



Indistar™

Lighting our path to stellar learning™



Center on Innovation & Improvement
Academic Development Institute

Information Tools Training

Positive results for students will come from changes in the knowledge, skill, and behavior of their teachers and parents. Education policies and programs must provide the opportunity, support, incentive, and expectation for adults close to the lives of children to make wise decisions.

ADI's vision is of an American landscape filled with distinct school communities reflecting the hopes and dreams of the people intimately attached to them. To this image of the school as a community, ADI is devoted. When the school functions as a community, its constituents (students, parents, teachers, staff) associate with one another and share common values about the education of children.

Indistar™



Indicator: Something such as a light, sign, or pointer that gives information about which direction to follow

Star: Celebrated, prominent, or distinguished; preeminent; point of light in night sky: an astronomical object usually visible as a small bright point of light in the night sky

Stellar: Exceptionally good, star-like

Lighting our path to stellar learning™



Specificity Matters

Indistar's indicators of effective practice are specific, plain language guideposts, aligned with research. In fact, the indicators are so specific that they can be easily assessed, clearly aligned with people responsible, set to timelines, coached, and tracked for high-quality implementation. Specificity matters.

What is Indistar™?


Indistar™ is a web-based system implemented by a state education agency, district, or charter school organization for use with district and/or school improvement teams to inform, coach, sustain, track, and report improvement activities.

Similar to a global positioning system (GPS), Indistar™ tells you where you are and helps you get to where you want to be—every child learning and every school improving. Indistar™ is stocked with indicators of evidence-based practices at the district, school, and classroom levels to improve student learning. But Indistar™ is also customizable, so that the client (SEA, LEA, or charter organization) can populate or enhance the system with its own indicators of effective practice. The system also accommodates rubrics for assessment of the indicators.

The client can differentiate the system to accommodate “zones” of districts or schools. For example, the system will allow for a “rapid improvement” or turnaround track that includes different indicators than a “continuous improvement” track.

The bottom line is that Indistar™ will guide improvement teams—whether district, school, or both—through a continuous cycle of assessment, planning, implementation, and progress tracking. Focus will be clear, responsibilities assigned, efforts synchronized.

- ★ **Innovation.** Indistar is a structure to guide high-quality work by school and district teams with built-in flexibility to encourage local innovation.
- ★ **Research Alignment.** Indistar’s Wise Ways® technology links each indicator to a succinct synthesis of the related research, examples, and resources.
- ★ **Capacity.** Indistar builds the district’s capacity to support the improvement of its schools while directly guiding a school’s improvement activities.
- ★ **Documentation.** Indistar provides practical documentation through built-in mechanisms for creating agendas, recording minutes, assigning responsibility, setting timelines, allocating resources, coaching, and monitoring degree of implementation.
- ★ **Operational Data.** Indistar delivers the “other side of the data equation,” the district, school, and classroom behaviors and practices that contribute to student learning. Performance must improve in order for results to improve.



Indistar’s goal is every student learning, and the adults connected with a school driving its improvement for the sake of their own students and children.

The Academic Development Institute (ADI) has pioneered a web-based, school improvement system that simultaneously connects the multiple points of improvement while building the capacity of people from state to district to school to classroom.



The magic of Indistar lies not in its technology but in the assistance it provides for a district or school team to efficiently drive improvement. Indistar is a tool for people working in teams.

- ★ **Unique to State or District.** Indistar becomes the client’s unique system, accessible through its own website, given its own name, and aligned with existing improvement initiatives.
- ★ **Electronic Reporting.** Indistar includes a client administrative page that allows for convenient monitoring of each district and school’s progress and access to electronically submitted reports. Reporting may include electronic submission of required documents to satisfy federal and state requirements.
- ★ **Progress Tracking.** Indistar provides charts that track and display progress.
- ★ **Multiple Teams.** Indistar allows different school teams to work on different sets of indicators, for example school improvement, special education, response to intervention (RTI), English language learners, and social-emotional learning.

Evidence of Effectiveness

Indistar was first developed in 2007 for use by the Virginia Department of Education and has since been adopted by an additional eight states. Virginia employed the system first at the district level, in 30 districts in conditional accreditation status or with schools in restructuring or conditional accreditation status. In the second year, Virginia added the school-level system and the Instructional Leadership Academy. Over these two years, 27 schools demonstrated the following results:

Schools with Gains in Reading:	26 (96.2%)
Schools with Gains in Math:	26 (96.2%)

2007 Reading

Mean Percent of Students Scoring Proficient or Better: 67.01%

2009 Reading

Mean Percent of Students Scoring Proficient or Better: 80.48%

Mean Gain in Reading: 13.47 percentage points

2007 Math

Mean Percent of Students Scoring Proficient or Better: 55.28%

2009 Math

Mean Percent of Students Scoring Proficient or Better: 75.37%

Mean Gain in Math: 20.09 percentage points

Virginia has now expanded the system to more than 100 schools. By the end of the 2009-10 school year, more than 1,000 schools in eight states will be using the Indistar system.

Services Provided with Indistar™

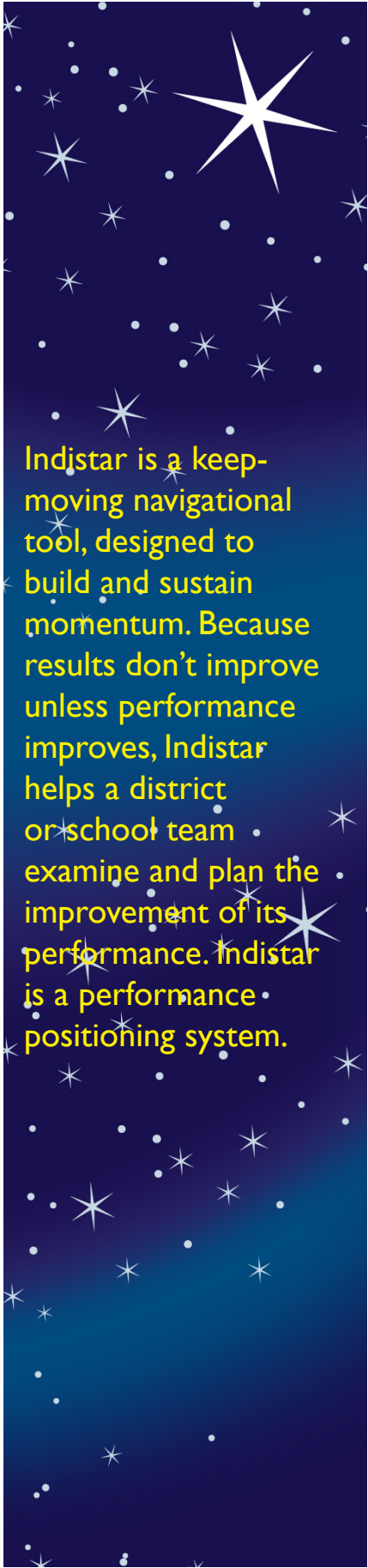
ADI provides three days of on-site training for the client (state, district, or charter organization) that has adopted the system. This training and related consultation enables the client to support its districts and/or schools and also results in the client identifying the indicators it chooses to use, rubrics if appropriate, and user groups within the district or school other than the school improvement team.

ADI then prepares the system for access through the client's own website, with a name chosen by the client, and loads the client's selected indicators and rubrics. ADI assists the client in adapting documents for use by coaches and consultants who may be assisting the districts or schools and for the districts and schools themselves. ADI provides three webinars to assist client personnel in implementing the system. ADI provides continuous technical support, with rapid response via email or telephone. ADI provides the same level of service—three days of on-site training and consultation, three webinars, and continuous technical support throughout the term of the contract. The client may also access optional consulting support. The system includes access to web-based modules (Indicators in Action) for school leaders and teachers, with videos demonstrating the indicators. All improvements to the system are provided to clients at no additional cost. The system allows the client to download all district and school data to its own server for an added level of security.

What client challenges does Indistar™ address?

Indistar™ addresses multiple challenges faced by state education agencies, districts, and charter organizations, answering the following questions:

- 1. How do we ensure that practices are aligned with research?** CII has spent the time researching and identifying the behaviors and practices that result in improved teaching and learning so that the district and school can spend its time implementing them; practices are aligned with research via Wise Ways® research summaries embedded in the system and available for download.
- 2. How do we assist a growing number of districts and schools in need of improvement with limited staff and resources?** Indistar's web-based technology does the traveling so that people don't have to, allowing coaching, monitoring, and reporting via the web.



Indistar is a keep-moving navigational tool, designed to build and sustain momentum. Because results don't improve unless performance improves, Indistar helps a district or school team examine and plan the improvement of its performance. Indistar is a performance-positioning system.



As an instructional leader working with Indistar and developing a school improvement plan using the Indicators, it has been an excellent tool in helping to keep me focused on instruction and the quality of instruction that is being delivered. —Middle School Principal.

- 3. How do we build capacity and responsibility in districts and schools?** Built-in training and coaching components, as well as research resources, transform district and school teams into highly-skilled, focused, and productive forces for improvement.
- 4. How do we efficiently differentiate supports to address each district and school’s unique needs?** Indistar™ provides parallel tracks for schools requiring rapid improvement (turnaround) and those on a continuous improvement trajectory. Additionally, the client may specify “key indicators” that are given special emphasis. Local assessment of practices efficiently aligns supports to specifically identified needs.
- 5. How do we check for Title I compliance and other regulations without burdening districts and schools with multiple processes?** Indistar’s dashboard serves as a single portal through which all planning and reporting requirements can be accessed and documents submitted. This simplified approach reduces duplication and provides for convenient, electronic submission of reports.
- 6. How can we establish a “turnaround zone” with Indistar™?** Indistar’s special features for schools in rapid improvement include a planning tool for the principal based on turnaround leadership research, with coaching from a rapid improvement mentor; the system can be targeted for use in schools in the process of restructuring or turnaround.
- 7. How do we cultivate expertise to carry out the work of school improvement?** Indistar™ maximizes the availability of existing talent, making experts “virtually” accessible to coach multiple districts or schools in the implementation of effective practices, while simultaneously cultivating a new crop of coaches to join the ranks.
- 8. How do we eliminate the silos within our agency and our system of support?** Indistar™ lets users see how the dots of school improvement connect—and where they overlap—so that efforts reinforce one another, rather than compete. Funding and program silos are dismantled with communication applications that promote collaboration and transparency across agencies and levels, resulting in streamlined efforts and on-going assessment of what’s working and where adjustments are needed.
- 9. How do we clarify the roles of personnel involved in improvement?** Indistar™ prompts users to assign responsibility to individuals for implementing and monitoring tasks so that roles and expectations are clear for everyone.

10. How do we maintain an intense instructional focus to impact student learning? Indistar™ focuses on building and sustaining a strong instructional core, with an emphasis on aligned and differentiated instruction.

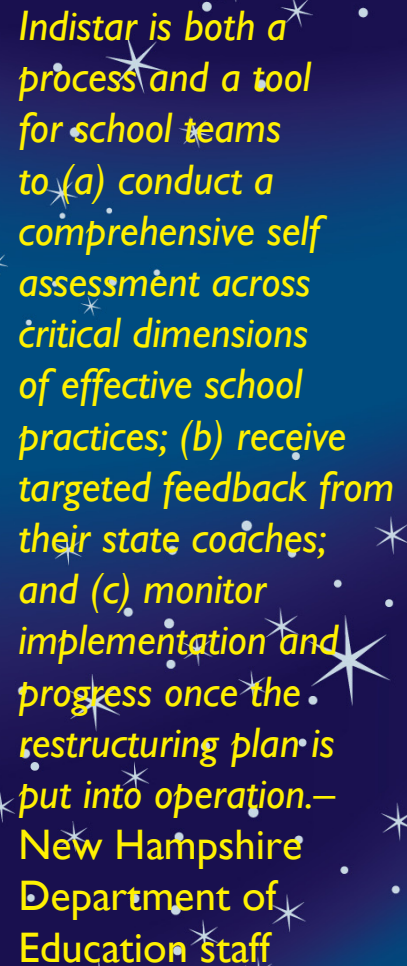
Who uses Indistar™?

A “client” adopts the system. A client may be a state education agency (SEA), district (LEA), or charter organization. The system is then available to all districts and schools served by the client. The system takes on the client’s identity, and users access it through the client’s own website. The system connects users from all levels to establish a coherent and high-functioning system for improvement. One person from each improvement team (district or school) is designated to serve as Process Manager. The Process Manager interfaces with the system to prepare team meeting agendas, worksheets, and Wise Ways®. The Process Manager also enters the team’s minutes and work plans into Indistar™. Coaches (engaged by the school or provided by the state, district, or charter organization) are given access to the system so that they can follow the progress of the work and provide “coaching comments” for the team. Superintendents and principals are given full access to the system. The client, district, or school may also issue “guest” logins to groups--teachers, parents, school board members, for example--who can then view progress charts and reports without editing data.

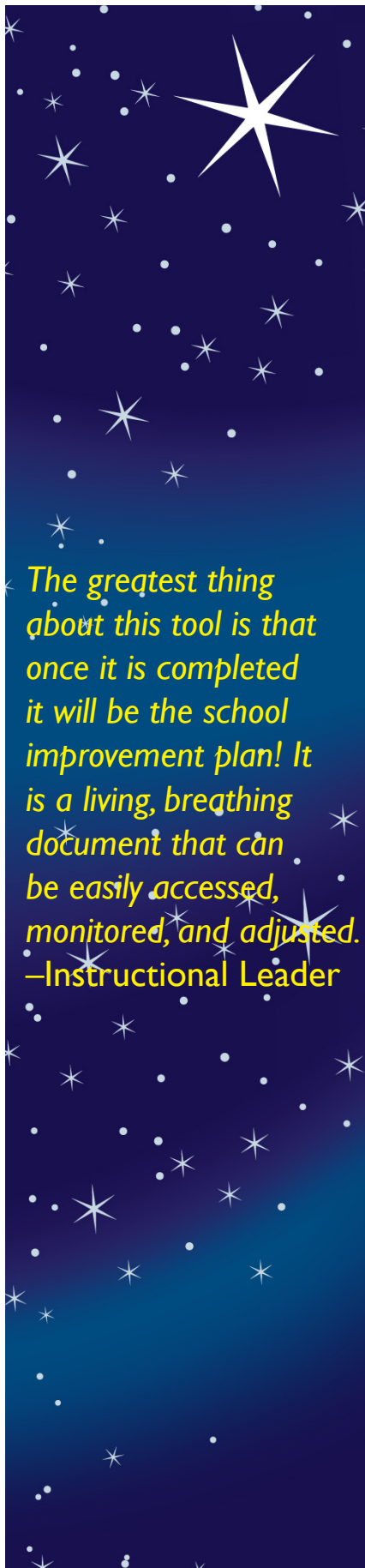
How is the system customized for each client?

The system is entered via login and password through the client’s (state, district, charter organization) website and displays the client’s name and the name the client chooses to call the system. The client may use the indicators provided by the system, its own indicators, or a combination. The client may also include its own rubrics in the system and specify a subset of indicators as “key indicators” to be given special emphasis. The client determines which consulting roles will be utilized in the system; for example coaches for district teams, coaches for school teams, mentors for rapid improvement principals, and district liaisons to school teams.

The client may also designate multiple teams, each with its own indicators, to focus on areas such as school improvement, special education, response to intervention (RTI), English language learners, and social and emotional learning. Also, the client may add other reporting requirements to the system so that districts and schools may use one portal to prepare and submit all required reports.



*Indistar is both a process and a tool for school teams to (a) conduct a comprehensive self assessment across critical dimensions of effective school practices; (b) receive targeted feedback from their state coaches; and (c) monitor implementation and progress once the restructuring plan is put into operation.—
New Hampshire
Department of
Education staff*



The greatest thing about this tool is that once it is completed it will be the school improvement plan! It is a living, breathing document that can be easily accessed, monitored, and adjusted.
—Instructional Leader

How was Indistar™ created?

Indistar™ was created by ADI’s Center on Innovation & Improvement (CII), working directly with several state education agencies and revising the system as the states engaged their districts and schools with the process. ADI continues to constantly upgrade the system in response to client needs and suggestions. ADI also tailors the system to specific client needs as much as possible.

How is Indistar™ organized? What is its structure?

Indistar™ is built around the core functions performed by each level of the public education system, effective practices at each level, and indicators of effective practice. A core function is a central, operational purpose of a state, district, or school. An effective practice is a way of operating (related to a core function) that is shown by both research and evidence in real-world application to contribute to student learning. An indicator is an observable expression of a practice, something concrete that indicates that an effective practice is in place.

How will Indistar help advance a district or school’s goals?

Goals are typically constructed around a district or school’s core functions, such as Leadership, Curriculum, Professional Development, or Instruction. They are often broad statements that advance a mission. Specific, detailed actions are then necessary to attain a goal. Indistar drives the specific, detailed actions. Indistar’s indicators of effective practices are research-based ways of doing things that add meaning to global goals. The indicators of effective practice are specific, plain language guideposts, aligned with research. In fact, the indicators are so specific that they can be easily assessed, clearly aligned with people responsible, set to timelines, coached, and tracked for high-quality implementation. Specificity matters.

How many core functions, effective practices, and indicators are there?

A client can populate the system with its own set of indicators, use those developed by CII , or a combination. The indicators developed by CII are organized into the following tracks:

- ★ District Improvement: 1 core function, 4 effective practices, 38 indicators
- ★ School (Continuous Improvement for schools making adequate progress): 5 core functions, 17 effective practices, 168 indicators
- ★ School (Rapid Improvement for schools needing a steep improvement trajectory): 4 core functions, 14 effective practices, 82 indicators
- ★ Rapid Improvement Leader (principal): 1 core function; 4 effective practices, 14 indicators

When states provide their own district or school indicators, or create their own template from those provided, the number of indicators typically ranges from 20 to 40 for districts and from 40 to 100 for schools.

Virginia - SSI Assess School Indicators

School Main Menu

Print

Westwood Middle School (M/RI)

?

Select indicator and complete form to assess whether it is a strength or an area in need of improvement. Indicators in need of improvement will be included in creating your plan.

Category 1: District Context and the Improvement Plan

Section D: Establishing a team structure with specific duties and time for instructional planning

1. Select Indicators by Section				
2. List of Indicators to Review				
3. List of Indicators Reviewed				
Assess Indicator				
To filter indicators listed, choose a section below or List All Indicators				
Category	Section	Subsection I	Subsection II	Completed
District Context and the Improvement Plan	Establishing a team structure with specific duties and time for instructional planning			4 of 11
	Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction			6 of 7
	Aligning classroom observations with evaluation criteria and professional development			4 of 9
Curriculum, Assessment, and Instructional Planning	Engaging teachers in aligning instruction with standards and benchmarks			0 of 2
	Engaging teachers in assessing and monitoring student mastery			0 of 5
	Engaging teachers in differentiating and aligning learning activities			0 of 2
	Assessing student learning frequently with standards-based assessments			3 of 8

What are examples of core functions, effective practices, and indicators?

The indicators provided by the system include the following examples shown in the tables below. Again, a state may create its own template of effective practices and indicators or provide a template already in use by the state.

The core functions, effective practices, and examples of indicators provided by the system include the following:

District Improvement		
Core District Functions	Effective Practices	Indicators (Examples)
District Context and Support for School Improvement	Improving the school within a framework of district support	The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems.
	Taking the change process into account	The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school.
	Clarifying district-school expectations	The school reports and documents its progress monthly to the superintendent, and the superintendent reports the school's progress to the school board.
	Establishing a team structure with specific duties and time for instructional planning	A team structure is officially incorporated into the school improvement plan and school governance policy.

School Improvement		
Core School Functions	Effective Practices	Indicators (Examples)
Leadership and Decision Making	Team Structure	All teams operate with work plans for the year and specific work products to produce.
	Principal's Role	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.
	Professional Development	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.

School Improvement		
Core School Functions	Effective Practices	Indicators (Examples)
Curriculum, Assessment, and Instructional Planning	Aligned Instruction	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.
Classroom Instruction	Instruction—Preparation	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.
	Instruction—Lesson Introduction	All teachers use modeling, demonstration, and graphics.
	Instruction—Interaction	All teachers encourage students to paraphrase, summarize, and relate.
	Instruction—Student-Directed Group or Independent	All teachers interact instructionally with students (explaining, checking, giving feedback).
	Classroom Management	When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.

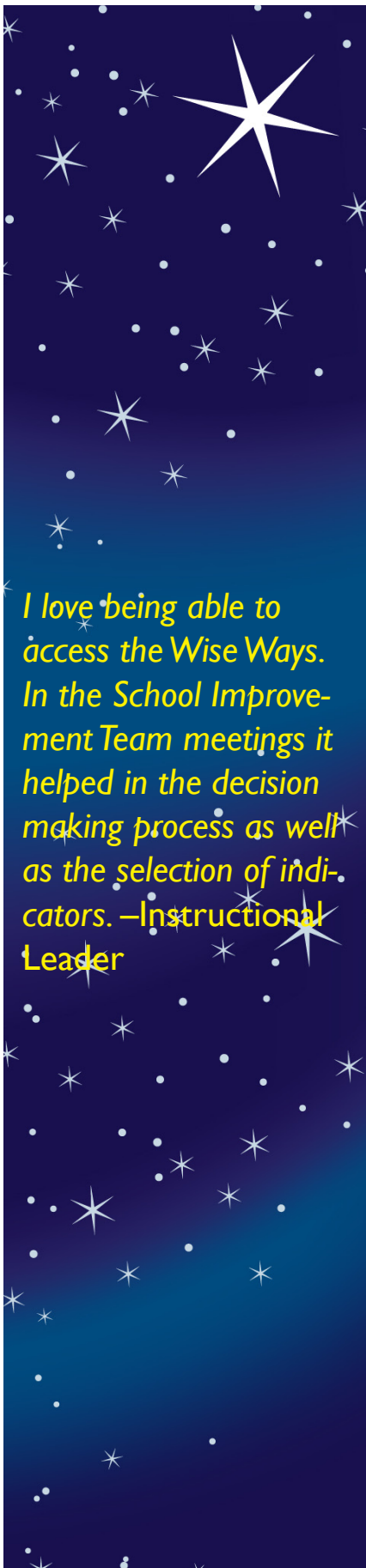


School Improvement		
Core School Functions	Effective Practices	Indicators (Examples)
School Community	The purpose, policies, and practices of the school community are defined.	The school's homework policy stresses the importance of checking, marking, and promptly returning homework.
	The school provides two-way, school-home communication linked to learning.	The school's Compact, homework policy, and learning standards are routinely reviewed and discussed at open houses and parent-teacher conferences.
	The school educates parents to support their children's learning and teachers to work with parents.	Professional development programs for teachers include assistance in working effectively with parents.
	The school connects members of the school community to support student learning.	The school provides opportunities for parents to get to know each other and discuss the curriculum of the home.



Rapid Improvement Leaders		
Core Leader Function	Effective Practice	Indicators (Examples)
Leadership for Rapid Improvement	Initial Analysis and Problem Solving	The Rapid Improvement leader personally analyzes data about the organization's performance to identify high-priority problems that can be fixed quickly.
	Driving for Results	Rapid Improvement leader replaces or redeploys some staff as necessary based on careful examination of skills and readiness for change.
	Influencing Inside and Outside the School	Rapid Improvement leader uses various tactics to help staff empathize with those they serve and be motivated for change.
	Measuring, Reporting, Improving	Rapid Improvement leader shares results in open-air meetings to hold all staff accountable for results and to focus on solving problems.





I love being able to access the Wise Ways. In the School Improvement Team meetings it helped in the decision making process as well as the selection of indicators. —Instructional Leader

How are the indicators aligned with research?

For each indicator, a Wise Ways® link is included in the system. This link enables the Process Manager to print out a brief description (usually two pages or less) of the indicator, with research citations and practical examples. The indicators provided by Indistar™ are drawn from research syntheses prepared by the Center on Innovation & Improvement and available also in books and monographs, downloadable from CII's website (www.centerii.org). CII's *Handbook on Restructuring and Substantial School Improvement*, a research synthesis aligned to Indistar's district and school indicators, was recognized as the outstanding research publication of the year in 2008 by Division H of the American Educational Research Association.

What about using rubrics?

The client may provide rubrics to guide districts and schools in assessing the indicators. Indistar's own district and school indicators are sufficiently specific to not require rubrics. If a client uses its own district and school indicators with accompanying rubrics, the system presents those rubrics for the team to use in assessing the indicators, and the rubric score is recorded. Examples of evidence and related material may also be included in the system with the rubrics.

What are the logical steps in the cyclical improvement process?

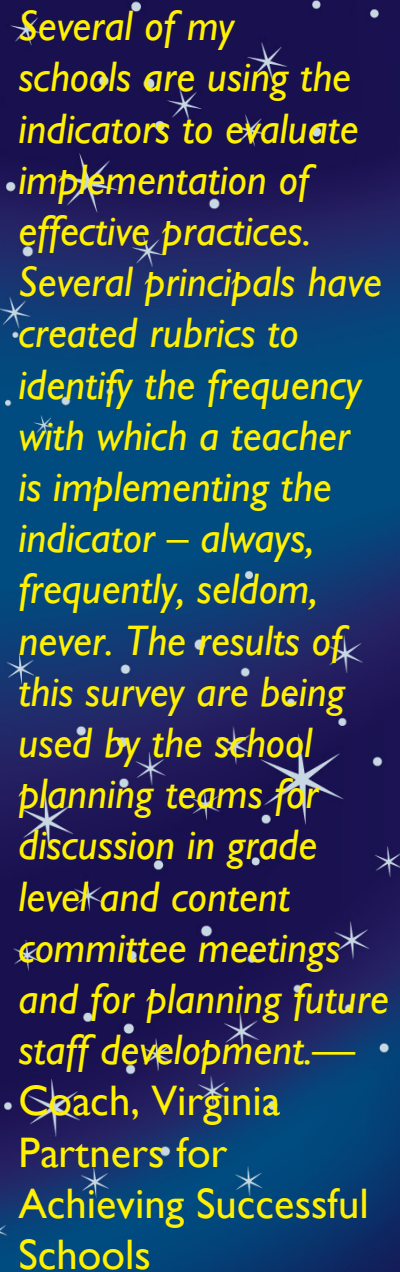
Assessing indicators. The team first selects an effective practice for its initial focus. The team then considers an individual indicator related to that practice, discusses it, and comes to a decision about the level to which this indicator is currently being met. If the team decides the indicator is being fully met, it is asked to provide evidence for this decision. If the team decides the indicator is not being met at all, it is asked to determine if the indicator will be further considered for development. If the team determines that the indicator is being partially met, it is asked to describe the current level of implementation. For all indicators that are partially met or not met but considered for development, the system asks the team to prioritize the importance of the indicator and determine the relative ease with which it can be accomplished. The Priority/Opportunity Index is then recorded for the indicator, enabling the team to gain quick wins.

Planning for full implementation of indicators. Once an indicator has been assessed and the team agrees to include it in its plan, the system moves to the planning mode. In the planning mode, the indicator is now automatically rephrased as an objective to be achieved. The team describes how it will look when the objective is fully met and constructs a plan to achieve it. The plan includes a list of tasks leading to achievement of the objective, along with persons responsible and target dates.

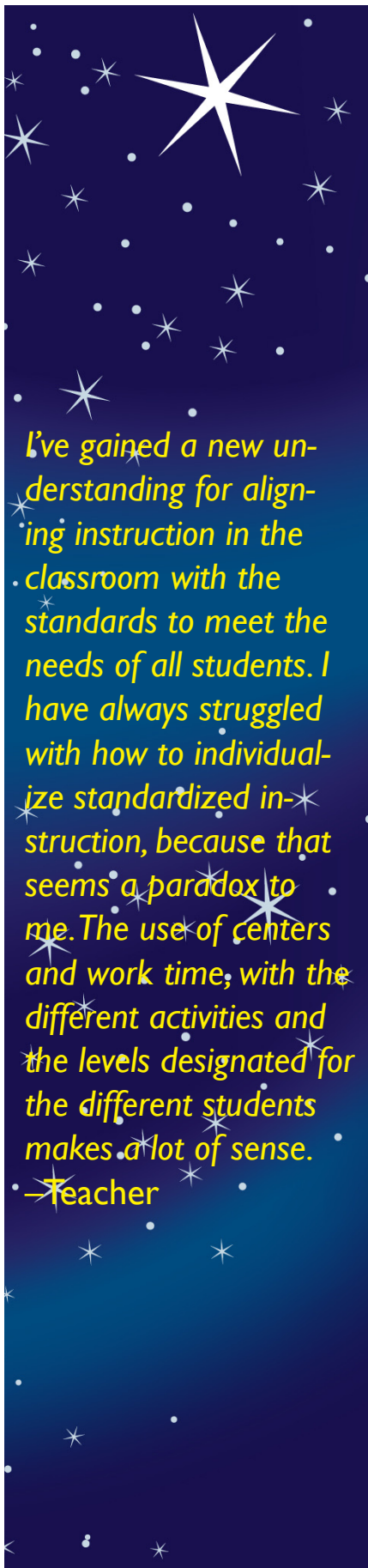
Implementation and monitoring of progress. As each task in the plan is completed, a completion date and comments are recorded by the Process Manager. When all the tasks for an objective are completed, the system asks if the objective has been met. If the team believes the objective is met, the system asks for a status report describing the evidence that the objective has been met. If the team believes the objective has not yet been met, it is instructed to develop more tasks. Each time all the tasks are completed, the system asks for a new status report until the objective is met. Once an objective is met, it can be flagged for a new assessment at a later date (perhaps in another year).

What reporting tools are provided?

Indistar™ provides standard reports that can be generated at any time, printed, or saved in a variety of document formats. Reports include such things as: agendas, minutes, lists of indicators assessed (with ratings and evidence), lists of tasks (by person responsible, by date range, etc.), and comprehensive reports that include everything.



*Several of my schools are using the indicators to evaluate implementation of effective practices. Several principals have created rubrics to identify the frequency with which a teacher is implementing the indicator – always, frequently, seldom, never. The results of this survey are being used by the school planning teams for discussion in grade level and content committee meetings and for planning future staff development.—
Coach, Virginia
Partners for
Achieving Successful
Schools*



I've gained a new understanding for aligning instruction in the classroom with the standards to meet the needs of all students. I have always struggled with how to individualize standardized instruction, because that seems a paradox to me. The use of centers and work time, with the different activities and the levels designated for the different students makes a lot of sense.
 —Teacher

How does the coaching feature work?

Each track includes a coaching feature that allows an external coach to offer feedback to the team's work. Coaches are first approved by the client to have access to the system. For example, the client may designate a coach to assist a district or school team. The coach then reviews the ongoing work of the team and offers comments. The Process Manager is alerted by email that a comment has been entered by a coach, and the team can then reply. The system maintains a thread of the dialogue between the coach and the team, and the comments can be saved or printed as a report.

Virginia - SSI Support for School Improvement
 Main Menu

Westwood Middle School (M/RI)
 Danville City Schools, VA

Set Up School	Date Completed
Step 1 - Register School	10/15/08
Step 2 - Provide School Information	10/17/08
Step 3 - Form School Team	10/17/08

Assess - Create - Monitor	Started	Last Update	Progress
Step 4 - Assess School Indicators	12/17/08	03/06/09	21 of 82
Step 5 - Create School Improvement Plan	03/10/09	03/10/09	14 of 16
Step 6 - Monitor School Improvement Plan			0 of 14

How can the system be used as part of district or school improvement planning, especially to satisfy Title I requirements?

The cyclical improvement process means that the team is always working on its indicators—implementing, monitoring, and improving its plan. This is not a plan that is prepared annually, submitted, and then re-written a year later. It is a continuous improvement process. However, snapshot reports can be generated to demonstrate that an effective plan is in place at a particular point in time. When the superintendent or principal submits that report, notification is automatically delivered to the client administrative page, and the client can access the reports. Not all Title I planning requirements are covered by Indistar™; therefore, additional reports may be added and are submitted in the same fashion. Typically, assurances and one supplemental report are the only additional reports needed to comply with Title I district and school improvement planning processes. Again, these reports can also be submitted through the system and provided to the state.

What other features can be added to the system?

Standard features that a client may choose to add to the system include:

- ★ **Response to Intervention (RTI):** an indicator-based process for implementing and improving a school's RTI initiatives;
- ★ **Special Education:** an indicator and compliance system for reporting the school's special education processes, procedures, and activities;
- ★ **Parent Involvement Analysis (PIA):** a five-step process by which the school team conducts a needs assessment of parent involvement, checks Title I compliance, and develops objectives for improvement. This system also provides a huge library of downloadable materials for parent involvement. ADI also offers an optional Solid Foundation program for building a strong school community.
- ★ **Social and Emotional Learning:** an indicator-based process for addressing social and emotional learning, including self-awareness, connection to others, and responsible decision-making.

Idaho

Planning and Reporting
Roosevelt Elementary School Test

Planning Tools

[Ways to Improve School Effectiveness \(WISE\)](#)

[Supplemental Plan](#) For those required to submit a School Improvement Plan during the current planning cycle
Enter SMART Goals (Optional)
Print, complete, and submit via mail, fax, or email
Open link and choose "District and Schools"
For districts working on a Special Education Plan

[SMART Goals](#)

[Assurances](#)

[Parent Involvement Analysis](#)

[Special Education Compliance Tool](#)

Required Reports	Submit By	Submit	Submitted
Ways to Improve School Effectiveness (WISE)	April 1	<input type="button" value="Submit"/>	09/23/09
Supplemental Plan Report	April 1	<input type="button" value="Submit"/>	

Other Documents/Web Pages

[AYP Report Cards](#) Locate your district report as data will be helpful in the planning process

[Special Education District Profiles](#) Locate your district report as data will be helpful in the planning process

[Title II - Professional Development Plan](#) For schools that have been asked by the Title II division to complete this tool

The indicators have really made me think about planning my lesson around increasing metacognitive skills and involving students more in the learning process. I have already incorporated the wait time strategies and student progress reports into my classroom management plan. —8th grade teacher and team leader

Idaho began last spring by introducing the system to 54 schools, hoping they would find it valuable. Soon we were receiving calls from superintendents who had seen the tool and wanted it for their schools, or for more schools. As of now, 293 schools in 61 Idaho districts have chosen to use this system—rapid growth in adoption beyond the Department’s wildest imagination. —Director of School Improvement, Idaho

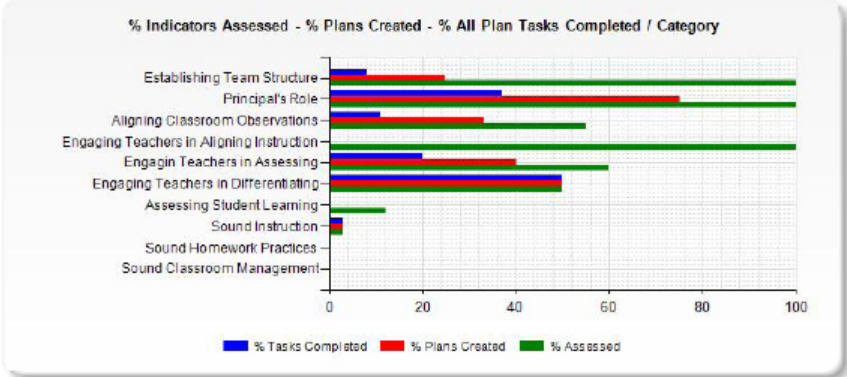
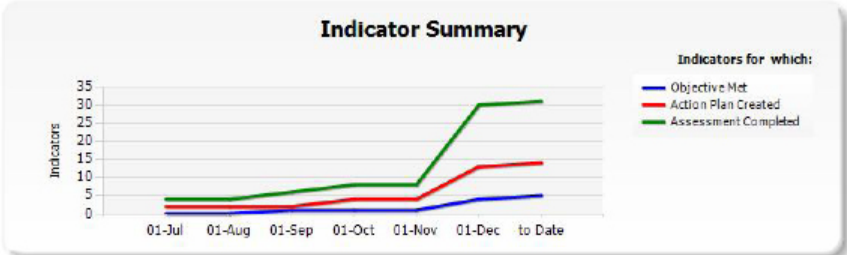
Does the system provide a way for a team to see how it is doing, the overall progress at a point in time?

Yes, the Where Are We Now? feature is a single button that generates a quick report with a chart tracking the number of indicators assessed, planned, and met over a six-month period, as well as lists of indicators “red flagged” for attention, indicators met, and indicators due for follow-up review. This report can be saved or printed for the team at any time. A “guest login” can be issued to people who can view Where Are We Now? without being able to edit content. The “guest login” is ideal for promoting transparency with teachers, parents, and school board members.

North Elementary School

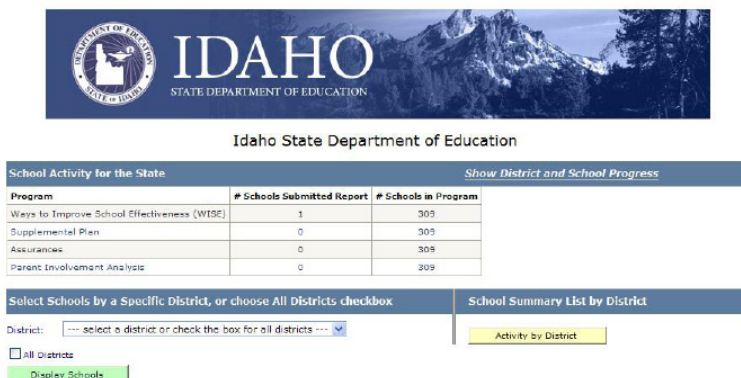
Support for School Improvement (SSI)

Where Are We Now?



How does Indistar™ provide the client with convenient tracking of district and school progress?

The client administrative web page displays a summary of the number of districts and schools that have submitted required reports, with access to each district and school and to each district and school's submitted reports. By selecting Show District and School Progress, the client can then see the detailed progress, step by step with dates, for each district and school team.



The screenshot shows the Idaho State Department of Education's Indistar™ web interface. At the top is the Idaho State Department of Education logo and a banner image of a mountain range. Below the banner is a table titled "School Activity for the State" with a "Show District and School Progress" link. The table has three columns: "Program", "# Schools Submitted Report", and "# Schools in Program".

Program	# Schools Submitted Report	# Schools in Program
Ways to Improve School Effectiveness (WISE)	1	309
Supplemental Plan	0	309
Assurances	0	309
Parent Involvement Analysis	0	309

Below the table are controls for selecting schools by district or by all districts, and a "Display Schools" button.

What does Indistar™ provide for professional development on the indicators of effective practice?

Indistar™ provides a growing library of web-based, professional development modules (Indicators in Action) for teachers and school leaders. The modules include video demonstrations of many of the indicators, arranged in topics such as: Instructional Planning, Professional Development, Instructional Alignment, Differentiated Instruction, Classroom Management, and Teacher-Directed Instruction.

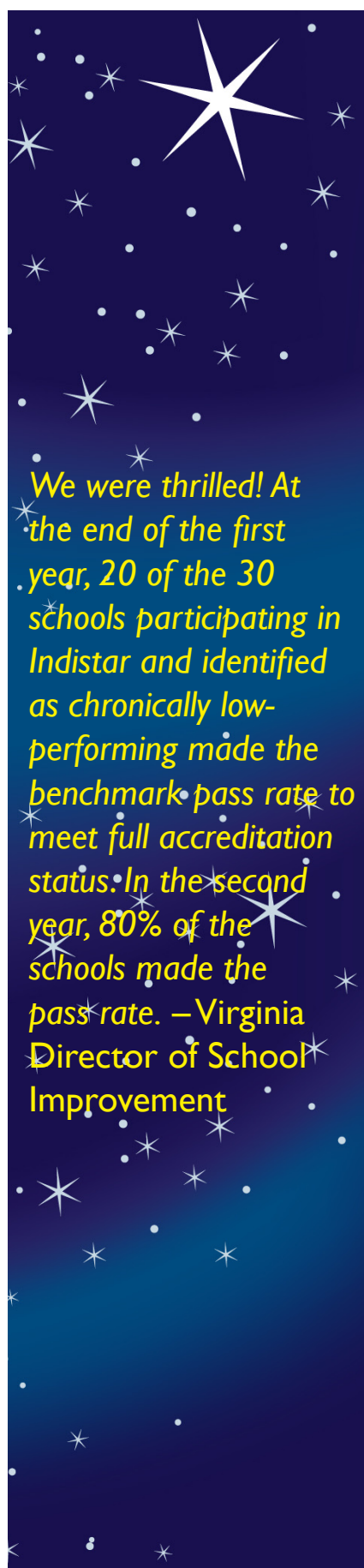
What professional development does the client provide for districts and schools using Indistar™?

ADI assists the client in developing a plan to introduce districts and schools to Indistar™ and to support their work. In addition to the coaching component in Indistar™, clients typically provide orientation meetings and webinars for district and school teams to introduce Indistar™ and advance their understanding of the effective practices and indicators.

What optional services does ADI provide related to Indistar™?

ADI offers optional additional consultation and:

- ★ Instructional Leadership Academy: intensive training for principals and teacher leaders or for those who coach them.
- ★ District Capacity Assessment and Action Planning for Rapid Improvement: consultation with the district based on research on rapid district improvement.



**For more information on Indistar
please visit our website at
www.indistar.org**

call

**Academic Development Institute
217-732-6462 ext. 11**

email

indistar@adi.org

The teams are truly engaged in a “culture of candor,” discussing things that matter, and making the changes necessary for improvement. –Director of School Improvement, Idaho

