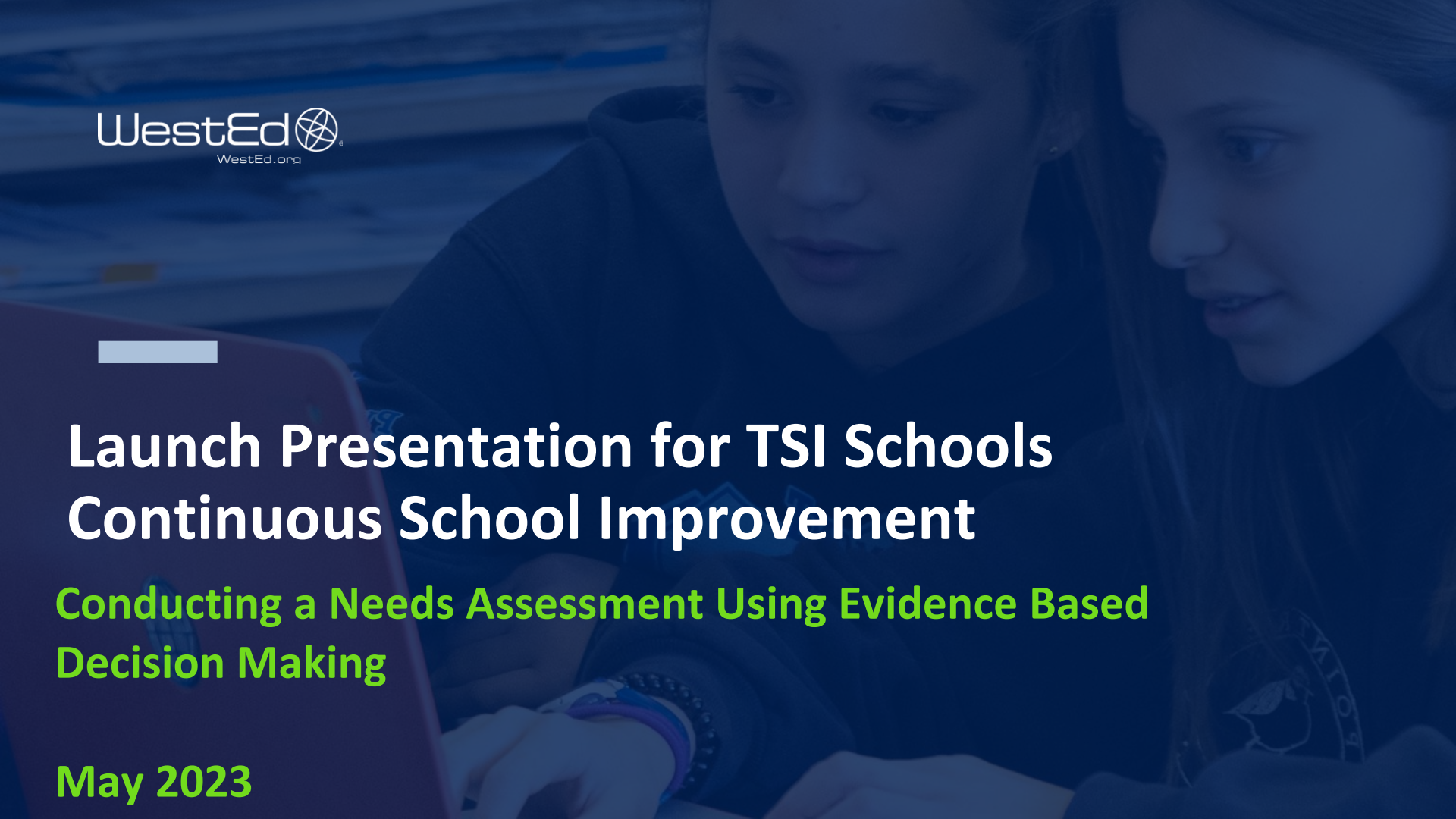


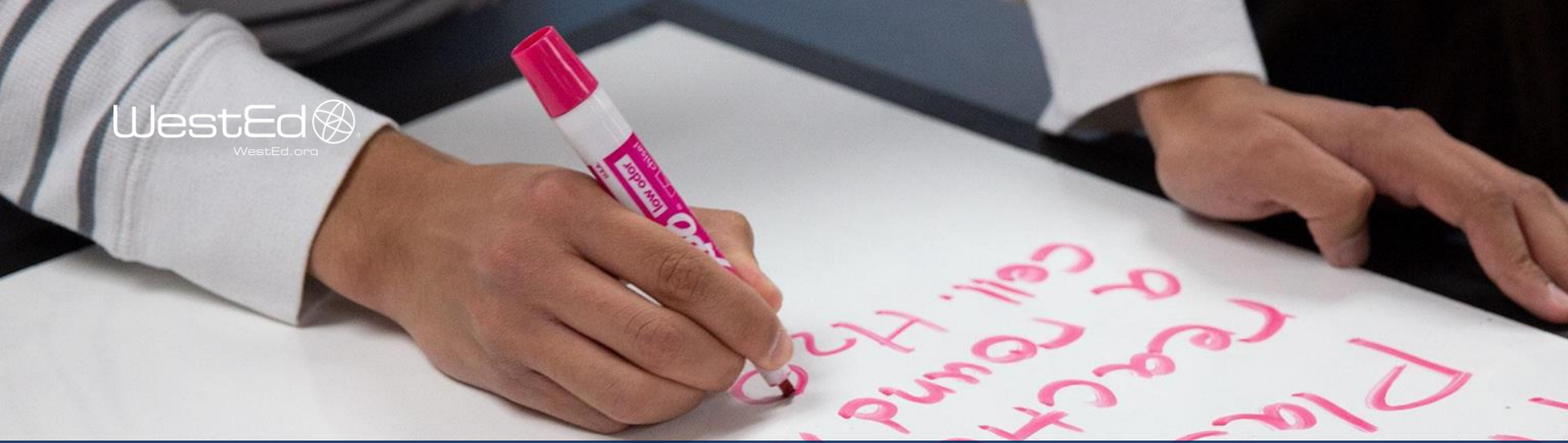
Launch Presentation for TSI Schools Continuous School Improvement

Conducting a Needs Assessment Using Evidence Based Decision Making

May 2023

Today's Agenda

- Discuss the purpose of TSI improvement work and key features of WestEd's support
- Review the Four Domains framework that will support the TSI improvement work
- Prepare school leaders for Phase 1 of School Improvement Process through use of the Focused Improvement Plan tool



Purpose of TSI Improvement Work and Key Features of WestEd Support

TSI Identification Criteria

Schools are identified for Targeted Support and Intervention (TSI) each year if the performance level on identified indicators of one or more qualifying student subgroups is in the bottom 5% of all schools in NH for that subgroup for two consecutive years

1. **Identified Indicators**: Math and ELA achievement, English Language Proficiency, Math and ELA growth (ES/MS only), Equity (ES/MS only), Graduation Rate (HS only), and College and Career Readiness (HS only)
2. **Student Subgroups**: English Learners, economically disadvantaged students, racial/ ethnic groups (American Indian or Alaskan; Asian or Pacific Islander; Black or African American; Hispanic or Latino; Multiple Races; White), and students with disabilities
3. **Subgroup Qualification**: Minimum subgroup n-size = 11

New Hampshire TSI Schools Spring/Summer Work

Identified TSI schools will diagnose root causes and make a plan to improve the way the school supports one subgroup's performance in a targeted performance area.

- Phase 1: Needs Assessment Phase (May) – identify targeted subgroup and performance area, set a performance change target, diagnose root causes
- Phase 2: School Improvement Planning Phase (July) – identify interventions that can support systemic change, set implementation targets, articulate actions to be taken

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Who is WestEd and what makes us qualified to support?

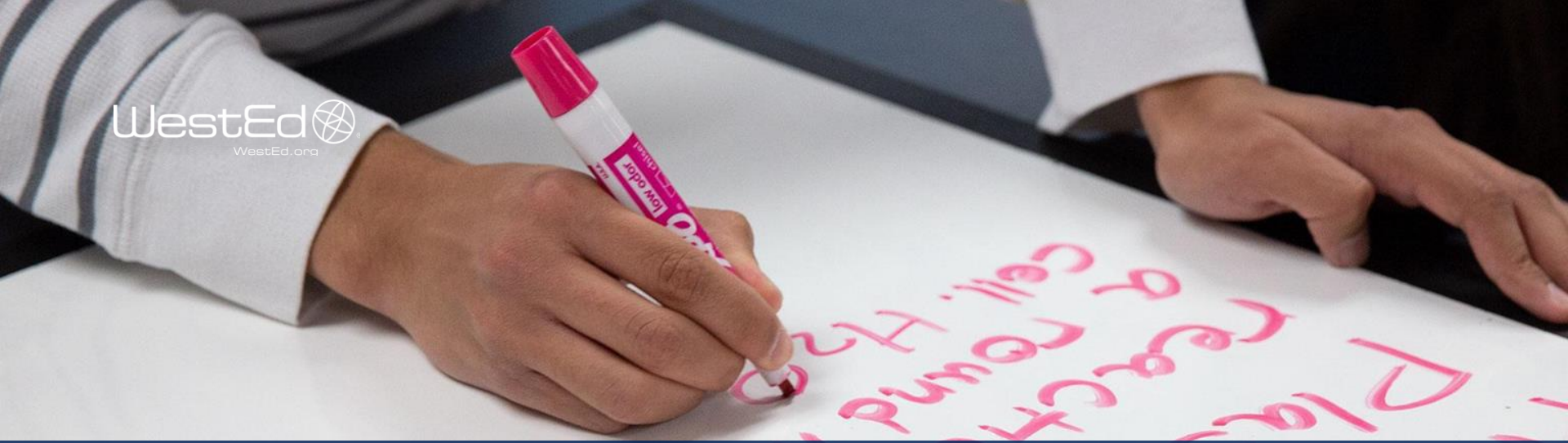
The Center for School Turnaround and Improvement (CSTI) at WestEd is a nationally recognized leader in the research and development of solutions that support systemic improvement for all schools. We work with you at all levels to identify and help sustain evidence-based, promising practices that ensure equity and drive systemwide change for rapid improvement.

CSTI's work is grounded in a systems framework called the Four Domains for Rapid School Improvement. A research-based approach to school turnaround, it is proven to help states, districts and schools effectively lead and manage rapid improvement efforts.

WestEd's TSI Support

What will WestEd provide:

- Trainings on the needs assessment process and school improvement planning using the Focused Improvement Plan tool in staged webinars (This webinar is #1 of 2 for this year)
- Access to Focused Improvement Plan tool and resource library
- Technical support for completing Focused Improvement Plan
- Email reminders of due dates and learning opportunities
- Review and feedback for completed Focused Improvement Plans



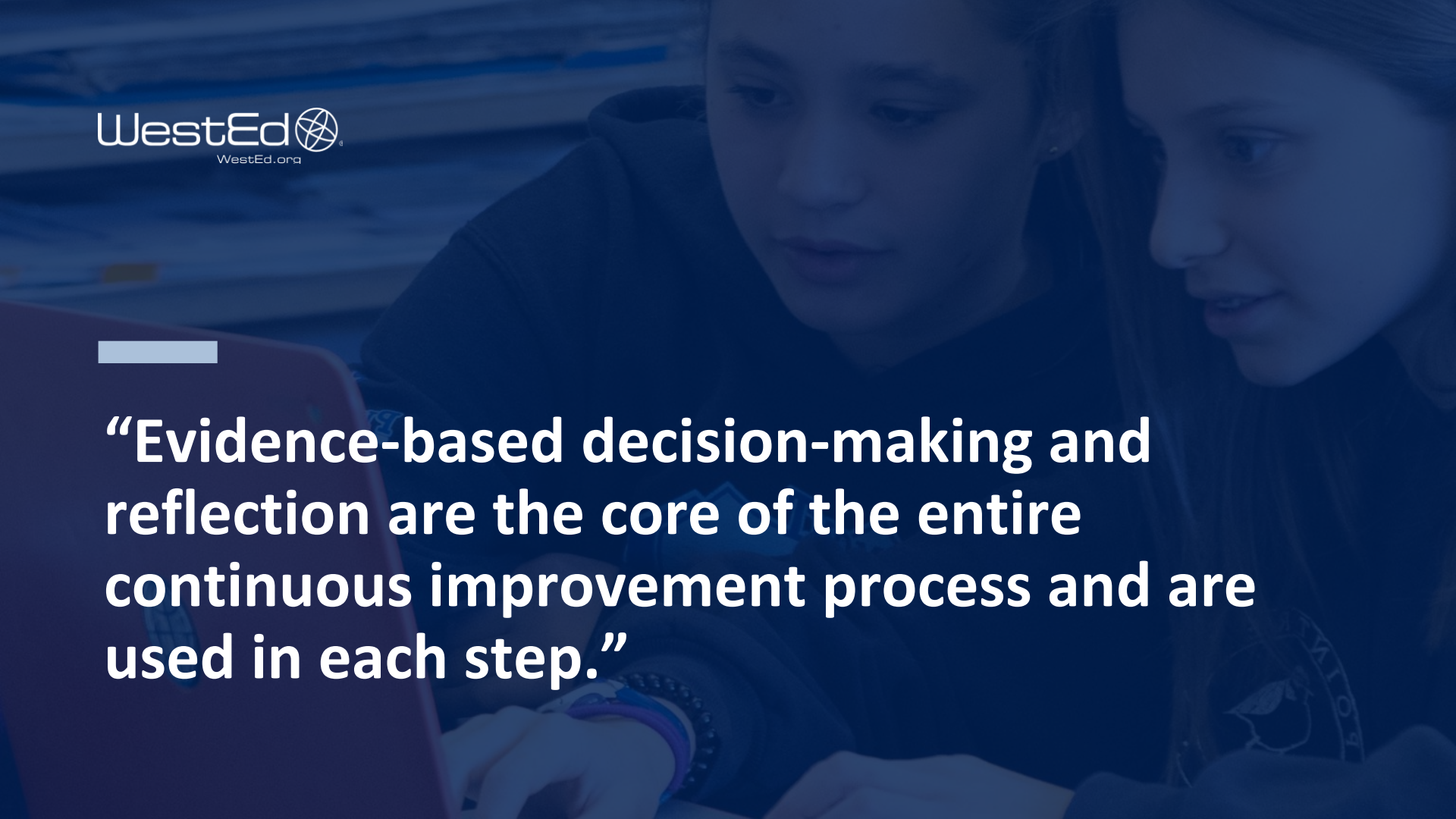
The Frameworks of the Needs Assessment and the Focused Improvement Plan

Evidence Based Decision Making

The use of this framework is meant to support the use of evidence in making decisions that are nested within the continuous improvement process, an ongoing process that is larger than any isolated decisions that schools make to improve their practice.

The five-part continuous improvement framework consists of brings together two important ideas:

- Decisions should be based on data and evidence, and
- A continuous improvement process is fundamental to engaging in and sustaining improvements in school and district practice.



“Evidence-based decision-making and reflection are the core of the entire continuous improvement process and are used in each step.”

Alignment of Evidence with the Four Domains for Rapid School Improvement

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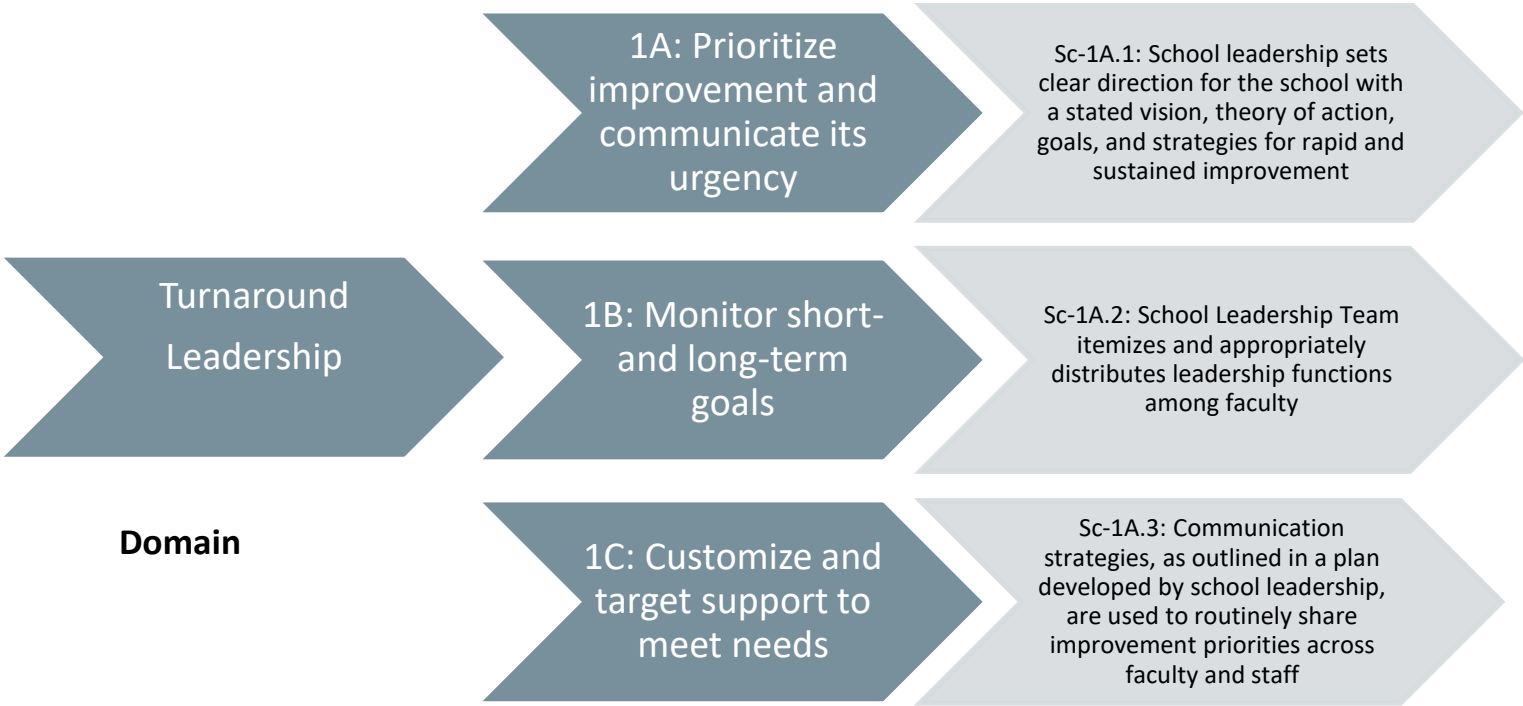
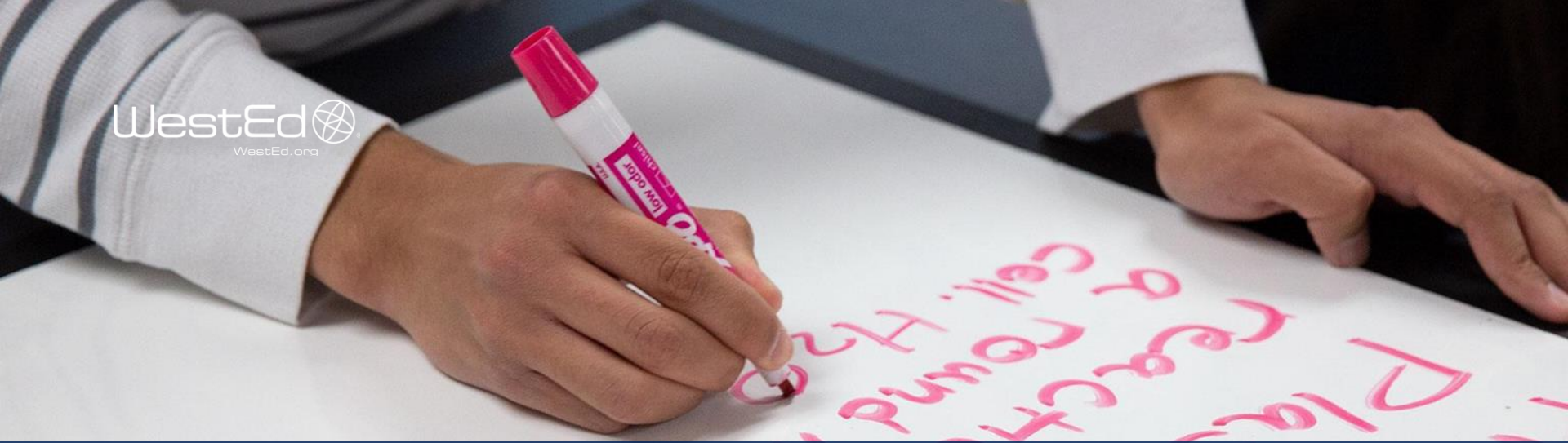
Four Domains for Rapid School Improvement: Indicators of Effective Practice





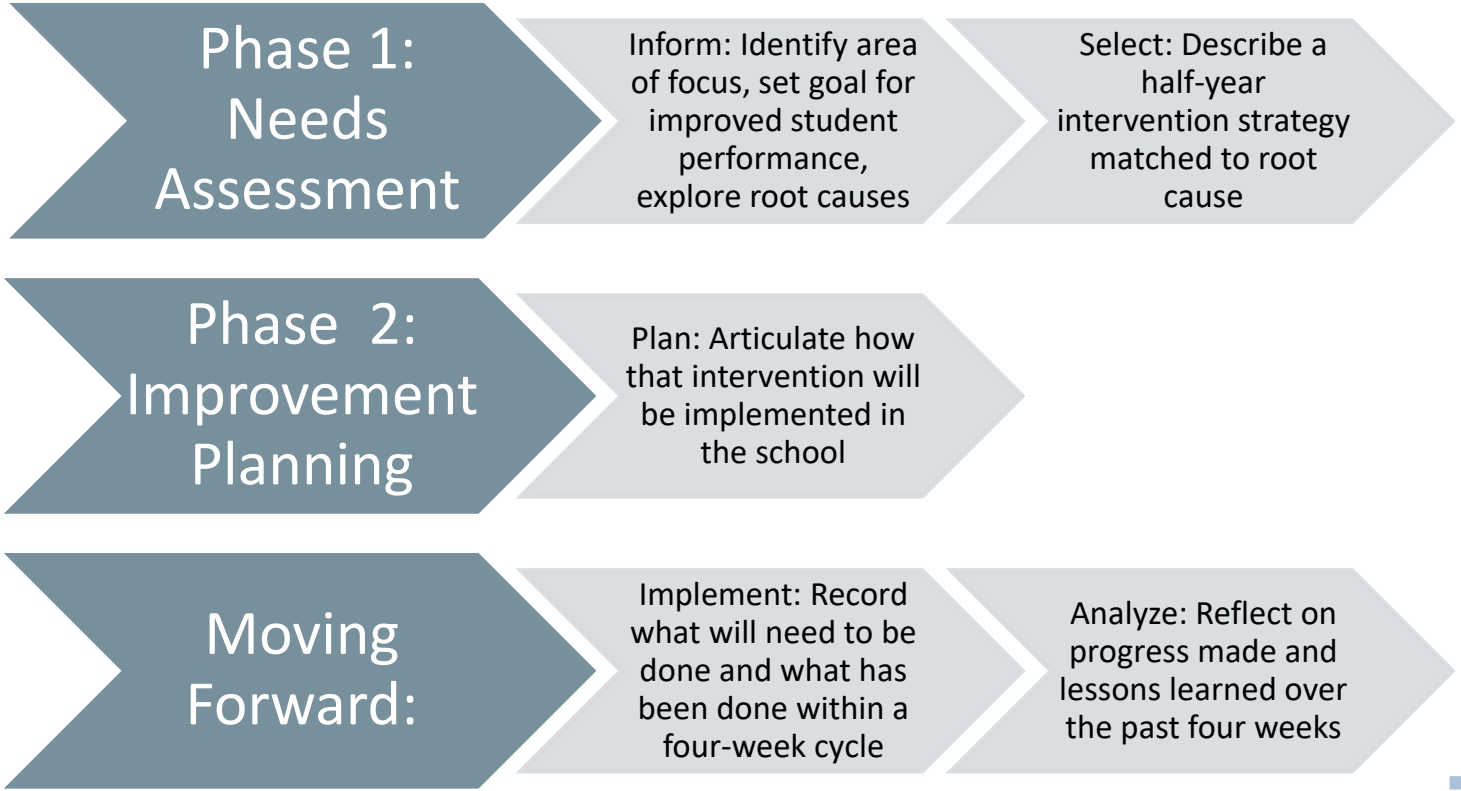
Focused Improvement Plan Tool

Overview of Focused Improvement Plan Tool

Purpose: To help guide school teams through the identification and implementation of a year-long systemic change intervention that will impact the practices of school personnel to improve outcomes for a specific group of student.

- This Focused Improvement Plan Tool includes five sections aligned with the five phases of the continuous improvement cycle
- TSI Schools will engage in three of the five sections during a Needs Assessment and Action Planning this Spring and Summer with the support of WestEd

Focused Improvement Plan: Five phases of the Continuous improvement Cycle



Phase 1 Needs Assessment – Getting Started

Technical Features of Focused Improvement Plan

Focused Improvement Plan Tool has:

- The format of Google Sheets allowing for easy sharing, copying, archiving, and simultaneous editing
- Built in carry-over formatting that minimizes the amount that you will need to re-type or look back on from phase to phase
- Clear ”Type in gray areas only” directions
- Tab structure to keep all your planning in one place and allows for retrospective analysis
- Half year planning cycles to help school teams to narrow focus of change efforts into more manageable chunks

Phase 1 Needs Assessment – Getting Started

- Assemble and prepare a needs assessment and planning team
- Schedule a meeting of this team between the dates of [INSERT DATE RANGE] for 60 minutes
- Complete Tab A (A: Inform – SOY) together
- Share the document with [WHO TO SHARE DOCUMENT WITH]

Phase 1 Needs Assessment –Assembling and Preparing Your Team

Team Make-up

- In accordance with ESSA regulations, the diagnostic and planning team for TSI schools should include district representation.
- The team should also include three to eight school leaders including, but not limited to, administrators, student service providers, teachers, or coaches.

Team Preparation

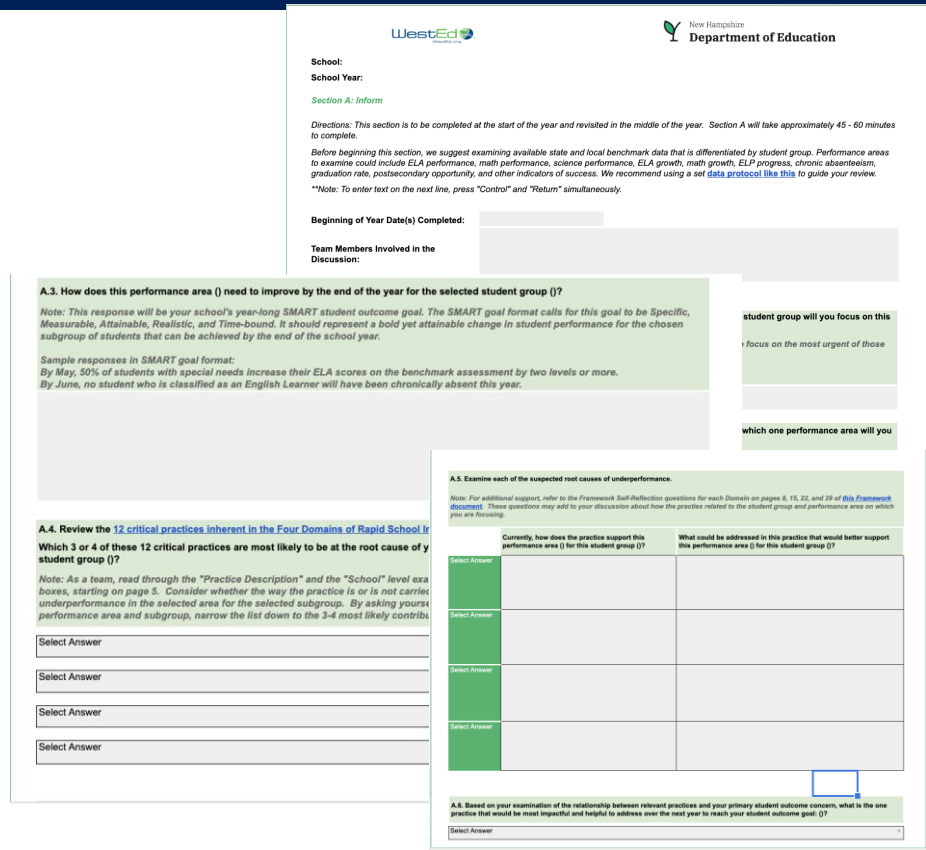
- Ensure that each member of the team has a valid way to access and edit documents within the Google folder for your school (sent by the WestEd team)
- Ask each member of the team to review: the Four Domains for Rapid School Improvement Framework, the Focused Improvement Plan template, and the recording of this webinar

Preparation for the Conversation

- Gather and be prepared to discuss the school's performance data disaggregated by sub-group

Phase 1 Needs Assessment – A: The “Inform” Section

Within the Continuous Improvement Cycle, this section, **Tab A**, is meant to support school teams to “analyze local needs” and “adjust focus”. This step necessarily precedes selecting and planning interventions to ensure that the team is attempting to solve the right problem.



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School:
School Year:

Section A: Inform

Directions: This section is to be completed at the start of the year and revisited in the middle of the year. Section A will take approximately 45 - 60 minutes to complete.

Before beginning this section, we suggest examining available state and local benchmark data that is differentiated by student group. Performance areas to examine could include ELA performance, math performance, science performance, ELA growth, math growth, ELP progress, chronic absenteeism, graduation rate, postsecondary opportunity, and other indicators of success. We recommend using a set data protocol like this to guide your review.

***Note: To enter text on the next line, press "Control" and "Return" simultaneously.*

Beginning of Year Date(s) Completed:

Team Members Involved in the Discussion:

A.3. How does this performance area () need to improve by the end of the year for the selected student group ()?

Note: This response will be your school's year-long SMART student outcome goal. The SMART goal format calls for this goal to be Specific, Measurable, Attainable, Realistic, and Time-bound. It should represent a bold yet attainable change in student performance for the chosen subgroup of students that can be achieved by the end of the school year.

Sample responses in SMART goal format:
By May, 50% of students with special needs increase their ELA scores on the benchmark assessment by two levels or more.
By June, no student who is classified as an English Learner will have been chronically absent this year.

student group will you focus on this

focus on the most urgent of those

which one performance area will you

A.4. Review the 12 critical practices inherent in the Four Domains of Rapid School Im

Which 3 or 4 of these 12 critical practices are most likely to be at the root cause of y student group ()?

Note: As a team, read through the "Practice Description" and the "School" level exa boxes, starting on page 5. Consider whether the way the practice is or is not carrie underperformance in the selected area for the selected subgroup. By asking yours performance area and subgroup, narrow the list down to the 3-4 most likely contribu

Select Answer
Select Answer
Select Answer
Select Answer

A.5. Examine each of the suspected root causes of underperformance.

Note: For additional support, refer to the Framework Self-Reflection questions for each Domain on pages 8, 15, 22, and 29 of this Framework document. These questions may add to your discussion about how the practices related to the student group and performance area on which you are focusing.

	Currently, how does the practice support this performance area () for this student group ()?	What could be addressed in this practice that would better support this performance area () for this student group ()?
Select Answer		
Select Answer		
Select Answer		
Select Answer		

A.6. Based on your examination of the relationship between relevant practices and your primary student outcome concern, what is the one practice that would be most impactful and helpful to address over the next year to reach your student outcome goal: ()?

Select Answer

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The “Inform” Section (A.1 and A.2)

Be sure to type ONLY in the gray boxes

Questions A.1 and A.2 ask the team to identify which student subgroup and which performance metric they will focus on improving for the year.

- This decision should be made based on state and local data and aligned with the TSI designation.

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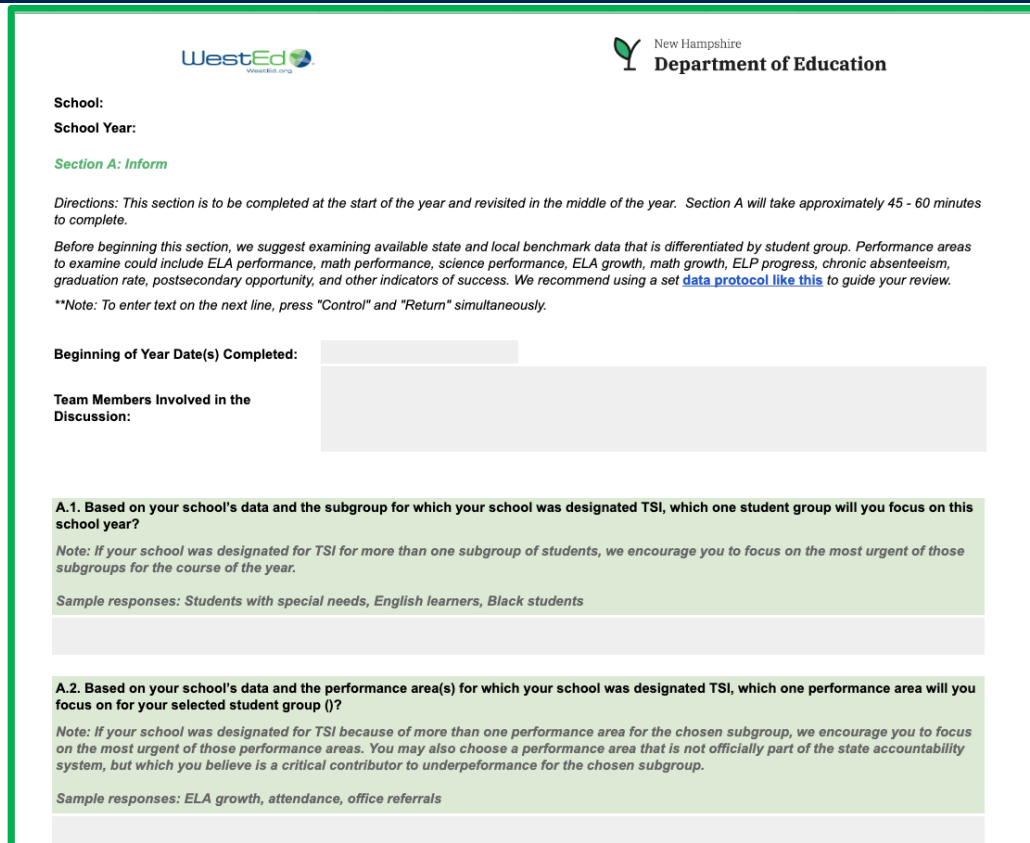

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New Hampshire
Department of Education

School:

School Year:

Section A: Inform

Directions: This section is to be completed at the start of the year and revisited in the middle of the year. Section A will take approximately 45 - 60 minutes to complete.

Before beginning this section, we suggest examining available state and local benchmark data that is differentiated by student group. Performance areas to examine could include ELA performance, math performance, science performance, ELA growth, math growth, ELP progress, chronic absenteeism, graduation rate, postsecondary opportunity, and other indicators of success. We recommend using a set data protocol like this to guide your review.

***Note: To enter text on the next line, press "Control" and "Return" simultaneously.*

Beginning of Year Date(s) Completed:

Team Members Involved in the Discussion:

A.1. Based on your school's data and the subgroup for which your school was designated TSI, which one student group will you focus on this school year?

Note: If your school was designated for TSI for more than one subgroup of students, we encourage you to focus on the most urgent of those subgroups for the course of the year.

Sample responses: Students with special needs, English learners, Black students

A.2. Based on your school's data and the performance area(s) for which your school was designated TSI, which one performance area will you focus on for your selected student group ()?

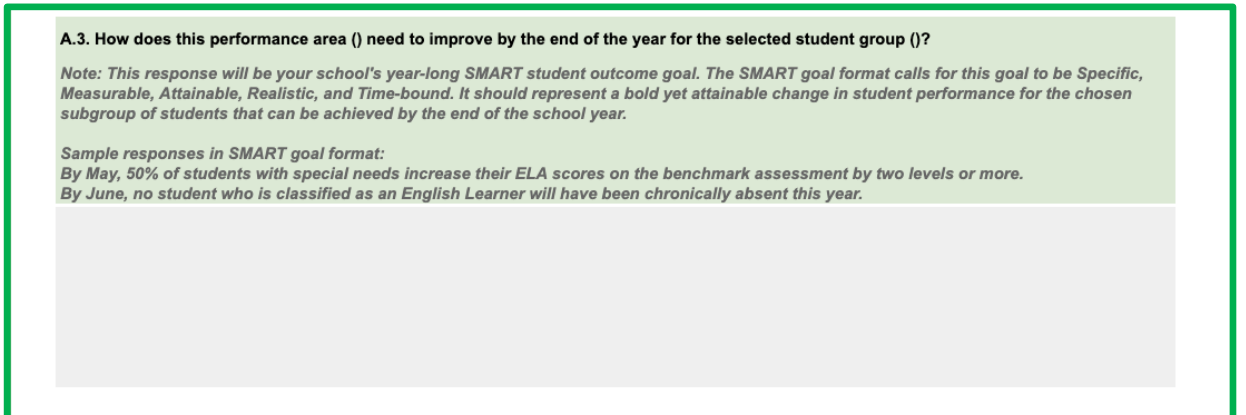
Note: If your school was designated for TSI because of more than one performance area for the chosen subgroup, we encourage you to focus on the most urgent of those performance areas. You may also choose a performance area that is not officially part of the state accountability system, but which you believe is a critical contributor to underpeformance for the chosen subgroup.

Sample responses: ELA growth, attendance, office referrals

The “Inform” Section (A.3)

Question A.3 asks the team to set an intentional improvement goal for the selected subgroup and performance area.

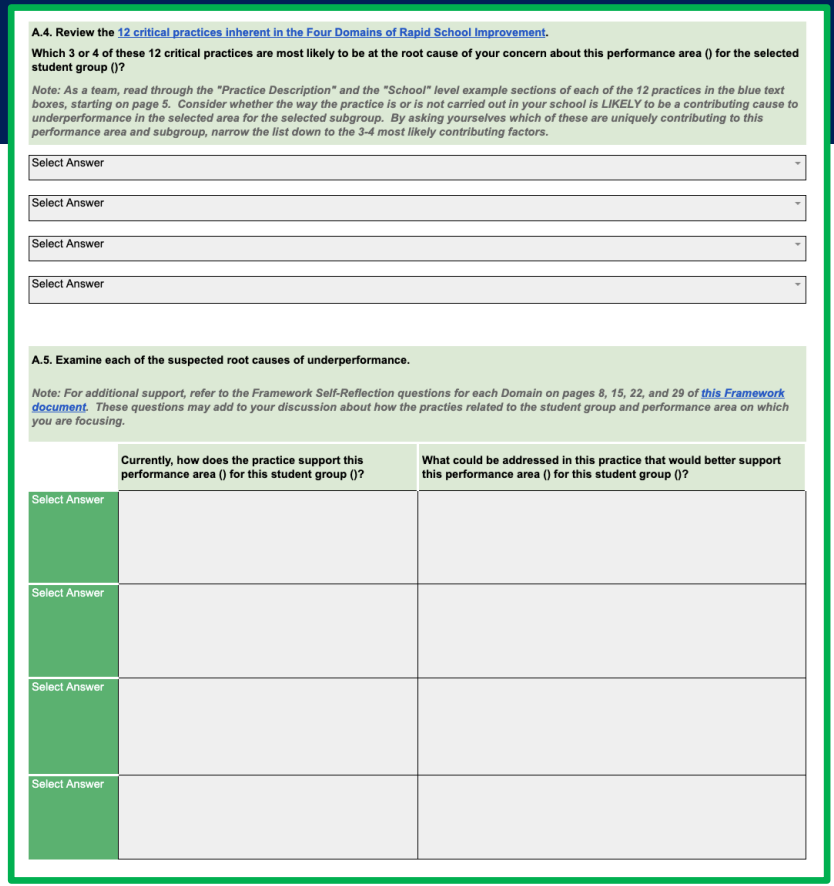
- This goal should be in SMART format: specific, measurable, attainable, realistic, and time-bound.
- This goal should be year-long.
- This goal should ONLY relate to the specific subgroup and performance area of focus.
- Progress toward this goal will need to be tracked throughout the year, so ensure that data is readily available to show progress throughout.



The “Inform” Section (A.4 and A.5)

Questions A.4 and A.5 ask the team to examine WHY the performance on the specific metric for the specific subgroup might be the way it is.

- This root cause analysis uses the Four Domains for Rapid School Improvement Framework to structure the diagnoses process.
- A.4 asks the team to narrow the list of practices to 3-4 most likely root causes, while A.5 asks the team to do a deeper examination of those likely causes and their specific effects on the subgroup and performance area of focus



A.4. Review the 12 critical practices inherent in the Four Domains of Rapid School Improvement.

Which 3 or 4 of these 12 critical practices are most likely to be at the root cause of your concern about this performance area () for the selected student group ()?

Note: As a team, read through the "Practice Description" and the "School" level example sections of each of the 12 practices in the blue text boxes, starting on page 5. Consider whether the way the practice is or is not carried out in your school is LIKELY to be a contributing cause to underperformance in the selected area for the selected subgroup. By asking yourselves which of these are uniquely contributing to this performance area and subgroup, narrow the list down to the 3-4 most likely contributing factors.

Select Answer

Select Answer

Select Answer

Select Answer

A.5. Examine each of the suspected root causes of underperformance.

Note: For additional support, refer to the Framework Self-Reflection questions for each Domain on pages 8, 15, 22, and 29 of this Framework document. These questions may add to your discussion about how the practies related to the student group and performance area on which you are focusing.

	Currently, how does the practice support this performance area () for this student group ()?	What could be addressed in this practice that would better support this performance area () for this student group ()?
Select Answer		
Select Answer		
Select Answer		
Select Answer		

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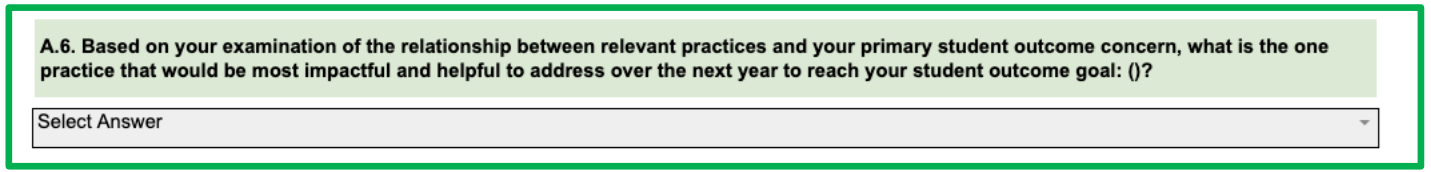
The “Inform” Section (A.6)

Question A.6 ask the team to choose one practice area to focus on for the year.

- The practice area should be one that, if improved within the school, will be MOST LIKELY to have a positive impact on the subgroup and performance area of focus.
- While the choice is for a year-long practice to focus on, the team will have an opportunity to re-examine this choice at the mid-year point



Phase 1 Needs Assessment – B: The “Select” Section

Within the Continuous Improvement Cycle, this section **Tab B** is meant to support school teams to “identify, examine, and select interventions” that will best help them achieve the student outcome goal.

This step necessarily follows the diagnosis of the problem, which occurred in Tab A: Inform, and precedes planning a course of action, which is the next phase.

This section is short but requires deep conversation and collaborative thinking. It should take between 30-45 minutes to complete.

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School: 1

School Year: 2

Section B: Select

Directions: This section is to be completed at the start of the year after Section A and revisited in the middle of the year. Section B will take an estimated 30-45 minutes to complete.

***Note: To enter text on the next line, press "Control" and "Return" simultaneously*

Throughout this section, focus on addressing your SMART Student Outcome Goal:

Date(s) Section B was Discussed:

Team Members Involved in the Discussion:

B.1. Begin by reviewing the respective School-Level Indicators for the identified practice that your school will focus on for the year (Select Answer) in the document linked here:

Four Domains for Rapid School Improvement: Indicators of Effective Practice

Which indicator describes a strategy that would best address the identified root cause of underperformance for the subgroup (Select Answer) and result in accomplishing your SMART student outcome goal ()?

Note: Be sure to consider how this indicator desciptor effects the specific subgroup of students and the specific performance area that you have chosen.

Sample response:
Indicator Sc-1C.2: School leadership requests and recieves flexibility from the district around identified areas (e.g. flexibility in hiring staff or use of funds) and offers data as rationale for the requests.

B.2. Why do you believe that improving or acting on the indicator above will best address the identified root cause of (Select Answer) and have the most impact on your ability to meet your SMART student outcome goal ()?

Sample response:
To improve attendance for Native students in our school and to address the root cause of school culture, we choose to focus on providing instruction, modeling, classroom norms, and caring attention that promotes students' self-respect, management of emotions, concern for others, and responsibility because we believe it will improve the instructional environment for Native students and consequently make them feel more confident and connected to school. We believe this will improve attendance.

To improve the performance area () for the selected student group () in our school and address the identified root cause (Select Answer), we chose to focus on this indicator () because:

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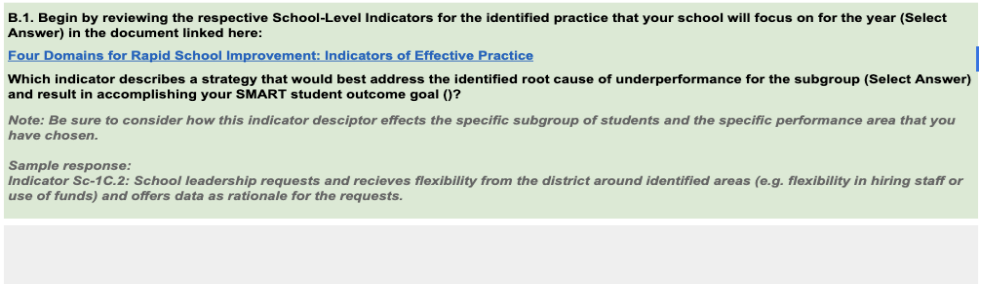
The “Select” Section (B.1)

Question B.1 asks the team review the indicators associated with the practice that has been identified as a root cause of underperformance, then select the one that would best address the problem and help reach the student outcome goal.

- The indicator should describe the improved state for which the school hopes. Be sure to focus on the school-level indicators only and for only those that are related to the practice identified as your root cause.
- It may help to mentally add in the student group and performance area to the indicator description. For example, for Indicator Sc-2B.2, you might edit it to read: “School Leadership Team engages in learning opportunities *with* math teachers to learn together and reflect with them on professional practice (e.g. coaching, mentoring, observation) around differentiating instruction for English Learners.



B.1. Begin by reviewing the respective School-Level Indicators for the identified practice that your school will focus on for the year (Select Answer) in the document linked here:

Four Domains for Rapid School Improvement: Indicators of Effective Practice

Which indicator describes a strategy that would best address the identified root cause of underperformance for the subgroup (Select Answer) and result in accomplishing your SMART student outcome goal ()?

Note: Be sure to consider how this indicator desciptor effects the specific subgroup of students and the specific performance area that you have chosen.

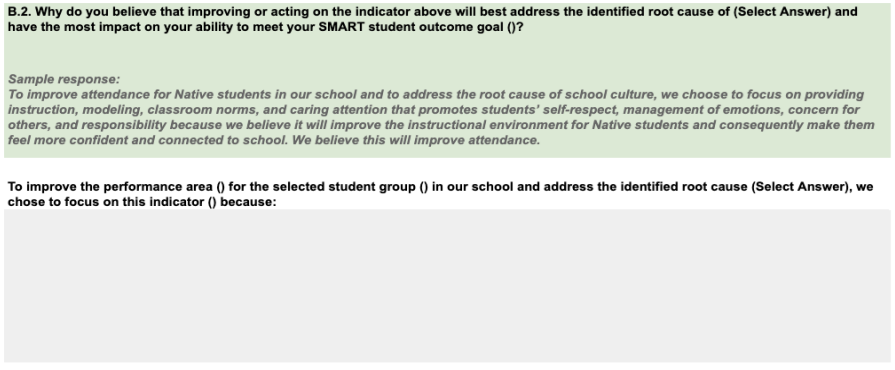
Sample response:
Indicator Sc-1C.2: School leadership requests and recieves flexibility from the district around identified areas (e.g. flexibility in hiring staff or use of funds) and offers data as rationale for the requests.

The “Select” Section (B.2)

Be sure to type ONLY in the gray box

Question B.2 asks the team record the justification for their choice in B.1.

- The sentence stem above the gray box will auto-populate to support your writing process, but the text box allows for freeform writing.
- The question is meant to support your conversation, solidify your choice of indicator, and ensure that your reasoning is recorded to look back on as you begin implementation.



Review of Next Steps for Schools: Action Items List and Due Date

- **Assemble and prepare a diagnostic and planning team**
  - Select team members
  - Get them access to Google Folder
  - Ask them to review content
- **Schedule a meeting of this team between the dates of [INSERT DATE RANGE] for 60 minutes**
- **Gather school performance data disaggregated by subgroups**
- **Complete Inform (Tab A) together (Phase 1 Needs Assessment)**
- **Complete Select (Tab B) together (Phase 1 Needs Assessment)**
- **Share the document with [WHO TO SHARE DOCUMENT WITH] by [DATE]**

What to Expect Next from WestEd

Over the next few weeks, WestEd will:

- Send school-specific Google folder link to school leaders containing necessary resources, their own blank copy of the Focused Improvement Plan template, and a copy of this webinar recording
- Send a reminder email about due dates
- Be prepared to answer questions via email about Phase 1 or Phase 2
  - Email Beth Jackson ejackso@wested.org for support
- Monitor completion of Phase 1 Needs Assessment as the due date nears and report progress to NHED
- Review each school's submission and provide feedback via email
- Email inviting school and district leaders to next webinar