

Coaching with Indistar® Presentations

Yvonne Holloman & Michael Hill/Virginia

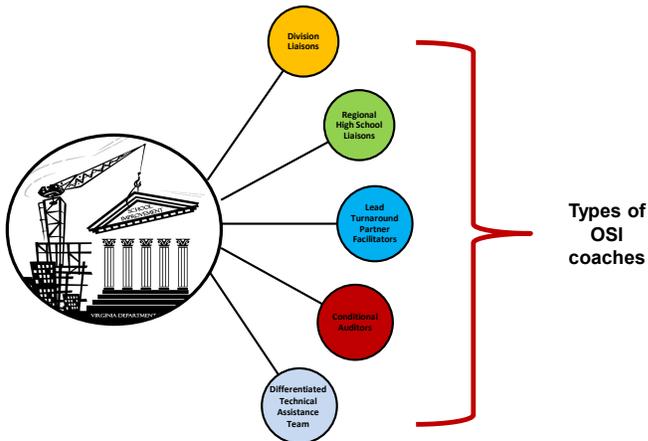


Indistar Summit – Coaching with Indistar February 2012

Presenters:
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The Office of School Improvement (OSI) provides direct technical assistance to school and central office personnel via a cadre of highly-skilled retired educators and education consultants. Under the direction of the OSI, the contractors collaborate with stakeholders to build local capacity for raising student achievement. There are five groups of OSI contractors:



Indistar® Summit 2012—Biloxi, MS

The Office of School Improvement is responsible for supporting schools that do not meet requirements per the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* and/or the *No Child Left Behind Act of 2001*.

School Designation	Type of OSI Support
Accredited with Warning (30 schools)	<ul style="list-style-type: none"> Academic Review visits Regional high school liaisons Indistar® web-based improvement planning Webinars
Conditionally Accredited (2 schools)	<ul style="list-style-type: none"> Alternate Governance Committees VDOE auditors Indistar® web-based improvement planning Webinars
Title I School Improvement (198 schools)	<ul style="list-style-type: none"> Indistar® web-based improvement planning Division liaisons Webinars and meetings (formative assessment and teacher leader training)
School Improvement Grants (SIG) Recipients – Lowest Performing Schools (15 schools)	<ul style="list-style-type: none"> Indistar® web-based improvement planning Lead turnaround partner (LTP) facilitators Webinars and meetings (Transformation Toolkit)

Roles and Responsibilities	
Division liaisons	Retired superintendents/central office personnel assigned to central office leadership teams associated with schools in Title I school improvement. Their main purpose is to provide guidance regarding the division's improvement efforts to support low-performing schools. Activities may include site visits, assistance with developing and monitoring division and school improvement plans, and team building.
Lead turnaround partner facilitators	Retired central office personnel and/or former principals are assigned to Tier 1 and Tier 2 schools awarded a school improvement grant (SIG) to help communicate the requirements of the U.S. Department of Education. In addition, the facilitators serve as the line of communication between the SIG schools and the OSI.
Regional high school liaisons	Experienced school instructional leaders associated with high schools that are not fully accredited. Their main purpose is to provide guidance to divisions and schools to identify issues contributing to dropout and to implement strategies to improve graduation rates. Activities may include assistance in developing school improvement plans, analyzing early warning system data, and implementing and monitoring interventions for students at risk of not graduating.
Conditional auditors	Experienced central office personnel and/or former principals are assigned to each Conditionally Accredited school to oversee the alternative governance process. The auditor attends the Alternative Governance Committee meetings a minimum of once per month to discuss implementation of the CAP, analysis of assessment data, and status of staff development strategies. On a monthly basis, the auditor will review monthly reports with the principal and the central office contact person.
Differentiated technical assistance team	A corps of contractors who develop and deliver webinar series, provide on-site technical assistance to schools based on recommendations from division liaisons. Technical assistance team members were selected based on expertise in one or more areas of technical assistance, as well as their availability to devote time exclusively to technical assistance.

VDOE Theory of Action for Division Improvement

Effective school divisions demonstrate the ability to continuously improve, adhere to a vision, maximize student learning, provide strong leadership, offer high quality instruction, and conduct relevant professional development. The school division leadership team cultivates a culture of capacity-building and continuous improvement. The school division consistently adheres to a vision that drives strategic planning and subsequent actions. **(strategic planning)** The school board and superintendent intentionally organize the division to maximize student learning. **(system organization)** Leaders are proactive and intentional, and allocate resources to achieve the vision. Leaders model systemic thinking by communicating and making transparent decisions. **(leadership)** Leaders continuously align curriculum, instruction, and assessment. Leaders implement and monitor differentiated, research-based instruction, and services provided to meet diverse student needs. **(curriculum, instructional practices, and services)** The school division provides and assesses the effectiveness of professional development that is needs-based and job-embedded. **(professional development)**

Various stakeholders collaborated with the OSI to develop a second-order transitional change map based on the theory of action.

The screenshot shows a Microsoft Word document titled "Office of School Improvement" with a page number of "A-1". The document contains the following text:

VDOE Theory of Action for Division Improvement
 Effective school divisions demonstrate the ability to continuously improve, adhere to a vision, maximize student learning, provide strong leadership, offer high quality instruction, and conduct relevant professional development. The school division leadership team cultivates a culture of capacity-building and continuous improvement. The school division consistently adheres to a vision that drives strategic planning and subsequent actions. (strategic planning). The school board and superintendent intentionally organize the division to maximize student learning. (system organization). Leaders are proactive and intentional, and allocate resources to achieve the vision. Leaders model systemic thinking by communicating and making transparent decisions. (leadership) Leaders continuously align curriculum, instruction, and assessment. Leaders implement and monitor differentiated, research-based instruction, and services provided to meet diverse student needs. (curriculum, instructional practices, and services). The school division provides and assesses the effectiveness of professional development that is needs-based and job-embedded. (professional development).

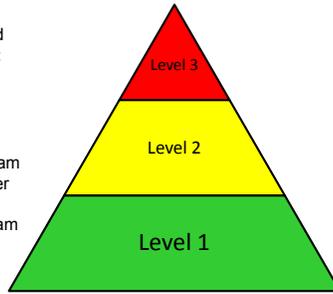
Second-Order Transitional Change Map

Element	Sub-Element	Stages of Implementation				Desired State
		Exploration	Emerging	Full Implementation	Sustainability	
Continuous Improvement	CP1 capacity-building	The division and school staff will identify opportunities to build capacity by engaging in professional development that is based on needs identified through analysis of student performance data.	The division provides instructional staff with ongoing training and resources to build capacity by designing and implementing differentiated professional development based on needs identified through analysis of student performance and classroom observation data.	The division systematically engages instructional, administrative, and support staff in ongoing learning opportunities to build capacity, professional expertise and improved results for students. The division analyzes the results of capacity-building to examine the impact on every	The division sets the expectation that capacity building is an ongoing process at every level of the organization. The division engages all instructional, administrative, and support staff in ongoing learning opportunities that build capacity and improve results for	The division leadership team cultivates a culture of capacity-building and continuous improvement.

Needs Sensing Interviews

In October 2011, the division liaisons conducted needs sensing interviews with division leadership teams to determine the level of support that would be provided by the Office of School Improvement:

- **Level 1: Minimal** – The division leadership team will meet with the assigned contractor at least once each quarter of the school year with more frequent contact via telephone and email.
- **Level 2: Moderate** – The division leadership team will meet with the assigned contractor every other month.
- **Level 3: Intensive** – The division leadership team will meet with the assigned contractor on a monthly basis at minimum.



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Differentiated Technical Assistance Team

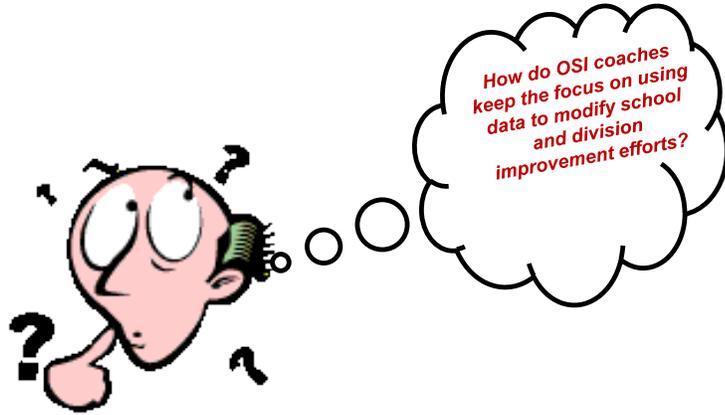
In an effort to assist the division liaisons and division leadership teams with providing technical assistance, the Office of School Improvement has created a **Differentiated Technical Assistance Team (DTAT)**.

The DTAT provides technical assistance to schools via webinars and/or on-site training. Topics include:

- Instructional preparation
- Instructional delivery
- Formative assessment
- Differentiated instruction
- Student engagement
- Leadership
- Scheduling
- Co-teaching/Inclusive Practices

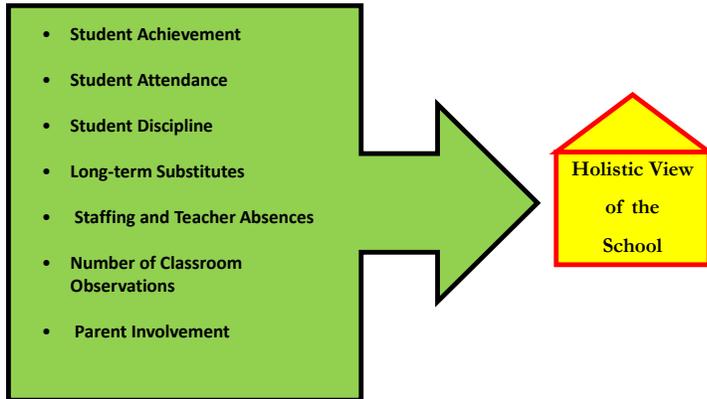
Information gleaned from the webinars and/or on-site visits is used to modify the schools' Indistar improvement plans.

Division liaisons may submit a **Technical Assistance Request Form** to OSI.



The Virginia Dashboard for Quarterly Reporting of Data allows schools to compile various data points, and assign and monitor students' response to interventions.

On a quarterly basis, schools receiving 1003(a), 1003(g) grant funds, or state funds for schools accredited with warning analyze data related to a variety of topics including:



On a quarterly basis, school improvement teams respond to the following six questions related to formative data.



1. Based upon analysis of data in your **benchmark results and grade distribution**, do you need to assign **additional tasks for your current indicators**?
2. Based upon analysis of data in your **benchmark results, grade distribution, formative and summative assessments**, which indicators will be **added to your Indistar® online plan to address or modify your current plan**?
3. Correspondingly, what Indistar® tasks will the school, through the principal, the governance committee, or the school improvement team, initiate in **each of the Indistar® indicators identified above**?
4. What is the **progress of your students** needing intervention? Supplemental Educational Services (SES) students?
5. What **specific interventions** are being put in place as the result of your data analysis?
6. What **plan** is in place to monitor this process?

Schools enter and submit responses to the quarterly data analysis questions on the Indistar Dashboard.

Report Name	Submit By	Submit	Submitted	Previous
NCLB School Improvement Supplemental Plan Report	November 1, 2011	Submit	10/20/11	09/14/10
Virginia School Improvement Plan	June 1, 2012	Submit		
Schoolwide Program Supplemental Documentation Report	December 15, 2011	Submit		11/05/10
Corrective Action Plan Report	December 1, 2011	Submit		02/22/11
Restructuring Plan Report - Implementation	November 30, 2011	Submit		11/01/10
Restructuring Plan Report - Planning	May 1, 2012	Submit		10/20/10
Data Analysis Quarterly Report - November Q1	November 30, 2011	Submit		
Data Analysis Quarterly Report - February Q2	February 8-28, 2012	Submit	12/12/11	
Data Analysis Quarterly Report - April Q3	April 30, 2012	Submit		
Data Analysis Quarterly Report - June Q4	June 30, 2012	Submit		
NCLB/SP Budget Form Report	November 30, 2011	Submit		12/07/11
SIG Schools Only - Transformation Implementation Plan-11/20/11	November 30, 2011	Submit		11/28/11
SIG Schools Only - Transformation Implementation Plan-06/30/12	June 30, 2012	Submit		
SIG Schools Only -Lead Turnaround Requirement Plan-11/15/11	November 15, 2011	Submit		
SIG Schools Only -Lead Turnaround Requirement Plan-09/30/12	June 30, 2012	Submit		
SIG Schools Only -Leading Indicator Annual Report	November 1, 2011	Submit		12/20/11
SIG Schools Only -Lagging Indicators Annual Report	November 1, 2011	Submit		
SIG Schools Only -Interventions Annual Report	November 1, 2011	Submit		

Other Documents/Web Pages

- [OSI Technical Assistance Guide](#)
- [Indistar FAQs](#)
- [Rapid Improvement School Indicators](#)
- [Rapid Improvement Leader Indicators](#)
- [Voice Matrix](#)
- [EMIS](#)

Data Analysis Quarterly Reporting Form

Virginia

February Quarterly Form

Please complete the following set of questions for this quarter and submit in the Required Reports section of the Dashboard prior to the due date.

- Based upon analysis of data in your benchmark results and grade distribution, do you need to assign additional tasks for your current indicators?
- Based upon analysis of data in your benchmark results, grade distribution, formative and summative assessments, which indicators will be added to your Indistar online plan to address or modify your current plan?
- Correspondingly, what Indistar tasks will the School, through the principal, the governance committee, or the school improvement team initiate in each of the Indistar indicators identified above?

On a quarterly basis, the division liaisons submit a quarterly report to the Office of School Improvement documenting their activities to support local educational agencies (LEAs) with building capacity for improvement.

**Virginia Department of Education
Office of School Improvement (OSI)**



Division Name:
Division Liaison's Name:
Division Contact Person's Name:

Quarterly Reporting Period: (check one of the options listed below)

First Quarter – November 30, 2011
 Second Quarter – February 28, 2012
 Third Quarter – April 30, 2012
 Fourth Quarter – June 9, 2012

Based on information gleaned from the needs sensing interview, the division leadership team will receive the following level of support from the Office of School Improvement: (check one of the options listed below)

Minimal
 Moderate
 Intensive

The following targeted schools within the school division receive 1003(a) or FY 2009 1003(g) Funds:

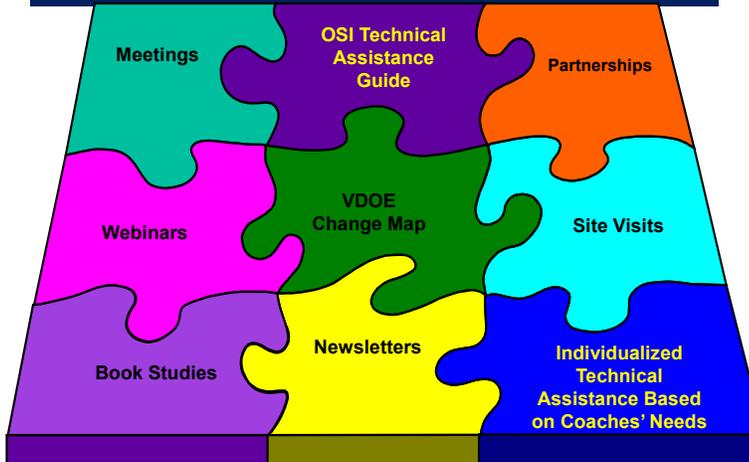
1. _____
2. _____
3. _____

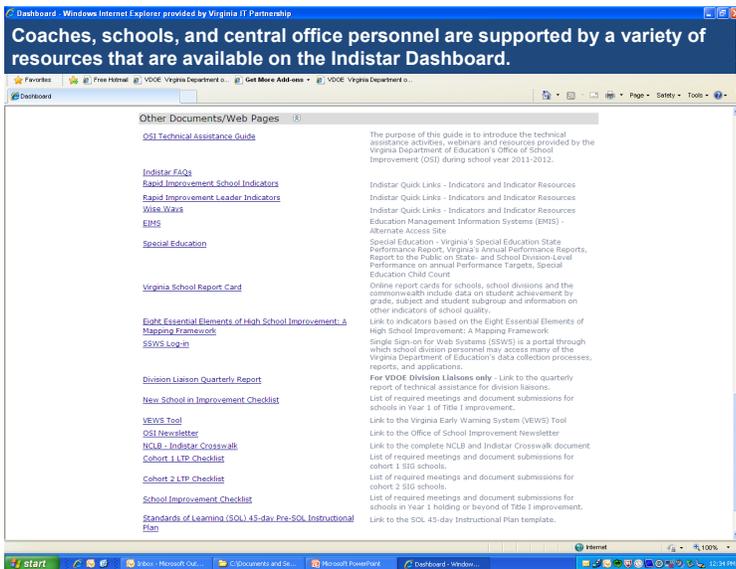
Part I: Division-level Improvement Plan

*Complete this section at the beginning of the school year and update quarterly, as needed.
 The division-level improvement plan should be aligned with the needs of each school receiving 1003(a) or FY 2009 1003(g) funds. In the area provided below, please list the district improvement indicators selected by the division-level team and align each indicator with the rapid improvement school indicators selected by each school.

District Improvement Indicator	Aligned Rapid Improvement School Indicators

How does the Office of School Improvement support its coaches?





How does the Office of School Improvement fund its coaches?



- State funds earmarked for school accreditation
- Federal funds earmarked for school improvement administrative expenditures (SIG and ARRA)

