

**State Implementation of Indistar
Success Markers
Degree of Implementation**

State: _____

Date: _____

Check Yes or No for each Success Marker. Percentage of Yes = Degree of State Implementation

I. Leadership and Decision Making

A. Designating a State Indistar Leader

Yes No

___ ___ IA1. A State Indistar Leader, designated by the State Administrative Team (typically a deputy-level, cross-departmental team), assumes primary responsibility for overseeing Indistar's implementation.

___ ___ IA2. The State Indistar Leader is a member of the State Administrative Team (typically a deputy-level, cross-departmental team) that is responsible for district and school improvement and related functions.

___ ___ IA3. The State Indistar Leader prepares quarterly progress reports on Indistar implementation for the Chief State School Officer, State Administrative Team, and other key SEA personnel.

___ ___ IA4. The State Indistar Leader serves as the primary contact for ADI technical support, the Indistar Education Specialists, the Center on Innovations in Learning, and the regional comprehensive center regarding Indistar implementation.

___ ___ IA5: The State Indistar Leader communicates in a timely fashion with ADI technical support regarding changes in the state system, annual roll-over of forms and reports, and other technical needs.

B. Setting Policy, Plans, and Expectations by a State Administrative Team

Yes No

___ ___ IB1. The State Administrative Team (typically a deputy-level, cross-departmental team) is responsible for district and school improvement and related functions and sets and communicates the direction and goals for Indistar implementation in the state.

___ ___ IB2. The State Administrative Team meets regularly (typically once a month) and includes on its agenda a review of state Indistar implementation efforts.

___ ___ IB3. The State Administrative Team, with input from the State Indistar Team and the field (coaches, districts, schools) establishes the state's Indistar implementation plan, including state efforts

to onboard new districts and schools and promote teaming, culture of candor, focus on professional practice, coaching, and district engagement.

___ ___ IB4. The State Administrative Team annually reviews and revises the state’s Indistar implementation plan, including state efforts to onboard new districts and schools and promote teaming, culture of candor, focus on professional practice, coaching, and district engagement.

___ ___ IB5. The Indistar statewide implementation plan includes direct, state-provided training and coaching for the lowest-performing districts and schools and ensures that districts assume responsibility for coaching and supervising other schools.

___ ___ IB6. The State Administrative Team integrates and streamlines state planning and reporting functions from various divisions within the SEA and uses Indistar for this purpose.

___ ___ IB7. The State Administrative Team, with recommendations from the State Indistar Team, provides clear, written expectations (responsibilities, benchmarks, timelines) for coaches, districts, and schools.

___ ___ IB8. The State Administrative Team’s expectations for districts and schools include the District Success Markers and School Success Markers.

___ ___ IB9: The State Administrative Team designates specific state personnel to serve on the State Indistar Team and outlines their responsibilities in administering statewide Indistar implementation and providing support for districts and schools.

C. Providing a State Indistar Team to Implement the State’s Indistar Plan

Yes No

___ ___ IC1. The State Indistar Team, with members and duties defined by the State Administrative Team, administers statewide Indistar implementation and support to districts and schools.

___ ___ IC2. The State Indistar Team meets monthly to plan and review progress with implementation at the state, district, and school levels.

___ ___ IC3. The State Indistar Team uses the reports provided on the State Administrative Site to obtain data necessary to make improvements in implementation practices.

___ ___ IC4. The State Indistar Team recommends to the State Administrative Team modifications in the state Indistar implementation plan and expectations for schools, districts, and coaches.

___ ___ IC5. The State Indistar Team includes the District Success Markers and School Success Markers in its training and support for districts and schools.

___ ___ IC6. The State Indistar Team provides a review of each district and school Leadership Team’s progress at least once each year, recording the review in the State Feedback form.

___ ___ IC7. The State Indistar Team ensures that districts and schools are provided appropriate sets of indicators and Wise Ways to guide their improvement efforts.

___ ___ IC8. The State Indistar Team develops and provides training and support for district and school implementation.

___ ___ IC9. The State Indistar Team develops targeted training and support for coaches, districts, and schools in response to statewide Indistar usage data trends, patterns, and other information gleaned from reports on the State Administrative Site.

___ ___ IC10: The State Indistar Team, in its training and support for coaches, districts, and schools, encourages the use of Indistar resources such as Wise Ways, Indicators in Action, Indicators Now, and the Indistar website (www.indistar.org).

___ ___ IC11. The State Indistar Team trains, supervises, and evaluates the coaches (including state personnel and consultants engaged as coaches) assigned to assist districts and schools with the use of Indistar in their improvement processes.

___ ___ IC5. The State Indistar Team includes the District Success Markers and School Success Markers in its training and support for districts and schools.

___ ___ IC13. The State Indistar Team maintains close contact with the Education Specialists, including quarterly conference calls and bi-monthly webinars.

___ ___ IC14. The State Indistar Team identifies, recognizes, and showcases district and school Leadership Teams that demonstrate exemplary application of Indistar in improving professional practice.

___ ___ IC15. The State Indistar Team participates in the Indistar Connect online learning community and encourages district and school personnel to do the same.

Leadership and Decision Making

Total Yes ___ / 29 = ___ % Degree of Implementation for Leadership and Decision Making
--

II. Support for Districts and Schools

A. Engaging Districts with Indistar for Themselves and Their Schools

Yes No

___ ___ IIA1. The state engages, trains, and supports districts in using Indistar to guide their own district improvement efforts.

___ ___ IIA2. The state recommends and supports twice-monthly district Leadership Team meetings focused on district improvement with indicators in Indistar.

___ ___ IIA3. The state builds the capacity of district personnel to support Indistar implementation in schools.

___ ___ IIA4. The state provides districts with quarterly progress reports of district and school Indistar implementation.

___ ___ IIA5. The state secures a memorandum of agreement with the district to provide coaching and supervision for school Indistar implementation for schools that do not receive coaching support from the state.

B. Providing Indistar Coaches to Assist Districts and Schools Identified for State Support

Yes No

___ ___ IIB1. The State Indistar Team provides training for and clear expectations for coaches to successfully assist district and school Leadership Teams.

___ ___ IIB2. All Indistar coaches, in addition to other services provided district and schools, assist principals and process managers in establishing strong Leadership Teams that meet frequently and focus on indicator-based improvement.

___ ___ IIB3. All Indistar coaches provide the encouragement, support, and reminders to ensure that each district and school Leadership Team meets twice each month, with appropriate membership and attendance, and uses agendas and minutes.

___ ___ IIB4. All Indistar coaches review Leadership Team work and progress at least twice each month and enter coaching comments and reviews with at least the same frequency.

___ ___ IIB5. All Indistar coaches complete a Coach's Critique for each district and school Leadership Team at least twice each year.

___ ___ IIB6. All Indistar coaches offer encouragement, suggestions, and referral to resources to assist Leadership Teams in their focused and high-quality implementation of indicators of effective practice.

___ ___ IIB7. All Indistar coaches help Leadership Teams gather, summarize, and report straight-forward and succinct evidence for each indicator's full implementation.

___ ___ IIB8. All Indistar coaches routinely orient district and school Leadership Teams to the District Success Markers or the School Success Markers and encourage and support their implementation.

___ ___ IIB9: All Indistar coaches, in their training and support for districts and schools, promote teaming, culture of candor, focus on professional practice, coaching, and district engagement.

___ ___ IIB10. All coaches, in their training and support for districts, and schools, encourages the use of Indistar resources such as Wise Ways, Indicators in Action, Indicators Now, and the Indistar website (www.indistar.org).

___ ___ IIB11: All coaches participate in the Indistar Connect online learning community and encourages district and school personnel to do the same.

Support for Districts and Schools

Total Yes ___ / 16 = _____% Degree of Implementation for Support for Districts and Schools

Total Degree of State Implementation of Indistar

All Yes ___ / 45 = _____% Degree of State Implementation

District Success Markers

1. **District Leadership Team** meets regularly (typically twice a month) to review multiple data sources, assess and improve effective district practice based on indicators, and guide the continuous improvement of district support for school improvement.
2. **District Leadership Team** members regularly review information on the Leadership Team site.
3. **District Leadership Team** reviews work of school Leadership Teams to determine where district supports and resources might be best applied.
4. **District Leadership Team** dialogues with the coach via coaching comments and reviews.
5. **Superintendent** provides direction for the District Leadership Team, focuses on district support for school improvement, builds leadership capacity of others.
6. **District Liaisons** regularly review the work of the School Leadership Teams and provide guidance, reflection, pressure, and support.
7. **Superintendent** generates monthly progress reports (Summary Report and/or Where Are We Now?) for the district and for each school and summarizes the reports for the board.
8. **School board members, district personnel, school personnel, and district stakeholders** (civic leaders, community organizations, parent groups) review reports on the Guest site to stay abreast of the evolving district plan and offer feedback.

School Success Markers

1. **The school Leadership Team** meets regularly (typically twice a month) to review multiple data sources and assess and improve professional practice based on indicators.
2. **The school Leadership Team** members regularly review information on the Leadership Team site.
3. **The school Leadership Team** dialogues regularly with the coach and district liaison via coaching comments and reviews.
4. **The school Leadership Team** engages Instructional Teams with implementation and monitoring of indicators related to instructional planning.
5. **Instructional Teams** meet regularly (including large blocks of time) to review student performance data and develop and refine differentiated instructional plans and formative assessments.
6. **Principal** provides direction for the teams, focuses on instruction, builds leadership capacity of others.
7. **Teachers** implement effective instructional practice, guided by indicators.
8. **Coaches** (including district liaisons) regularly review the work of the Leadership Team and provide guidance, reflection, pressure, and support.
9. **Teachers, parents, school board members, and district personnel** review reports through the Guest site to stay abreast of the evolving plan.