

# Kansas Support System

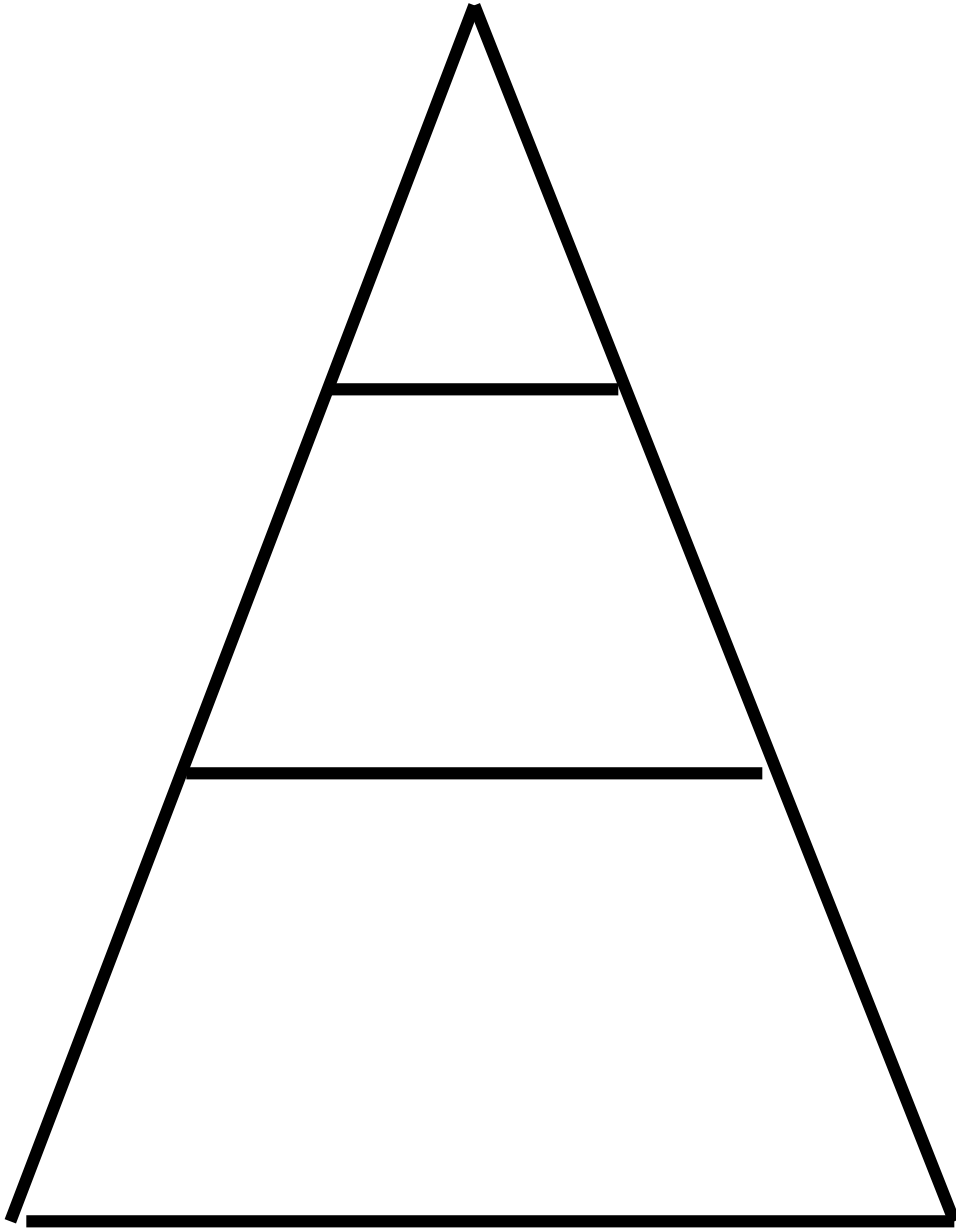
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# Setting the Stage

How does your support system fit into this diagram?

Some other diagram?





# 3 Tier Model of Support

- Level 3—Intensive Support
  - Districts & Schools on Improvement
- Level 2—More Focus on Specific Needs
  - Watch List
- Level 1—General Issues
  - All Others

# Level 3 Support

- District Support Teams—DSTs
- SEA Staff
  - Composition of Team
    - School improvement
    - Special education
    - Federal programs (Title I)
  - Assigned to regions of State

# Goal and Focus

- To build capacity within the district to assist schools
- Data analysis and facilitation of improvement process

# Mission

- **To provide districts on improvement high quality technical assistance that will enable them to attain goals relating to the overall success of their students.**



# DST Professional Development

- Data-Driven Dialogue—Bruce Wellman
- Root Cause Analysis—Paul Preuss
- Cognitive Coaching—Costa & Garmston
- The Adaptive School—Gramston & Wellman
- The School Portfolio—Victoria Bernhardt

# Improvement Process Model-8 Stages

1. Orientation & Readiness
2. Gather & Organize Data
3. Analyze Data
4. Prioritize & Set Goals

# Improvement Stages

5. Research & Identify Effective Strategies/Practices
6. Develop & Implement Plan
7. Monitor Implementation & Progress
8. Review & Revise

# Compare & Share

What are the stages or steps in your state's improvement process?

# SE Kansas DST Timeline

- **August** *Superintendents' Visits: DST schedule introductory meetings with superintendents*
- **September** *Regional Meeting of Districts on Improvement and/or Districts with Schools on Improvement*
- **September-October** *District Leadership Team meeting: DST schedules at least two meetings with each Leadership team*
- **October** *Additional technical assistance as needed*
- **November 3** *Draft plans are submitted*
- **November 8/9** *Regional Meeting of Districts: Peer Review of draft plans*
- **November 17** *Final plans submitted to KSDE*
- **November 22** *Plans approved by KSDE*
- **January-March** *Begin monitoring implementation of plans and technical assistance visits*
- **May** *Regional Meeting: Review of Year One*

**Draft\*\*\* DST Action Plan for Districts Receiving Level 3 Assistance \*\*\*Draft**

**Process Stage 1: Orientation & Readiness**

Create a common understanding and readiness, with the main purpose being to orient everyone to the change process. Teachers, students, family, community, and the local school board must be made aware, must understand the vision/mission, and must feel ownership in the improvement process if they are to support or commit themselves to the difficult task of change.

| Action  | Responsibility |     | Timeline | Resources   | Staff Development   |
|---|----------------|-----|----------|---|---|
|   | DST            | LEA |          |   |   |
| Collect Information (gather preliminary picture of district)  | X              |     |          | <ul style="list-style-type: none"> <li>▪ Toolkit checklist (Title I status, QPA status, CIM/FM status)</li> <li>▪ Supplemental funding sources)</li> <li>▪ List of data including highly qualified data</li> <li>▪ Essential questions</li> <li>▪ <i>Encourage buy in from local board</i></li> </ul> | <ul style="list-style-type: none"> <li>▪ Data sources</li> <li>▪ Use of needs assessment to understand achievement data</li> <li>▪ Knowledge of processes (QPA, NCLB, CIM/FM, Tech Ed)</li> </ul> |
| Share information about process with districts  | X              |     |          | <ul style="list-style-type: none"> <li>▪ Written document of process (may need to develop and share by sections)</li> <li>▪ Regional Meetings</li> </ul>  |   |
| Meet w/ superintendent <ul style="list-style-type: none"> <li>▪ Discuss process</li> <li>▪ Identify LEA Team (leadership team)</li> <li>▪ Discuss requirements (QPA/Title I/Sped/ Tech Ed)</li> <li>▪ Discuss STAT</li> </ul> | X              |     |          |   | <ul style="list-style-type: none"> <li>▪ Cognitive coaching</li> </ul>  |
| Who appoints STAT ??  |                |     |          | <ul style="list-style-type: none"> <li>▪ Suggested members</li> <li>▪ List of trained STAT individuals</li> </ul>   |   |

# District Continuums

**The continuums are a type of rubric that represents the theoretical flow of systemic district improvement.**

**(District self-assessment, integrated review, etc.)**

# District Continuums-Purpose

- **Rating district-wide improvement and growth**
- **Vehicle for on-going self-assessment**
- **Set goals for improvement**
- **Inform district and partners of improvement progress**
- **Acknowledge accomplishments**



# 8 Components of Continuums

- Information & Analysis
- Student Achievement
- Quality Planning
- High Quality Professional Development
- Leadership
- Partnership Development
- Safe, Caring and Orderly District
- Continuous Improvement and Evaluation

# Lessons Learned

- Leadership is critical.
- Dedicated time is a must.
- Be prepared for changes:
  - New team members—time to form, storm and norm
  - High turnover of district/school administrators
- Professional development required!

# More Lessons

- Recognize need for grieving process—include in readiness & orientation stage
- Depth of data to ascertain true root cause is important.
- School and district improvement is situational: size, knowledge base, internal capacity, etc.

# And More Lessons

- Recognize DSTs not experts in everything; pull in outside experts
- Never enough capacity but collaboration really helps!
- You think something is in place and along comes change!

# Future

- Establishing specific DST team
- Dedicating DST team members-100%
- Working with MC3 (comprehensive center) to increase capacity
- Preparing for more districts & schools on improvement: NCLB, QPA
- Change, change, change!

# *If We Believe all Students Can Learn...*

## ***Critical Corollary Questions:***

- What is it we expect students to learn?
- How will we know when they have learned it?
- How will we respond when they do not learn?

*Progress always  
involves risk;  
you can't steal  
second base  
and keep your foot  
on first. ...Frederick Wilcox*

