
JEAN SCOTT & LOGAN SEARCY
JULY 22, 2015 - MEGA
Session Objectives

1. Participants will learn how to assess their progress on A-CIP or any school improvement effort by using the Assessment Framework.

2. Participants will learn how to use the ASSIST Rubric to assess their A-CIP.

3. Presenters will show examples of A-CIP goals and walk attendees through the use of the framework and the rubric.

4. Schools and districts will have a common framework tool that can be used across programs to help reflect on the likelihood of successful implementation of their selected goals.
What is the Assessment Framework?

The **Assessment Framework** is a tool that a system can use to judge the likelihood of delivery for its individual priorities or targets. It is *adaptable* for different objectives and strategies, not just the A-CIP.
The Assessment Framework is a tool to help participants reflect on the likelihood of successful implementation.

<table>
<thead>
<tr>
<th>Judgement</th>
<th>Rating</th>
<th>Rationale Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of planning</td>
<td>🟥amber</td>
<td>Highly problematic – requires urgent and decisive action</td>
</tr>
<tr>
<td></td>
<td>🟥 amber / 🟩 green</td>
<td>Problematic – requires substantial attention, some aspects need urgent attention</td>
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<td>Capacity to drive progress</td>
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<td>Evidence of Implementation</td>
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How does the Assessment Framework Work?
The Assessment Framework focuses on three areas:

- Quality of Planning
- Capacity to Drive Progress
- Evidence of Implementation

Goals, objectives and strategies can be compared across programs by looking at these three areas.
Quality of Planning: Key Questions

1. Do we have a detailed plan for how we will achieve the goal?
2. Have we designated a key person or group responsible to ensure implementation success?
3. Does the plan include details such as timing and key milestones and allocation of resources?
Capacity to Drive Progress: Key Questions

1. Have we specified the roles that everyone will need to play – at all levels – in order to have real impact on the goal?

2. How well are we engaging with these people to build capacity? How willing and able are they to play their roles right now? Are they the right people?

3. Do we have the right *number* of people in place in order to ensure success?

4. Do we have a clear sense of what it will take to reach our goals?
Evidence of Implementation: Key Questions

1. What evidence do we have that shows whether the strategies are working as intended to have an impact on the goal?

2. What does the latest data say about our progress on this goal (e.g. leading indicators or process metrics)?

3. Are we regularly monitoring progress toward our goals?
## Alabama Assessment Framework Rubric – Likelihood of Success

<table>
<thead>
<tr>
<th>Implementation Element</th>
<th>Key Questions</th>
<th>Ratings: Red</th>
<th>Amber-Red</th>
<th>Amber-Green</th>
<th>Green</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of planning</td>
<td>▪ Do we have a detailed plan for how we will achieve the goal?</td>
<td>Plan does not exist or lacks sufficient information.</td>
<td>Plan contains only basic information.</td>
<td>Plan may have some accountable owners and achievable goals but needs more information.</td>
<td>Plan is clear with an accountable owner and achievable goals. Resource decisions are aligned with expected impact. Milestones and measures provide a clear basis for monitoring and accountability. Plan has a leader and team that drive work, monitor progress and report accordingly.</td>
</tr>
<tr>
<td></td>
<td>▪ Have we designated a key person or group responsible to ensure implementation success?</td>
<td>Plan lacks clear accountability, timelines and milestones.</td>
<td>Plan contains little accountability and few timelines or milestones.</td>
<td>Timelines and milestones are present but need to be strengthened or better monitored.</td>
<td>Plan drives some resource decisions.</td>
</tr>
<tr>
<td></td>
<td>▪ Does the plan include details such as timing and key milestones and allocation of resources?</td>
<td>Plan does not reflect current reality of work.</td>
<td>Plan reflects a partial reality of the work.</td>
<td>Plan drives some resource decisions.</td>
<td></td>
</tr>
<tr>
<td>Capacity to Drive Progress</td>
<td>▪ Have we specified the roles that everyone will need to play – at all levels – in order to have real impact on the goal?</td>
<td>No clear sense of who will need to do what in order to achieve goal.</td>
<td>Few key people and roles needed to drive plan are identified.</td>
<td>Some key people and roles are in place to drive the plan. General idea of what it takes to reach goal, with some capacity available. Engagement with teachers/students/parents is consistent and deliberate. District/school/department plans are aligned in all areas.</td>
<td>Specific individuals who are critical to success and their roles are identified at every level. Most of these critical individuals are aligned with the work and have sufficient capacity. Full engagement across all areas. Districts/schools/Departments are working on strategies as intended and in a coordinated fashion with the system or organization.</td>
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<td>▪ How well are we engaging with these people to build capacity? How willing and able are they to play their roles right now?</td>
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</tr>
<tr>
<td>Evidence of Implementation Progress</td>
<td>▪ What evidence do we have that shows whether the strategies are working as intended to have an impact on the goal?</td>
<td>Do not consistently monitor progress on goals or strategies.</td>
<td>Occasionally monitor progress on a few goals or strategies. Limited evidence of progress. Some data available. Data is stagnant or showing little progress.</td>
<td>Regularly monitor progress on most goals or strategies. Some evidence of progress. Most data for goals is available. Data for leading indicators and outcomes is improving somewhat.</td>
<td>Collect and review relevant evidence as soon as it is available. Measure consistently across districts/schools/Departments in a consistent manner. Make needed course corrections based on feedback. Data for leading indicators and outcomes is improving.</td>
</tr>
<tr>
<td></td>
<td>▪ What do the latest data say about our progress on this goal (e.g. leading indicators or process metrics)?</td>
<td>Do not consistently monitor progress on goals or strategies.</td>
<td>Occasionally monitor progress on a few goals or strategies. Limited evidence of progress. Some data available. Data is stagnant or showing little progress.</td>
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While there is no prescribed approach for using the Assessment Framework, systems have identified several common benefits

**Identify Next Steps**
The individual and overall assessments can be used to clarify next steps that are needed to address areas of weakness or uncertainty.

**Provide Accountability**
Consistent use of the assessment framework allows the system leader to review previous assessments and gauge changes over time, which provides an additional layer of accountability in their relationship.

**Enable Comparability**
Applying the same framework to multiple targets creates a common standard that enables a system leader to draw comparisons across these targets.
How would this process look with the A-CIP in ASSIST?
What to look for in ASSIST for establishing rankings in the Assessment Framework

Quality of Planning

• Is there a detailed plan, including strategies and activities, in place to show how the goals will be accomplished? Is it measureable?

• Do goals reflect areas that show need of improvement from multiple testing data? (student performance data > goals)

• Do goals reflect areas that show in need of improvement from stakeholder feedback data? (stakeholder feedback data > goals)

• Have goals been updated?

• Have new goals been created?

• Have progress notes been included?
What to look for in ASSIST for establishing rankings in the Assessment Framework

**Capacity to Drive Progress**

- Do goals explain the roles of staff in the implementation of objectives, strategies and activities?
- Are roles of staff included in the goals?
- Are enough staff in place to ensure progress? Are those staff the right people?
- Have progress notes been included, explaining the responsibilities of the staff?
- Have documents been attached to show evidence that staff are fulfilling responsibilities?
What to look for in ASSIST for establishing rankings in the Assessment Framework

Evidence of Implementation

• Has evidence of the implementation of the goal been included in the progress notes attached to the goal?

• Have documents been attached to the comprehensive assurance indicating progress in the attainment of goals?

• Have goals been updated in response to progress made?
Assessing Local Progress

1. School chooses up to three goals from their Continuous Improvement Plan (A-CIP) found on the AdvancEd platform.

2. School leadership team performs a self-evaluation of those identified goals using the Assessment Framework.

3. School leadership team holds a calibration meeting to ensure the self-evaluation ratings are balanced and common understandings of the ratings are reached.

4. School leadership team discusses goals and the self-evaluation with a member of the LEA and/or Regional Team. Color coding for planning, capacity and implementation is completed and rationale added.

5. Evidence of progress uploaded to the A-CIP.
A calibration discussion should occur after the initial self-evaluation to ensure that the ratings are accurate and balanced relative to one another.

Purpose of calibration discussion:

- Ensure ratings are accurate
- Tease out relative strengths and challenges
- Push on the rationale, get more detail
- Surface some of the bigger challenges that should be addressed immediately
A successful calibration depends on asking the right questions

- Why did you decide on this rating? What evidence do you have?
- How do you know?
- What would it take to make this one rating higher?
  - What is keeping it from being one rating lower?
- These two strategies are rated the same, but the evidence seems different – should they both be [rating]? Why?
- We have several strategies that fall into one rating or several categories within a strategy that are all rated the same – should any be rated higher or lower to show relative strength or challenge?
Case Study Exercise: Burgess Middle School

1. Review the Burgess Middle School Case Study

2. Write down how you would rate quality of planning, capacity and implementation progress, and provide an overall color rating and rationale.

3. Share your ratings and rationale and come to consensus on the ratings in your group.

4. Share your ratings and summary rational with the whole group.
Share your ratings with the group
ASSIST Rubric

In addition to the Assessment Framework, which may be used across programs, there is the ASSIST Rubric which is designed specifically for the A-CIP. It is based on the Assessment Framework and may be used in conjunction with it.
Assessment Framework & ASSIST Rubric: When should you use what?

- Use the **ASSIST Rubric** for assessing the quality and measurability of the goals, objectives and strategies of the A-CIP. It was made specifically for ASSIST and is based on the Assessment Framework.

- Use the **Assessment Framework** for assessing the ability of the school or system to implement the goals, objectives and strategies of the A-CIP. The Assessment Framework may be used in a variety of settings and is not specific to ASSIST.

- The colors on the Assessment Framework correspond with the Levels on the ASSIST Rubric.

<table>
<thead>
<tr>
<th>Key</th>
<th>Description</th>
<th>Level</th>
</tr>
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<tbody>
<tr>
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<tr>
<td>Amber/Green</td>
<td>Mixed – aspect(s) require substantial attention, some good</td>
<td><strong>LEVEL 3</strong></td>
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<tr>
<td>Green</td>
<td>Good – requires refinement and systematic implementation</td>
<td><strong>LEVEL 4</strong></td>
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</table>
Three Component Framework: GOALS

**Instruction**
We will engage learners through high quality aligned college and career ready standards, instruction, and assessments for all content areas.

**Learning Supports**
We will identify barriers to teaching and learning and align support systems to address barriers. We will promote healthy development for all students to improve student performance.

**Management**
We will improve use of human and organizational capital to increase stakeholder involvement and satisfaction.
Planning Among the 3 is Key!
Student Performance Diagnostic

2015-2016 (ed)

The Student Performance Diagnostic is designed to facilitate the process of collecting and analyzing the institution's student performance data. Use the links below to navigate the diagnostic content and respond to the questions. Use the Student Performance Data document to complete the diagnostic questions.

Please Note: In some cases, all items may not be required.

Student Performance Data
0 of 1 items are answered

Evaluator Criteria and Rubrics
0 of 4 items are answered

Areas of Notable Achievement
0 of 6 items are answered

Areas in Need of Improvement
0 of 6 items are answered
Stakeholder Feedback Diagnostic

« Back to Diagnostics

2015-2016 (Ed)

The Stakeholder Feedback Diagnostic is designed to facilitate the process of analyzing stakeholder feedback data. Use the Stakeholder Feedback Data document to complete the diagnostic questions.

Please Note: in some cases, all items may not be required.

Stakeholder Feedback Data
0 of 1 items are answered

Evaluative Criteria and Rubrics
0 of 2 items are answered

Areas of Notable Achievement
0 of 3 items are answered

Areas in Need of Improvement
0 of 4 items are answered
• We will engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas.

98% of all students will demonstrate a proficiency that shows that they have mastered the standards in Mathematics by May 25, 2016 as measured by ACT Aspire.

98% of all students will demonstrate a proficiency that shows they have mastered the standards in reading by May 25, 2016, as measured by ACT Aspire.

**Goal**

**Objectives**

**Strategies**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source of Funding</th>
<th>Staff Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Order Questioning</td>
<td>Direct Instruction</td>
<td>8/15/2015</td>
<td>5/25/2016</td>
<td>$0</td>
<td>N/A</td>
<td>Teachers</td>
</tr>
<tr>
<td>Identify at-risk students and schedule time to target their intervention needs</td>
<td>Academic Support</td>
<td>8/1/2015</td>
<td>5/30/2016</td>
<td>$0</td>
<td>N/A</td>
<td>Teachers and Counselors</td>
</tr>
<tr>
<td>Professional Development for Effective Interactive Word Walls</td>
<td>Professional Learning</td>
<td>8/1/2015</td>
<td>5/30/2016</td>
<td>$200</td>
<td>Title I</td>
<td>Principals and Teachers</td>
</tr>
</tbody>
</table>
Learners

Turnaround Principle-Effective Instruction

**Academic Goal:** Our teachers will engage the learners through high quality aligned college and career ready standards, instruction, and assessments for all content areas.

**Objectives**

**Turnaround Principle-Effective Instruction**

- 98% of all students will demonstrate a proficiency that shows that they have mastered the standards through the use of research-based instruction in Mathematics by May 25, 2016 as measured by ACT Aspire.

- 98% of students with disabilities will demonstrate a proficiency that shows they have mastered the standards through the use of research-based instruction in Mathematics by May, 2016 as measured by ACT Aspire.

- 98% of students who are homeless, English learners or immigrants will demonstrate a proficiency that shows they have mastered the standards through the use of research-based instruction in Mathematics by May, 2016 as measured by ACT Aspire.
Support Systems
Turnaround Principle- School Climate and Culture
Goal and Objectives

Organizational Goal: We will identify barriers to teaching and learning and align support systems to address barriers.

Objectives:

Demonstrate a behavior that ensures that the school is implementing the guidance and counseling plan by 11/08/2016 as measured by the number of student discipline referrals.

Demonstrate a behavior that ensures that the school has a climate conducive to learning with a culture of high expectations by 9/12/2016 as measured by the increase in student achievement.

Turnaround Principle- Effective Family and Community Engagement

Demonstrate a behavior that ensures that the school has a system in place to increase community engagement as measured by stakeholder survey results.
<table>
<thead>
<tr>
<th>Strategies</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement Pre-K-Career Readiness Plan</td>
<td></td>
</tr>
<tr>
<td>Implement College and Career Ready Standards</td>
<td></td>
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<tr>
<td>Align Fiscal Resources</td>
<td></td>
</tr>
<tr>
<td>Implement Guidance and Counseling Plan</td>
<td></td>
</tr>
<tr>
<td>Implement Student and School Culture Program</td>
<td></td>
</tr>
<tr>
<td>Implement Community Based Support and Intervention System</td>
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<tr>
<td>Develop / Implement Teacher Effectiveness Plan</td>
<td></td>
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<tr>
<td>Develop/Implement Leader Effectiveness Plan</td>
<td></td>
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<tr>
<td>Develop / Implement Professional Learning and Support</td>
<td></td>
</tr>
<tr>
<td>Implement Research Based Best Practices for Continuous Improvement</td>
<td></td>
</tr>
<tr>
<td>Implement Learning Supports</td>
<td></td>
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<tr>
<td>Implement Turnaround Principles</td>
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ASSIST Rubric Exercise

Use the rubric to rate a plan’s Needs Assessment and Goals using the ASSIST Rubric.
<table>
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<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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<tbody>
<tr>
<td>The needs assessment narrative does not provide relevant data that could be analyzed for effective prioritization and planning of improvement goals. Other relevant information is missing or incomplete.</td>
<td>The needs assessment identifies at least two data sources that have been reviewed. The needs assessment and data analysis process is minimally described and lacks significant details. A review of the previous plan has little or no reference. The description of processes and interventions for continuous improvement is not included in the plan. Conclusions and prioritization of needs are not clearly substantiated by the analyses of reviewed data.</td>
<td>The needs assessment review contains at least three data sources of academic and nonacademic performance data and includes an analysis of current student performance in content strands. Staff, student and parent engagement data are provided and analyzed. A description of the needs assessment and data review process is included. The review of the previous plan focuses on identified goals met and not met but conclusions and implications are not identified. References are included for the improvement processes but they need more details. Conclusions and prioritization of needs are not fully substantiated by the analysis of reviewed data.</td>
<td>The needs assessment comprehensively reviews all relevant student academic and nonacademic performance assessment data for the past three years and includes additional analysis of current student performance in content strands and for subgroups. (e.g., ACT,) Data are also provided on culture and climate, staff, student, and parent engagement surveys as well as other perception data or audits. Attendance, dropout, and discipline data are included and an analysis with conclusions is provided. A thorough description of the needs assessment and data analysis process is provided and it reveals that the leadership team was composed of representatives of each of the relevant stakeholder groups involved. A review of the previous school improvement plan identifies the impact of strategies on student performance and resulting information is used in the formation of new goals. Areas of strength, opportunities for improvement, conclusions and prioritization of needs appear logically based on the analysis of data.</td>
</tr>
<tr>
<td>Level 1</td>
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</tr>
<tr>
<td>---------</td>
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<tr>
<td>Improvement goals are not aligned with data disaggregation analyses and do not appear to address critical areas of need.</td>
<td>Improvement goals are aligned to needs assessment and prioritized needs. Only academic goals are identified and all address suggested Plan 2020 goals</td>
<td>Improvement goals are directly aligned to the needs assessment and address identified areas of need in instruction, organizational, and learning supports. All goals match established Plan 2020 goals. Both academic and organizational goals are identified.</td>
<td>Goals are directly and clearly aligned to the data disaggregation analyses described in the needs assessment and the narrative specifically states critical areas of strength and need based on the data/information presented. All goals target or match data priorities and specifically identify curricular, instructional, assessment, and/or organizational effectiveness. Each correlates with Plan 2020 goals to support student success, improve graduation rates, and increase teacher and principal effectiveness.</td>
</tr>
</tbody>
</table>