goals.
 - Celebrate successes.
- **Customize and target support to meet needs of school**
 - Provide personalized targeted support aligned to the CNA and data needs of the school's context.
 - Promote coherence and integration of priorities.
 - Eliminate unnecessary initiatives.





Four Domains of Equitable Learning

2. Culture Renovation

Develop a school culture where educators create a classroom, school, and system where excellence is achieved for every student, no matter who that student is or where that student comes from. Academic and social emotional needs of staff and students are focused on in a concerted effort. Leadership develops structures and practices that support collaboration around common goals, mutual respect, and shared responsibility. Therefore, responding to the cultural needs of the school internally and externally. Staff and students are challenged and supported.

- **Build a school community focused on student learning**
 - Celebrate successes; start with quick wins in the beginning to build momentum. Early successes promote success and gain confidence.
 - Provide explicit expectations, behaviors, and support for each person's role in the school.
 - Create opportunities for collaboration and belonging.
 - Champion high expectations of ALL. Reinforce expectations through accountability and support.
- **Solicit and act on stakeholder input**
 - Provide multiple opportunities for staff, student, and community voice.
 - Analyze perception data to identify success and opportunities for growth.
 - Solicit, acknowledge, and respond to constructive feedback, suggestions, and criticism.
- **Engage students and families in pursuing education goals**
 - Intentionally build students competencies to achieve goals, persist in tasks, celebrate progress, and develop strategies for learning.
 - Provide learning that is high interest and connects with student needs and aspirations.
 - Meaningfully engage with school families regarding their student's learning, progress, interests, and goals.





Four Domains of Equitable Learning

3. Instructional Transformation

Effective instructional practices include strong standards-based instruction that is culturally responsive to the needs of the school community. School staff participate in collaborative, data-based planning and provide differentiated learning for individual student needs. This includes evidence-based pedagogical methods and student engagement that meets the academic and social emotional needs of all students.

- **Diagnose and respond to student learning needs**
 - Develop a balanced assessment system to diagnose student learning needs.
 - Use that data to drive instructional decisions.
 - Implement an MTSS framework that includes effective student supports and instructional interventions.
- **Provide rigorous evidence-based instruction**
 - Set high academic standards and ensure access to rigorous standard-based instruction aligned to the Arizona K-12 standards.
 - Provide supports, training and feedback to ensure quality instructional planning and delivery.
 - Develop strategies to strengthen Tier 1 core instruction that meets the needs of ALL learners.
- **Remove barriers and provide opportunities**
 - Systematically identify barriers to students learning and opportunities to enhance learning.
 - Partner with community organizations to meet the needs of staff and students.
 - Develop a strategy to review data on an ongoing basis to identify systemic opportunities for change.





Four Domains of Equitable Learning

4. Talent Development

Recruitment, development, and retention of competent and committed personnel at every level across the school. Policies and practices to identify, select, place, and retain personnel are aligned to the mission and vision of the school.

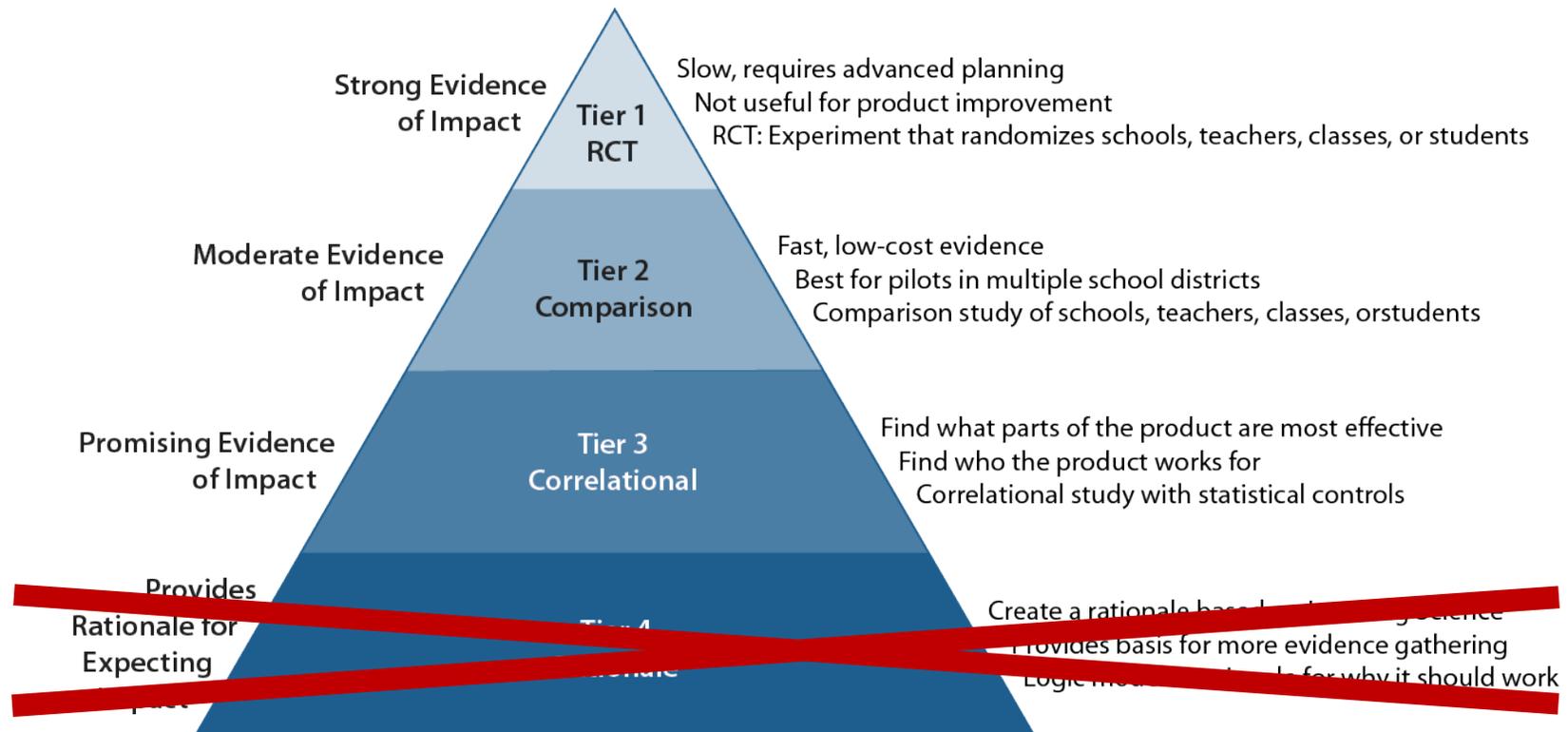
- **Recruit, develop, retain, and sustain talent**
 - Proactively plan for the recruitment and development of personnel to quickly fill vacancies throughout the transformation process.
 - Develop specific interview strategies to ensure commitment to the school's mission and vision.
 - Develop preparation programs that build capacity in school leaders and staff.
- **Target professional learning opportunities**
 - Offer high-quality meaningful learning opportunities, aligned to school goals that are differentiated to meet the needs of staff.
 - Offer regular support and job embedded learning that includes coaching, mentoring, observation, and feedback on a regular, consistent basis.
 - Leverage and maximize high performing personnel as models and peer coaches.
- **Set clear performance expectations**
 - Create and communicate performance expectations for all school staff, as well as school wide expectations for all students.
 - Develop and implement a performance management system that includes observation and feedback, the monitoring of progress, and goal setting with informal and formal observations.





Evidence-Based Practices Guidance

Please visit the evidence-based practices guidance on the SSI [Evidence Based Practices page](#). For more information, please see [Evidence-Based Decision Making](#) section of this document.



NOTE: Tier 4 is not allowed for School Improvement

On demand professional learning video modules can be found at:

<https://www.azed.gov/improvement/support-improvement-professional-learning>



Leadership Development Opportunity



ELEVATE is an evidence-based, executive leadership program developed and presented by the School Support and Improvement Division of the Arizona Department of Education.

ELEVATE centers on strength-based leadership and develops the knowledge, competencies, and skills necessary for systemic change. ELEVATE focuses on the culture of learning and high expectations for all, instructional infrastructure, and talent management at the systems level within LEAs and schools.

Cohort 7 begins August 2023
Cohort 8 begins August 2024

Grant funding is available for program and coaching costs.

Contact Christina Aldrich christina.aldrich@azed.gov for information and application.

Information and video:

<https://www.azed.gov/improvement>





Leadership Development Opportunity



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 equity, improving teaching and learning that results in rapid and significant gains in student achievement.

Theory of Action

If we develop strength-based 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 for all, a strategic, evidence-based talent management system,

Then student achievement significantly improves, and student subgroup achievement gaps are eliminated.





APPENDICES

[Introduction](#)

[CSI-LA](#)

[CSI-G](#)

[aTSI / TSI](#)

[Quality Planning](#)

[Appendices](#)

School Support & Improvement Contact List



Title - Location	Name
Deputy Associate Superintendent – Phoenix	Devon Isherwood
Director – Phoenix	Christina Aldrich
Education Program Specialist – Phoenix	Becca Moehring
Education Program Specialist – Phoenix	Michael Hansen
Education Program Specialist – Phoenix	Amanda Wilber
Education Program Specialist – Phoenix	Kelly Curtin
Education Program Specialist – Phoenix	Cindy Robinson
Education Program Specialist – Phoenix	Alicia Grismer
Education Program Specialist – Phoenix	Ken Rausch
Education Program Specialist – Phoenix	Serena Lobo
Education Program Specialist – Phoenix	Chelle Kemper
Education Program Specialist – Phoenix	Andrew Ward
Education Program Specialist – Tucson	Lucedes McBroom
Education Program Specialist – Tucson	Sarah Barnes
Education Program Specialist – Flagstaff	Tony Cuevas
Data Specialist – Phoenix	Russel Potter
Program Project Specialist – Phoenix	Cindy Richards

Email Address Format: first.last@azed.gov

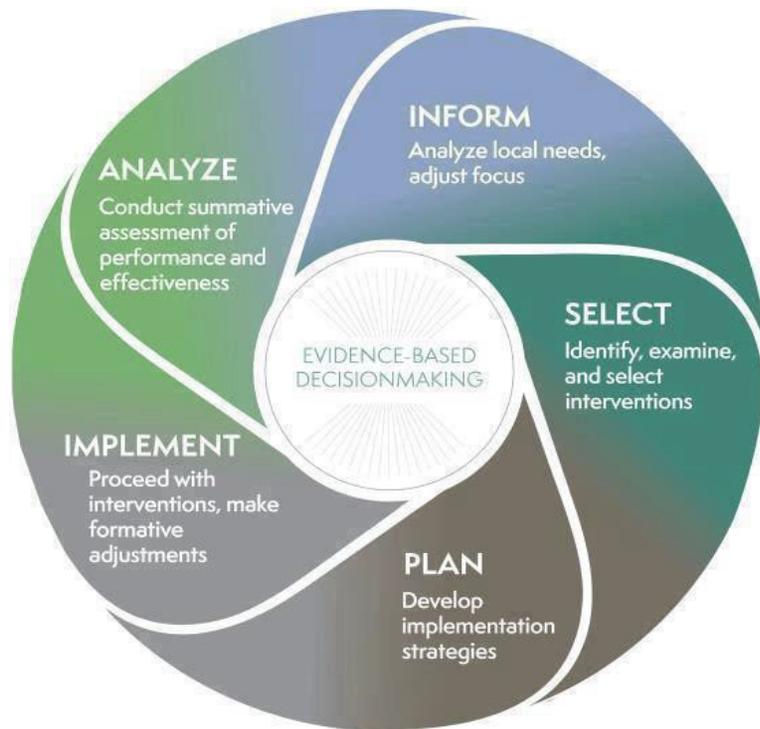
General Inbox: SchoolImprovementInbox@azed.gov



Evidence-Based Decision Making



Please visit the evidence-based practices guidance on the SSI [Evidence Based Practices page](#). For more information, please see [Evidence-Based Practices](#) in the Quality Planning section of this document.



EVIDENCE-BASED

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



Evidence-Based Decision Making



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”.

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.



Evidence-Based Decision Making



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



“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.



Evidence-Based Decision Making



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.



Evidence-Based Summary Form

LEA Grade

Preschool

Elementary

Middle School

High School

LEA Community

Urban

Rural

Suburban

Research

Grade Level

Preschool

Elementary

Middle School

High School

Community

Urban

Rural

Suburban

ESSA Tier

Strong

Moderate

Promising

Provide the Program, Strategy, Description, or Research Paper Abstract. Must be third party research (no white papers will be accepted). Include links to the evidence.

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

Tutoring Plan

For use of School Improvement Grant Funds (CSI, TSI, Sustainability)

When using any school improvement funds for a tutoring program, an explicit plan must be provided to ensure that the instruction is targeted, evidence-based and different than instruction provided during the school day. Tutoring time may not be used as a study hall, work completion opportunity or homework room.

LEA:	School:		
Grant: (Please circle)	CSI	TSI	Sustainability
Tutoring Purpose: (Content area/s and expected outcomes)			
Targeted Students Populations:			
Tutoring Session Times:			
Staffing: (Who is teaching the tutoring groups (positions, not names; every effort should be made to assign highly effective teachers; required to be effective teachers?)			
Student Identification for Participation: (How will students be identified; indicate data to be used, including instruments/assessments?)			
Program Content: (What evidence-based material are being used?)			
Program and Pedagogy: (How is the tutoring different from core instruction?)			
Student Progress Monitoring: (What data will be used to measure progress in the program? Including monitoring instruments/assessments and intervals/timelines.)			

Program Monitoring: (How will the tutoring program be monitored? Including who will oversee the project.)
Program Evaluation: (How will the tutoring program be evaluated?)
Accessibility: (How will equitable accessibility be ensured for all eligible (identified subgroup) students; will transportation be provided?)

TSI **If providing tutoring to students with disabilities, the following assurances apply below.
 The school/LEA assures that:

- FAPE services are provided during the school day.
- Tutoring services are above and beyond what is stated in the IEP.
- Tutoring services will be accessible to all eligible students in the target population

Initialing the boxes and the signature below assures to the conditions described.

Signature (superintendent or designee)

Print Name

Title Date

Planning Tool Quick Reference Guide



GME Quick Reference Guides

Inbox

Entity Information

Planning

Monitoring

Funding

Reimbursement Requests

Project Summary

LEA Document Library

Address Book

Grants Management Resource Library

Help

Application Print

Grants Management Resource Library Search

Choose Keyword: Choose Keyword

Or Enter Text:

Below is the Grants Management Resource Library. Expand the no

Grants Management Resource Library (Expand All) (Collapse All)

- Fiscal Monitoring
- Fund Alerts
- GME User Resources/Training
 - Completion Reports
 - Fiscal Monitoring
 - Funding Applications
 - General Statement of Assurances (GSA)
 - GME Navigation
 - History Log and Creating Comments
 - Indirect Cost
 - Maintenance of Effort (MOE)
 - New Charter Resources
- Planning Tool
 - LEA Integrated Action Plan (Quick Reference Guide)
 - School Integrated Action Plan (Mini-Handbook)
 - User Roles Assignment - Planning Tool (Short Selcp)
- Project Summary

Session Timeout 00:58:07

Educator & School Excellence

Planning Tool Navigator

The Comprehensive Needs Assessment & Integrated Action Plan

Schools will use the *Six Principles of Effective Schools*, Indicators and Elements to identify strengths and needs in order to increase student achievement and sustainable improvement. The primary needs identified in the Comprehensive Needs Assessment become the foundation for the **Schools Integrated** based on the Schools' Comprehensive Needs Assessment findings. It supports the implementation of the School Integrated Action Plan.

The Planning Tool Navigator website is intended to be a resource for SIAP and LIAP processes and functionality of the 'new' GME Planning Tool.

SIAP-
- [Quick Reference Guide: School Integrated Action Plan - GME Planning Tool](#)

Assemble the School Planning Team(s)

Complete Comprehensive Needs Assessment(s)





Selecting an External Provider

Resource: [Guide to Working with External Providers](#) – [American Institute for Research](#) (AIR)

- 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





SSI Grant Guidelines

****LEAs must receive EPS approval for revisions *prior to* implementing any change in spending or program.**
Below are examples of the level of detail required in the budget narrative. Please refer to the [USFR](#) or [USFRCS](#) for additional guidance on coding.

This document provides samples but is not an all-inclusive list of approvable formats, costs, etc.

6100 Salaries

Function Code 1000 (direct instructional contact with students)
<i>Board adopted salary or hourly rate</i>

Detail needed: # of staff x # of hours x hourly rate = total; FTE x salary = total

What is the pay for? (Example: after school tutoring, substitutes)

Position example: reading interventionist

***Job description required for positions in related docs**

***Tutoring plan required for tutoring programs**

***Stipend amounts are not allowed – must break down hours x hourly rate**

Function Code 2100, 2200, 2600, 2700 (staff)
<i>Board adopted rates</i>

Detail needed: # of staff x # of hours x hourly rate = total; FTE x salary = total

What is the pay for? (Example: off contract committee work to research math curriculum)

Position example: data coach

***Job description required for positions in related docs**

***Stipend amounts are not allowed – must break down hours x hourly rate**

6200 Benefits

All Function Codes
<i>Board adopted rates</i>

Benefits are required for each position in 6100. Exceptions must be noted in your narrative. Provide the percentage used in your cost calculation for related benefits.



SSI Grant Guidelines



****LEAs must receive EPS approval for revisions *prior to* implementing any change in spending or program. Below are examples of the level of detail required in the budget narrative. Please refer to the [USFR](#) or [USFRCS](#) for additional guidance on coding.**

This document provides samples but is not an all-inclusive list of approvable formats, costs, etc.

6300 Purchased Professional Services

Function code 2100, 2200, 2600, 2700 (staff)
<i>TBD based on provider services or conference fees</i>

Educational Service Provider (external provider/consultant)

Detail needed: Who? What? When? For whom? ***Must include date**

How much? # Of days x daily rate =

***Scope of work with deliverables required for external providers/consultants in related docs**

Professional Learning Activities

Detail needed: Who? What? When? For whom? ***Must include date**

How much? # Of days x daily rate =

Conference registration ***Conference brochure or agenda required related docs.**

Detail needed: Conference name, location? length? Who is attending?

Registration cost x # of staff =

Function Code 2300, 2400, 2500, 2900 (administrators)
<i>TBD based on provider services or conference fees</i>

Leadership Development

Detail needed: Who? What? When? For whom? ***Must include date**

How much? # Of days x daily rate =

***Scope of work with deliverables required for external providers/consultants in related docs**

Professional Learning Activities

Detail needed: Who? What? When? For whom? ***Must include date**

How much? # Of days x daily rate =

Conference registration ***Conference brochure or agenda required in related docs.**

Detail needed: Conference name, location? length? Who is attending?

Registration cost x # of staff =



SSI Grant Guidelines



****LEAs must receive EPS approval for revisions *prior to* implementing any change in spending or program.**
Below are examples of the level of detail required in the budget narrative. Please refer to the [USFR](#) or [USFRCS](#) for additional guidance on coding.

This document provides samples but is not an all-inclusive list of approvable formats, costs, etc.

6500 Travel Costs

Function Code 2100, 2200, 2600, 2700 (staff)
<i>TBD based on state per diem or board adopted rates</i>

Travel expenses related to conferences attended by staff.

Detail needed: Conference name and date.

Transportation cost (airfare, mileage, rideshare) x # of staff =

Hotel room cost x nights x # of staff =

Per Diem x # days x # of staff =

****Please check conference details. If breakfast and lunch are provided at the conference, per diem cannot be reimbursed for these meals.***

Function Code 2300, 2400, 2500, 2900 (administrators)
<i>TBD based on state per diem or board adopted rates</i>

Travel expenses related to conferences attended by administrators.

Detail needed: Conference name and date.

Transportation cost (airfare, mileage, rideshare) x # of administrators =

Hotel room cost x nights x # of administrators =

Per Diem x # days x # of administrators =

****Please check conference details. If breakfast and lunch are provided at the conference, per diem cannot be reimbursed for these meals.***



SSI Grant Guidelines



****LEAs must receive EPS approval for revisions *prior to* implementing any change in spending or program.** Below are examples of the level of detail required in the budget narrative. Please refer to the [USFR](#) or [USFRCS](#) for additional guidance on coding.

This document provides samples but is not an all-inclusive list of approvable formats, costs, etc.

6600 Supplies

Function Code 1000 (direct instructional contact with students)
<i>Per quote(s)</i>

Curricular materials, instructional kits, site licenses, etc. for student use

Detail needed: Who will use? What is the purpose?

Item name x # of items x cost =

***Miscellaneous office supplies and student rewards not allowed.**

***Quotes are needed for all items in related doc**

Function Code 2100, 2200, 2600, 2700 (staff)
<i>Per quote(s)</i>

Supplies for staff, professional learning books, etc.

Detail needed: Who will use? What is the purpose?

Item name x # of items x cost =

***Miscellaneous office supplies not allowed**

***Quotes are needed for all items in related docs**

6910 Indirect Costs

Function Code 0000
<i>As approved</i>



SSI Grant Guidelines



Recipient Requirements

SSI Grant recipients are required to:

- Receive EPS approval for revisions ***prior to*** implementing any change in spending or program.
- Submit revisions for any fiscal or programmatic change.
- Submit **Reimbursements Requests** monthly, in accordance with sound accounting practices.
- Keep necessary Time and Effort documentation.
- Submit **Completion Reports** on time.

Reimbursement Requests

Grants Management Staff will monitor. Reimbursement Requests (RR) should be made *monthly* unless no funds were expended that month. *Quarterly reimbursement requests are required.*

Completion Reports

Grants Management staff will monitor. Project end date is Sept. 30, 2024. Completion Reports (CR) are due Dec. 30, 2024. It is important to note that once the CR has been started no reimbursement requests can be made. Required CR related documents include detailed expense report, payroll (grants management report in Visions), all expenditures with vendors. In the rare instance, journaling occurred, verification of vendor and items are required.

Grantees failing to meet any single requirement of compliance are subject to possible funding forfeiture or having funds placed on hold.

Grant Revision Requirements

- A remaining balance of zero is necessary.
- ****Do not delete any of the original narrative – add to/below the original narrative.***
- Note the revision # and date of revision (i.e., Revision #1, Oct. 5, 2021)
- **Use a different color font for each new revision or highlight the new revision.**
- Be detailed in your narrative to indicate if an expenditure increased, decreased, or was added.
- Double check your math. The total in the narrative must match the line-item total.
- Upload any revised quotes, scopes of work, evidence-based summary forms, etc.





SSI Grant Guidelines

Starting Grant Revision

Under “Sections,” choose Revision Started and then click Confirm.

Sections

Creighton Elementary District (070414000) Public District - FY 2022 - **Medium Risk** - Comprehensive Support and Improvement Grant - Rev 0

Application Status: SEA Comprehensive Support and Improvement Grant Director Approved

Change Status To: [Revision Started](#)
or
[CR Draft Started](#)

You are about to change the status to Revision Started. Click Confirm to change the status.



Choose **Modify** next to the section needing a revision.

Budget By Function Codes

	Object Code
Modify	6100 - Salaries
Modify	6200 - Employee Benefits
Modify	6300 - Purchased Professional Services





Grant Revision Examples

Example 1: Increasing funding to a current line item expenditure.

Object Code	Function Code	Project
6100 - Salaries	1000 - Instruction	
Narrative Description		
FY 2021 - Comprehensive Support and Improvement Grant - Rev 0 (6.27.20)		
Certified Staff: Tutoring (off contract work) for Reading and Math; @ 6 teachers x 52/hrs (twice a week, 13 wks, 2 hours a day) x \$25.00 = \$7,800.00		
Certified Staff: Hourly pay for 6 teachers (off contract work) participating in after-school tutoring to develop lesson plans (instructional planning) @ 6 teachers x 26/hrs x \$25.00 = \$3,900.00		
Total Salaries: \$11,700.00		
FY 2021 - Comprehensive Support and Improvement Grant - Rev 2 (1.28.21)		
Certified Staff: Tutoring (off contract work) for Reading and Math; @ 6 teachers x 72/hrs (twice a week, 18 wks, 2 hours a day) x \$25.00 = \$10,800.00		
Certified Staff: Hourly pay for 6 teachers (off contract work) participating in after-school tutoring to develop lesson plans (instructional planning) @ 6 teachers x 31/hrs x \$25.00 = \$4,650.00		
Total Salaries: \$15,450.00		

Adjust the line item total to match the changes in the narrative.

Line Item Total
\$15,450.00

Example 2: Decreasing funding to a current line item expenditure.

Object Code	Function Code	Project
6300 - Purchased Professional Services	2100,2200,2600,2700 - Support Services (Students, Instr., Operation, Transport.)	
Narrative Description		
District Level Program		
Training for Special Education teachers, paraprofessionals, and one administrator from the school sites. This will be split funded, so the total reflected on the quote is more than reflected on the quote. 20 participants which include 2 special education teachers, 2 paraprofessionals and one administrator from each school (Fox Creek Junior High, Des Moines Your Students with Disabilities Who Have Fallen Behind." The focus of this seminar is on the most effective, cutting-edge instructional practices specifically targeted at helping necessary to meet each of your students right where they are and to accelerate their progress. Discover an array of proven strategies for focusing your instruction to meet the		
20 participants x \$259.00 = \$5180.00 + \$290.08 (5.6% tax) = \$5470.08		
REVISION 1 11/12/2021		
REMOVE \$749.08 to reflect the actual cost of training:		
Instructor's fees, travel costs and the cost of producing and shipping the resource handbooks \$4721.00		

Adjust the line item total to match the changes in the narrative.

Line Item Total
\$4,721.00





Grant Revision Examples

Example 3: Adding a new item to fund.

6600 - Supplies	2100,2200,2600,2700 - Support Services (Students, Instr., Operation, Transport.)
Narrative Description	
Revision 1 12/5/21 – Add new items (see quote in related documents)	
25 LETRS participant bundle virtual licenses and participant materials for level 2 LETRS teachers who have already completed level 1 of LETRS training \$349 each = \$8725	

Adjust the line item total to match the changes in the narrative.

Line Item Total
\$8725.00

Example 4: Completely removing a line item from the current budget.

When removing an item completely from the budget, choose **Remove**. This action will be recorded in the Change Log. The line item will be deleted from the budget.

	Object Code	Function Code	Project Time (FTE)	Quantity
Remove	6500 - Other Purchased Services	2100,2200,2600,2700 - Support Services (Students, Instr., Operation, Transport.)		
Narrative Description				
Travel expenses (airfare, mileage, hotel, meals, etc.) for professional development workshop/conference:				

Saving revisions: Each time a change is made save the information. The save button is located at the top of the page.

Save	Save and Return
-------------	-----------------





Grant Revision Examples

Completing a revision: Once all of your revisions have been completed and saved, return to the **Sections** page and choose **Revision Completed** and **Confirm**.

Application Status: Revision Started

Change Status To: **Revision Completed**
or
Cancel Revision

No validation errors were found, but one or more warnings exist.

You are about to change the status to Revision Completed. Click Confirm to change the status.



The funding application will then need LEA Business Manager Approval and LEA Authorized Representative Approval in order to be sent to ADE for Specialist and Director approval.





TOOLS

CSI Low Achievement Data Reflection Tool (SY 2023-2024)



LEA:		School:	
------	--	---------	--

Overview: The purpose of this reflection tool is to provide a structured opportunity for your team to analyze multiple data points to determine progress on your annual IAP and student achievement measures.

Outcomes: Use your data and reflection conclusions to determine whether your IAP progress is on track or if your current plan requires modification to support greater achievement outcomes.

Document Submission: This process is intended to be completed by the site-based leadership team. This document is cumulative for the 2023-2024 school year and should be added to each reporting period. Submit this document to your Education Program Specialist by the due dates listed.

Reporting period 1: Due by December 30, 2023

Reporting period 2: Due by June 30, 2024

This reflection tool is broken down into three (3) sections:

I. Student assessment data and classroom walkthrough data reflection	II. SIAP primary need reflection	III. Final reflection
--	----------------------------------	-----------------------

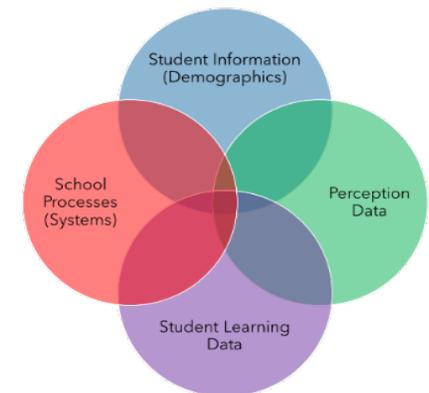
I. Student Assessment Data & Classroom Walkthrough Data Reflection

Reflect on recent student data and classroom walkthrough data to determine progress on your student achievement measures.

- Student data
 - K-8 – benchmark assessment data, screening data, diagnostic data, state assessment data (June)
 - High school – academic measures such as end of course assessments, pre/post assessments, or benchmark assessments, credits earned, grades, on-time graduation projections, and/or other leading indicators, ACT data (June)
- Classroom walkthrough data to include:
 - Grade levels/content areas
 - Frequency, look-for priorities.

Use these guiding questions to help analyze your student data and walkthrough data and reflect on the progress made so far this year:

- What do you notice and wonder? What patterns did you observe in your data?
- How is your data shared with all staff?
- What celebrations are there? Where are areas for growth?
- Is there evidence of progress on identified student achievement measures? What evidence? What conclusions can you draw from the data?
- What is your next step to move forward in this area?



	Reporting period 1	Reporting period 2
Student data	Data Summary:	Data Summary:
	Conclusions:	Conclusions:
	Next steps:	Next steps:
Classroom walkthrough data	Data Summary:	Data Summary:
	Conclusions:	Conclusions:
	Next steps:	Next steps:

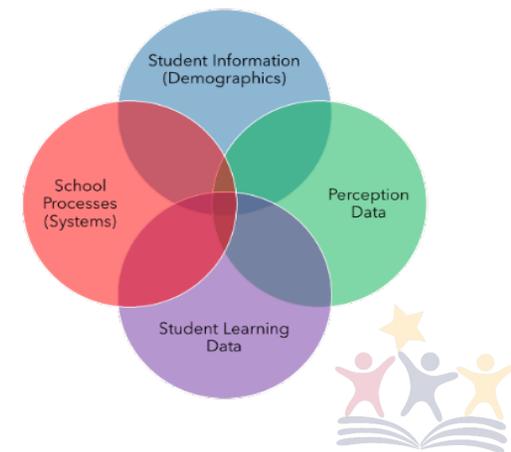
II. SIAP Primary Need Reflection

For one of your IAP primary needs, select one additional data source to reflect on progress towards achieving your desired outcomes. List your 3 IAP Primary Needs and highlight the selected primary need you are reporting on this period.

1.	
2.	
3.	

For the highlighted primary need, list the sources used to reflect on progress towards achieving your desired outcome.

Student Information Data:	
Perception Data:	
Student Learning Data:	
School Processes:	



Use these guiding questions to discuss the identified data set(s) selected and reflect on your progress towards achieving your desired outcome for the selected primary need:

- What do you notice and wonder? What patterns did you observe in your data? What conclusions can you draw from the data?
- Is there evidence of progress on achieving your desired outcome?
- What IAP strategies/action steps need additional attention to address the selected primary need?
- What are your next steps to achieve your desired outcome in your IAP?

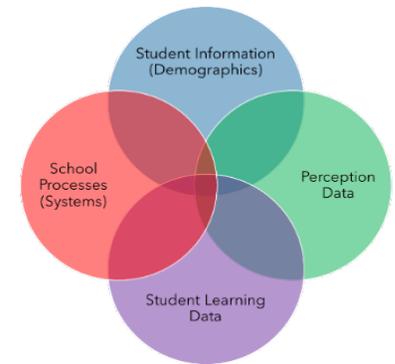
	Reporting period 1	Reporting period 2
Selected Primary Need Reflection		

III. Final Reflection

Looking at all the data sources and reflections from each section above, report on what this tells you about your school's current reality.

Use these guiding questions:

- How do all of these data sources connect and what are they telling you?
- What are your top priorities as you move forward? What needs additional attention or resources? What modifications need to be made to the IAP as a result of this reflection?
- What questions should be explored next or what additional data might you need?



	Reporting period 1	Reporting period 2
Final Reflection		





Quarterly Data Analysis and IAP Reflection Tool – CSI Grad Rate Schools (SY 2023-2024)

LEA:		School:		Classification:	CSI Grad Rate
-------------	--	----------------	--	------------------------	---------------

Overview: The purpose of this Quarterly Data Analysis and IAP Reflection Tool is to give your school team a structured opportunity to review and analyze student data, reflect on Integrated Action Plan goals, strategies, and action steps, and create next steps based on data analysis. The template is broken down into 3 parts.

I. Data Review Process	II. Student Data Sources & Results	III. IAP Review & Data Analysis
<i>How does your team review IAP progress and student data? Who is part of your team? How do you share information with stakeholders?</i>	What student data sets are reviewed? What assessments are administered and to whom? What are the results of the assessments?	What is your theory as to why you achieved the results? What implications does it have on your IAP moving forward? What needs to be done as a result?

Document Submission:

- This document is cumulative for the 2023-2024 School Year and should be updated and added to each quarter. See table below for due dates.
- Email your Quarterly Data Analysis and IAP Reflection directly to your Specialist.

Quarter	Data Source	Due Date
Quarter 1	School-determined	October 28, 2023
Quarter 2	School-determined	January 27, 2024
Quarter 3	School-determined	March 31, 2024
Quarter 4	Must include Statewide Assessment and School-determined measure	June 30, 2024

Directions: Please answer all three questions to describe how your team conducts quarterly data and IAP analyses, how you review data and implementation information, who participates, and how your team shares results with other stakeholders. This section only needs to be completed for the first submission.

 <i>Describe the data review process your team uses. Please be specific and note how you disaggregate subgroups during your review.</i>	 <i>Who is part of your team's data review process? List roles/names.</i>	 <i>How does your team share results with other appropriate stakeholders?</i>



Directions: Since you are a CSI Grad Rate school, consider reporting on metrics such as credit recovery, on-time graduation projections/estimates, end of course assessments, school, or district benchmark assessments and/or other leading indicators that may be in your IAP and aligned to your CSI low graduation rate identification. Please be clear in the data source box as to what data source(s) you are reporting. Fill out your student data information for both ELA and Math in the designated tables below. Next, please identify the reporting measurement of the data you will be reporting (i.e., % Proficient or Above). You may report on more than one measure.

II.A) ELA Data Source Information

	Quarter #1	Quarter #2	Quarter #3	Quarter #4	End of Year State Assessment
Name of Data Source					ACT

II.B) Check the box that describes the reporting measurement the table below represents. Fill in “other” if your data is not represented by the options provided.

- % Proficient or above
 % Meeting Expectations
 Other [please fill in]

II.C)

ELA Data by Grade Level (<i>add additional rows if needed</i>)					
Grade	Quarter #1	Quarter #2	Quarter #3	Quarter #4	End of Year State Assessment: ACT



II.D) Math Data Source Information

	Quarter #1	Quarter #2	Quarter #3	Quarter #4	End of Year State Assessment
Name of Data Source					ACT

II.E) Check the box that describes the reporting measurement the table below represents. Fill in "other" if your data is not represented by the options provided.

% Proficient or above

% Meeting Expectations

Other [please fill in]

II.F)

Math Data by Grade Level (add additional rows if needed)					
Grade	Quarter #1	Quarter #2	Quarter #3	Quarter #4	End of Year



Directions: This section has two parts: 1) **IAP Review** and 2) **Data Analysis and Next Steps**. In the IAP Review table, please record the CSI Grad Rate strategies and actions from your IAP that have been implemented as either on track or off track. Then, provide an update on your IAP Process Goals and Impact Goals by listing them in the quarterly boxes and providing a brief update on progress towards the goals. In the Data Analysis and Next Steps table, your team will summarize patterns you saw in the student data and make special note of disaggregated subgroups as applicable. Next, based on those patterns or notable results, you will examine contributing causes at which point your team will consider your IAP Review information. Finally, you will determine your top priorities based on the student-level results of the quarter and identify clear next steps to support those priorities. **If you plan to make any adjustments to your IAP, please contact your Specialist prior to doing so.**

III.A) IAP REVIEW				
	IAP IMPLEMENTATION		IAP GOALS & PROGRESS	
	ON TRACK What IAP strategies and action steps have been implemented or are on track to implement?	NOT ON TRACK What IAP strategies and action steps were <i>not</i> implemented and/or need more attention?	IAP PROCESS GOALS List IAP Process Goals and provide an update on progress towards goals for each quarter.	IAP IMPACT GOALS List IAP Impact Goals and provide an update on progress towards goals for each quarter.
Quarter 1				
Quarter 2				
Quarter 3				
Quarter 4				



III.B) DATA ANALYSIS & NEXT STEPS

	PATTERNS & TRENDS What patterns did your team observe in the student data? (Be specific. Look at grade level strengths and challenges, teacher trends, content standards, subgroups, etc.)	CONTRIBUTING CAUSES What do you believe contributed to these results that is within your control? Refer to your IAP review of implementation and goals as needed.	PRIORITIZATION Based on your team's analysis of your current outcomes (with regards to student data <i>and</i> other IAP goals), what are your top priorities as you move into the next quarter and why?	NEXT STEPS How will your team support those priorities? What strategies/actions within your current IAP need to be adjusted? What does your team need to do and who will be responsible?
Quarter 1				
Quarter 2				
Quarter 3				
Quarter 4				



Classroom Walkthrough Support

Below you will find several walkthrough templates aligned to the Comprehensive Needs Assessment. These templates may use during site visit classroom observations. These templates can be altered to meet your school context as needed.

Classroom Observation Form Template #1 In Person Learning

Grade: Subject: Recorded (R), Online (O), or In Person (IP)	
<p>Classroom Environment</p> <ul style="list-style-type: none"> • High expectations for success, for all students • Risk-free environment • Evidence of rules, rituals and procedures/routines Calls all students by name • Evidence of positive teacher/student relationships • Sense of community and belonging 	
<p>Purpose for Learning</p> <ul style="list-style-type: none"> • Learning goal posted/stated; aligned to standard Success criteria aligned and understood by students • Success criteria/learning goal revisited • Teacher sets the purpose for learning/establishes the “why” • Teaching and learning is aligned to learning goal 	
<p>Student Engagement and Instructional Outcomes</p> <ul style="list-style-type: none"> • Instructional method (DI, small gr., coop. gr., indep, 1:1) • Effective use of learning time Engaged/compliant/off task • Pacing maintains engagement/smooth transitions Teacher proximity/engaged with students Student to student academic interactions • Use of academic language (students and teacher) Uses visuals/graphic organizers • Questioning: open ended, higher level, formative • Appropriate wait time Rigor/DOK level • Overt SE methods: annotation, notes, white board, chat box, etc. 	

<p>Monitoring and Adjusting</p> <ul style="list-style-type: none">• Overt monitoring and adjusting/gradual release• Elicits evidence of student thinking• Affirmation of correct responses Provides targeted, specific feedback Scaffolded practice• Differentiation• Checks for understanding Assessment (self, informal or formal)	
<p>Misc. Notes:</p>	

Classroom Observation Form Template #2 Virtual Learning

Grade: Subject: Recorded (R), Online (O), or In Person (IP): Asynchronous (A) or Synchronous (S):	
Learning Environment	<ul style="list-style-type: none"> • High expectations for success for all students • Use of appropriate netiquette to maintain a risk-free environment Evidence of rules, rituals, procedures, and routines • Caring/kindness/respect/diversity demonstrated consistently • Instructor uses platform with ease to support tech issues without disruption
Purpose for Learning	<ul style="list-style-type: none"> • Learning goal is posted/stated, aligned to standard, and understood by students • Communicates success criteria throughout the lesson Materials & web resources are aligned to learning goal(s) • Instructor provides the purpose for learning/establishes the “why” Content and learning are aligned to the learning goal(s)
Student Engagement and Instructional Outcome	<ul style="list-style-type: none"> • Instructional method: sync, async, whole/sm gr, 1:1, coop group Learning time for all students is maximized • Students are engaged/compliant/off task • Appropriate pacing allows time for student thinking and processing Instructor is present, proactive, engaged, interacts • Student to student academic interactions • Use of academic language (students and instructor) Instructor utilizes appropriate tools and materials to motivate Questioning: open-ended, higher level, formative • Rigor/DOK level • Instructor can answer and speak with confidence to the content/curriculum/LMS

	<ul style="list-style-type: none"> • Overt engagement methods: polls, surveys, annotating, chat, Padlet, Jamboard, Peardeck, Nearpod, etc. • Accessibility addressed in the materials and delivery 	
Monitoring and Adjusting	<ul style="list-style-type: none"> • Overt/intentional monitoring, tracking, and adjusting Meaningful, timely, specific feedback • Scaffolded practice opportunities Differentiation • Frequent checks for understanding • Student learning is assessed in a variety of ways Instructor meets with students sm gr/or 1:1 Digital software monitors async work/engagement 	
Misc. Notes		

Notes for use with this form:

- **Accessibility:** Including sight, color-blindness, mobility, hearing, cognition, translation, student choice, and technical including assistive technologies.
- **Student:** Student interaction (orally, in a chat or discussion board).
- **Instructor meets with students:** Office hours, 1:1 calls or chats, small group instruction) Methods (i.e., breakout rooms, use of chat, collaborative google docs, etc.
- **Tools to motivate:** Text, graphics, interactive or competitive games, music, video, etc.

February 23, 2024

ADE created this guidance document to support LEAs with the school support and improvement process. This document may contain copyrighted material, the use of which has not been specifically authorized by the copyright holders. The resources are made available in this document as a way to advance teaching and learning related to school improvement processes. The resources are presented for entirely non-profit educational purposes. We do not support any actions in which the resources are used for purposes that extend beyond fair use.

We will continue to update this document to support all students.

If you find any errors or have questions, please email SchoolImprovementInbox@azed.gov or visit our website at <https://www.azed.gov/improvement> for more information.

