

Statewide System of Support Profiles

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Prepared for:

Academic Improvement and Teacher Quality
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Notes

The Statewide System of Support Profiles provide a one-page basic description of each state's system of support for schools, including organizational structure, school support teams, and services provided to schools. The profiles were developed to highlight important elements of the state support systems and to facilitate sharing of information across states. This set of profiles serves as a snapshot of state activities as of January 2006, while states continue to modify and improve their support systems.

The profiles were produced by Westat, based on information from state websites and feedback from state education agencies. Profiles were reviewed and approved by state Title I directors. As of April 18, 2006, final comments had not been received from Puerto Rico.

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Statewide System of Support Profile

Alabama

<i>Organizational Structure</i>	
Title I	Federal Programs Section within the Instructional Services Division
CSR	Same as Title I
School Improvement	Accountability Roundtable*
Curriculum & Instruction	Classroom Improvement Section within the Instructional Services Division
Accountability (AYP)	Accountability Roundtable composed of members from several sections of the State Department*
Assessment	Assessment Section within the Instructional Services Division
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	Alabama has a single system of academic standards, assessments, and accountability that applies to all LEAs and schools (Title I and non-Title I). Schools failing to make AYP in two consecutive years are identified for improvement. Schools in improvement status of three or more years are offered onsite expert assistance through the PEER program, a cadre of forty master teachers and principals employed as school improvement specialists on a full or part-time basis. As part of the web of support, ALSDE State Support Team members in each of 11 inservice center regions provide on-site, monthly support for School Improvement Specialists hired in each of the 42 LEAs identified for improvement. Regional Inservice Centers (RICs) provide monthly network meetings for School Improvement Specialists. PEER Mentors are assigned to each region and work collaboratively to provide support. Alabama is initiating an instructional audit process based on Kentucky's highly successful audit process and will pilot with school improvement schools.
Composition and selection of teams	*Guidance for school improvement activities is driven by the state's Accountability Roundtable, that provides a seamless system of support to schools and LEAs through the PEERs, Regional Inservice Centers, and the State Support Team members.
Training for providers	The Accountability Roundtable facilitates professional development workshops based on identified regional needs.
<i>Services Provided to Schools</i>	
Data driven models	Teams utilize ALSDE's Data Driven School Improvement Handbook which contains SBR references from experts like Robert Marzano and Victoria Bernhardt.
Instructional strategies	PEERs model effective instructional strategies and practices and provide support in implementing new practices. State Support Team members work with School Improvement Specialists in each of the LEAs identified for improvement.
Staff development	Staff development services are guided by the review of LEA and School Improvement Plans and are provided through the collaborative efforts of all members of the SDE. The Alabama Leadership Academy and Teacher Leader Network assist schools in building strong leadership teams.
Reallocation of resources & assistance with outside funding	The Accountability Roundtable has a funding matrix that identifies state/federal fund sources and appropriate expenditures. LEAs may utilize this resource to carefully leverage resources and identify appropriate outside funding sources.

Statewide System of Support Profile

Alaska

<i>Organizational Structure</i>	
Title I	Division of Teaching and Learning Support (TLS)
CSR	Same as Title I
School Improvement	Same as Title I
Curriculum & Instruction	Same as Title I
Accountability (AYP)	Office of Assessment and Accountability in Division of TLS
Assessment	Same as Accountability
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	Districts and schools not meeting AYP or not making substantial progress may contract with state-trained external facilitators to support School Improvement planning. EED staff members provide support through audio conferences and some on-site visits to provide assistance in data analysis, assessment, and changing instructional practices. Currently under development with the Alaska Comprehensive Center is an instructional audit tool and process. Audit teams will be sent to schools at higher levels of school improvement. Findings from the audit will be used to make recommendations for specific actions at the school.
Composition and selection of teams	The state currently identifies and provides a list of School Improvement Facilitators to districts. Audit teams of 3-4 people with a balance of experience and expertise in different instructional areas will be selected under the new process with the Comprehensive Center.
Training for providers	Training is provided to internal and external facilitators and will be provided to the instructional audit teams.
<i>Services Provided to Schools</i>	
Data driven models	Training in data analysis is provided to School Improvement sites in several ways. Direct training has been provided at the NCLB Winter conference in January 2005 and 2006. Audio conference training has been provided and distance and onsite course options have been provided in collaboration with the Alaska Staff Development Network.
Instructional strategies	Training and information about instructional strategies and assessments is being gathered and disseminated through information on the web, through audio conferences, and through on-site visits to schools and districts at high levels of improvement. A clearinghouse for Alaska is being developed through the new Comprehensive Center grant that will provide information about what works in schools in Alaska.
Staff development	Staff development may be facilitated by the School Improvement facilitators or in conjunction with other agencies such as the Alaska Staff Development Network.
Reallocation of resources & assistance with outside funding	The School Improvement allocation formula focuses more funding to schools at higher levels of improvement.

Source: www.eed.state.ak.us/

Statewide System of Support Profile

Arkansas

<i>Organizational Structure</i>	
Title I	Learning Services
CSR	Same as Title I
School Improvement	Same as Title I
Curriculum & Instruction	School Improvement; Professional Development; Curriculum, Assessment and Research
Accountability (AYP)	Professional Development, Learning Services
Assessment	Curriculum, Assessment and Research
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	The Learning Services Section includes School Improvement. The Professional Development Section includes literacy and mathematics specialists. These staff members work closely with schools to support the school improvement process.
Composition and selection of teams	Under development
Training for providers	Under development
<i>Services Provided to Schools</i>	
Data driven models	Staff from the Learning Services and Professional Development Sections are available to help schools to analyze data.
Instructional strategies	School Improvement and Professional Development staff members are available to help schools determine curricular and instructional practices.
Staff development	School Improvement and Professional Development staff can assist schools in accessing effective professional development opportunities.
Reallocation of resources & assistance with outside funding	School Improvement and Professional Development staff members are available to help schools locate and utilize community, state and federal resources for school improvement.

Source: <http://arkedu.state.ar.us/staff/offices.html#Dev>

Statewide System of Support Profile

Arizona

<i>Organizational Structure</i>	
Title I	Academic Achievement Division, Title I Unit
CSR	Same as Title I
School Improvement	School Effectiveness Division, Title I School and District Improvement Unit
Curriculum & Instruction	School Effectiveness Division, Standards-based Teaching and Learning; Research and Evaluation Section
Accountability (AYP)	Same as School Improvement
Assessment	Accountability Division, Assessment Unit
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	Schools in need of improvement receive Solutions Teams visits in the first year of identification. After a three-day team visit, an NCLB SI Coach supports the school in implementing recommendations. All schools not meeting AYP qualify for school improvement grants to implement a school improvement plan and to contract with selected members of the support cadre of distinguished educators.
Composition and selection of teams	<p>Solutions Teams have a team leader and two team members. Solutions Teams are comprised of master teachers, fiscal analysts, and academic standards experts certified by the state board. The School Effectiveness Division selects members for the Solutions Teams.</p> <p>The support cadres of distinguished educators include staff from K-12, special education, psychology, pupil services, higher education, educational service agencies, and private providers.</p>
Training for providers	Solutions Teams receive an initial two-day training. A single day of advanced training is given every year as a refresher.
<i>Services Provided to Schools</i>	
Data driven models	Solutions Teams use interviews, observations and a systematic review and analysis of the school's improvement plan, achievement data, and related documentation of performance.
Instructional strategies	The Standards-based Teaching and Learning Section provides a variety of professional development in the areas of reading and mathematics, as well as, science and social studies. The focus is how standards inform instruction and assessments.
Staff development	Solutions Teams review the adequacy of the school's professional development plans and activities.
Reallocation of resources & assistance with outside funding	The support cadre members and the NCLB Coaches assist with analysis and reallocation of resources, based on findings from the Solutions Teams and other data from the school.

Source: <http://www.ade.az.gov>

Statewide System of Support Profile

Bureau of Indian Affairs

<i>Organizational Structure</i>	
Title I	Division of Compliance, Monitoring, and Accountability (DCMA), Office of Indian Education Programs, Bureau of Indian Affairs located in Albuquerque, NM Note: DCMA serves as the state education agency for the BIA, Office of Indian Education programs.
CSR	CSR is one of the programs within the Division of Compliance, Monitoring and Accountability, Office of Indian Education Programs, Bureau of Indian Affairs
School Improvement	Same as Title I
Curriculum & Instruction	At the LEA level. LEA are to develop their academic curriculum content that is aligned with their state standards. There are 23 states in which Bureau funded schools are located.
Accountability (AYP)	Same as Title I
Assessment	Same as Title I
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	DCMA provides assistance to all schools in reform activities in collaboration with 22 Educational Line Offices and field education specialists.
Composition and selection of teams	DCMA is responsible for developing and maintaining the system of school support teams.
Training for providers	DCMA provides training and technical assistance to Education Line offices and field education specialists. CSR provides training to all CSR schools at the local school level and at the national level.
<i>Services Provided to Schools</i>	
Data driven models	LEAs are required to conduct a data analysis to identify student needs using disaggregated data from state test scores, teacher observation (class tests), and any other data that have been collected to further assist the schools the manner in which they will address their student needs.
Instructional strategies	Currently, most schools follow the textbook instructional strategies that are prescribed. Professional development is identified by the school staff and presented in their CSR applications. Most schools utilize their external technical assistance providers to conduct training at the school level.
Staff development	DCMA responsibilities include ensuring quality professional development.
Reallocation of resources & assistance with outside funding	All Bureau-funded schools receive a variety of federal funds from which schools are to coordinate in meeting their student needs as identified from their data analysis.

Source: <http://www.oiep.bia.edu/docs/Finger%20Tip%20Fact%202005.pdf>

Statewide System of Support Profile

California

<i>Organizational Structure</i>	
Title I	School and District Accountability Division, Assessment and Accountability Branch
CSR	School Improvement Division, Curriculum and Instruction Branch
School Improvement	Same as CSR
Curriculum & Instruction	Curriculum Framework and Instructional Resources Division, Curriculum and Instruction Branch; also Professional Development and Curriculum Support Division
Accountability (AYP)	Same as Title I
Assessment	Standards and Assessment Division, Assessment and Accountability Branch
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	<p>The state has a regional approach to school improvement. The Statewide System of School Support (S4) system includes 11 Regional Offices of District and School Support (RSDSS) organized around the county superintendent regions and the state Comprehensive Assistance Center. School support teams are fielded by RSDSS and county offices and are increasingly focused on building district capacity to help schools in need of improvement.</p> <p>Priority is given to districts in need of improvement, then to districts with Title I schools in corrective action, then school improvement schools, then Title I schools needing support and assistance.</p>
Composition and selection of teams	Teams are comprised of experts in reading/language arts and math, leadership, professional development, and intervention programs for students performing well below grade level. Teams provide intervention and support aligned with the state's accountability program and the School Assistance and Intervention Team (SAIT) process.
Training for providers	Both SAIT providers and the RSDSS system receive ongoing training and support by state education staff.
<i>Services Provided to Schools</i>	
Data driven models	Focus is on data-identified student learning needs. Several tools for schools and districts to identify student learning needs and district support needs are posted in the state website's Virtual Library.
Instructional strategies	Instructional coaching around state-adopted instructional materials
Staff development	State-funded professional development services for principals and teachers, around state-adopted materials used by the school.
Reallocation of resources & assistance with outside funding	Tools for coordinating programs and funds from multiple federal and state sources into one focused improvement effort. One tool is the state-developed template for the Single Plan for Student Achievement.

Source: <http://www.cde.ca.gov/sp/sw/ss/>

Statewide System of Support Profile

Colorado

<i>Organizational Structure</i>	
Title I	Office of Special Services, Consolidated Federal Programs
CSR	Office of Special Services, Competitive Grants & Awards
School Improvement	Office of Special Services, Consolidated Federal Programs, Professional Development and School Support Program
Curriculum & Instruction	Not applicable.
Accountability (AYP)	Office of Special Services, Consolidated Federal Programs, Data and Accountability Program
Assessment	Learning and Results, Unit of Student Assessment
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	<p>School Support Teams or Comprehensive Appraisals for District Improvement are available to any Title I school or district on Improvement, Corrective Action, or Restructuring. The primary function of the school support team is conducting a diagnostic review of all facets of school operations. Schools or districts that are the lowest performing and farthest along in the Improvement cycle are given priority for reviews. School reviews are one week in length. District reviews are up to two weeks in length with a great deal of preparation of follow-up.</p> <p>School Support Teams are only one part of a much larger statewide system of support.</p>
Composition and selection of teams	School Support Teams consist of individuals with extensive educational backgrounds. Prospective team members must submit an application. Applicants are then interviewed. Teams are composed based on experience and expertise.
Training for providers	Successful applicants undergo a three-day training and periodic follow-up training. We are considering moving to a model where new team members must observe a review prior to participating in a review as a team member.
<i>Services Provided to Schools</i>	
Data driven models	School Support Teams use document analysis, observations, and interviews to collect data to conduct their diagnostic review.
Instructional strategies	Part of Professional Development Program.
Staff development	The state's Professional Development and School Support Program provides a variety of professional development opportunities and support to Title I and non-Title I schools and districts.
Reallocation of resources & assistance with outside funding	Additional funds and other resources are made available to schools and districts – both non-Improvement and Improvement – as they become available to the state.

Source: <http://www.cde.state.co.us/>

Statewide System of Support Profile

Connecticut

<i>Organizational Structure</i>	
Title I	Activities divided between a School Improvement Unit and a Federal Grant Programs Unit within the CSDE's Bureau of Curriculum and Instruction
CSR	Federal Grant Programs Unit
School Improvement	School Improvement Unit
Curriculum & Instruction	Bureau of Curriculum and Instruction
Accountability (AYP)	Office of Research and Evaluation
Assessment	of students: Office of Student Assessment of teachers and administrators: Beginning Educator Support and Training Program
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	CSDE school improvement team consists of key agency staff and visiting administrators-in-residence. The team coordinates school improvement planning with struggling schools, engages in district advising and executive coaching for school administrators. Also responsible for partnership/coordination with one philanthropic organization (Stupsky Foundation) and a school improvement model provider (Center for Performance Assessment (CPA)) for ongoing professional development and evaluation. Six Regional Education Service Centers work with districts to provide information, services, and programs. RESCs support district instructional and operational functions.
Composition and selection of teams	CSDE school improvement team encourages and guides the formation of support teams in schools not making AYP, comprised of teachers, pupil personnel, and administrators appointed by local administrators to be trainers. CSDE curriculum consultants in literacy, numeracy, and special education work with teams in schools identified in need of improvement. The RESCs are separate and established non-profit organizations staffed by education professionals.
Training for providers	Extensive training by either CPA, certified CSDE or RESC trainers in area of maximizing use of curriculum standards and using data effectively
<i>Services Provided to Schools</i>	
Data driven models	CPA – data driven decision-making; data teams (Schmoker, Ainsworth)
Instructional strategies	CPA – power standards; effective teaching strategies (Reeves, Marzano)
Staff development	CSDE and RESCs offer professional development opportunities; executive leadership coaching provided by CSDE staff; local designees train to become trainers in their school, district and across districts.
Reallocation of resources & assistance with outside funding	CSDE reallocation of staff to school improvement team; Stupsky Foundation support; Title I - school improvement monies for urban LEAs signed back to the state to economize on statewide support and training.

Sources: <http://www.state.ct.us/sde/>
<http://www.ctrescalliance.org/services.html>

Statewide System of Support Profile

Delaware

<i>Organizational Structure</i>	
Title I	School Improvement Group within the Curriculum and Instructional Improvement Branch
CSR	Same as Title I
School Improvement	Curriculum and Instructional Improvement Branch
Curriculum & Instruction	Same as School Improvement
Accountability (AYP)	Assessment and Accountability Branch
Assessment	Same as Accountability
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	<p>Delaware Education Support System (DESS) is the overarching framework for the state's School Improvement Process. DESS allows districts flexibility in choosing services and recognizes that districts are the primary providers of support to schools identified for improvement.</p> <p>Districts with schools under improvement are required to establish School Support Teams that monitor and assist schools with the improvement process, providing technical assistance, and other resources. Districts also work with a facilitator from the state. In some cases the facilitator works directly with the school at the request of the district. Priority is given to LEAs with improvement schools, then to other LEAs and schools in the state.</p> <p>Each school in improvement has a school support team housed at the respective school. There are some cases in which the school support team may work with multiple schools.</p>
Composition and selection of teams	School Support Teams are comprised of teachers, parents, principals and external experts from the Department of Education, regional education labs, and consultant groups. Districts are responsible for selecting team members.
Training for providers	Quarterly meetings and institutes are held for the support teams
<i>Services Provided to Schools</i>	
Data driven models	Domains of School Improvement is a rubric used to understand patterns of student performance, methods and data sources used or could be used, and examples of improvement strategies that could be pursued.
Instructional strategies	DOE staff provide technical assistance and conduct workshops to assist districts and schools with selecting research-based instructional strategies.
Staff development	DOE staff and other educational experts provide professional development services to School Support Teams, as well as directly to districts and schools.
Reallocation of resources & assistance with outside funding	DOE assigns a liaison/facilitator to each district to assist with obtaining grant money, coordinating services from the state, consolidated application, and implementing the Quality Review, a process each district and charter school undergo once every three years.

Sources: <http://www.doe.k12.de.us/SchoolImprovement/>; <http://www.doe.k12.de.us/ConsPlannc1b2001.pdf>

Statewide System of Support Profile

District of Columbia

<i>Organizational Structure</i>	
Title I	Office of the Chief Operating Officer, Federal Grants Programs: SEA/LEA Programs
CSR	Same as Title I
School Improvement	Office of the Chief Accountability Officer
Curriculum & Instruction	Office of the Chief Academic Officer, Assistant Superintendent of Standards, Curriculum and Instruction
Accountability (AYP)	Same as School Improvement
Assessment	Same as Accountability
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	DCPS provides support to schools that are in need of improvement and that need additional assistance to appropriately implement their programs. A solution team provides technical support to schools in helping them to assess their specific improvement needs and development improvement strategies.
Composition and selection of teams	Former DCPS principals comprise the solution teams. School solution teams are assigned to work with schools through the Divisional Assistant Superintendents. These teams are sometimes referred to as school support teams.
Training for providers	Solution teams participate in professional development activities and assist schools in designing professional development activities for their staff. They also mentor principals.
<i>Services Provided to Schools</i>	
Data driven models	A Superintendent's Smart Team, comprised of School Community Stakeholders reviews research-based reform models that have potential of supporting school reform.
Instructional strategies	Training sessions on instructional practices are held at centrally selected sites as well as in school buildings.
Staff development	The focus of staff development is content, instruction and assessment.
Reallocation of resources & assistance with outside funding	A variety of funds are designated to support schools in need of improvement.

Source: <http://www.k12.dc.us/dcps/>

Statewide System of Support Profile

Florida

<i>Organizational Structure</i>	
Title I	Bureau of Student Assistance, Office of Title I Programs and Academic Intervention Services
CSR	Bureau of School Improvement, Office of School Improvement
School Improvement	Same as CSR
Curriculum & Instruction	Bureau of School Improvement, Office of Curriculum Support
Accountability (AYP)	Division of Accountability, Research, and Measurement, Office of Education Information and Accountability
Assessment	Division of Accountability, Research and Measurement, Office of Assessment and School Performance
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	Assistance Plus Teams, made up of key staff from the state education department, are organized to support schools. Schools receiving an F grade (known as F schools) in the statewide school performance system have priority.
Composition and selection of teams	Teams are made up of Bureau of School Improvement staff and specialists from other areas (ESE, ESOL, Title I, curriculum, information, and technology specialists).
Training for providers	Training provided through Office of School Improvement and Dr. Gerald Anderson (Florida's Continuous Improvement Model).
<i>Services Provided to Schools</i>	
Data driven models	Principals of F schools used the Continuous Improvement model, based on effective schools research and the Total Quality Management (TQM) philosophy. Schools get targeted customer assistance based on analysis of school data.
Instructional strategies	Reading coaches are provided to Title I schools. Bureau of School Improvement provides extensive newsletter-type materials on curricular strategies. Reading and mathematics coaches are provided for all F schools.
Staff development	Assistance Plus materials reference heightened professional development
Reallocation of resources & assistance with outside funding	Aligning grants, program funding, and technical assistance to the school improvement plan.

Source: www.fl DOE.org

Statewide System of Support Profile

Georgia

<i>Organizational Structure</i>	
Title I	Teacher and Student Support, Title Programs
CSR	Same as Title I
School Improvement	Teacher and Student Support, School Improvement
Curriculum & Instruction	Curriculum and Instruction
Accountability (AYP)	Same as School Improvement
Assessment	Curriculum and Instruction, Testing
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	<p>The School Improvement Division is divided into six units.</p> <ul style="list-style-type: none"> • Analysis and Planning assists in collecting and analyzing data, working with Regional Core Team and Leadership Facilitators. • Collaborative Implementation provides information on research-based programs and technical assistance to systems and schools. • Professional Learning coordinates programs and brokers services to facilitate training and development. • Quality Assurance focuses on student achievement outcomes and program evaluation. • Leader Quality Unit provides leadership training linked to Georgia Performance Standards and supports state Leadership Facilitators. • Secondary Redesign Unit supports five Secondary Leadership Facilitators working to create model secondary schools. <p>The 16 Regional Education Service Agencies (RESAs) provide education services, instructional programs and support to schools not making AYP.</p>
Composition and selection of teams	Five Regional Support Teams provide regional support and training. Team members include School Improvement, Title I, Curriculum and Instruction staff, Science Academic Coaches, Work Force Readiness Coordinators, RESA School Improvement Specialists, and representatives from Educational Technology Training Centers, Georgia Learning Resource System, Professional Standards Commission, and higher education.
Training for providers	Training is provided monthly to the School Improvement Division and bi-monthly to the Regional Support Team members
<i>Services Provided to Schools</i>	
Data driven models	Robert J. Marzano's <i>What Works in Schools: Translating Research into Action</i> provides a research base for the state support system and includes an online survey completed by schools in improvement status.
Instructional strategies	References to Georgia Standards for School Performance, Georgia Standards for School Performance Review, Implementation Resource document, and a Data Utilization Guide.
Staff development	The state's Professional Learning Services Unit provides staff development assistance and sponsors a Georgia Performance Standards Leadership Training for all principals.
Reallocation of resources & assistance with outside funding	<i>Information not yet available.</i>

Source: <http://www.doe.k12.ga.us/support/improvement/index.asp>

Statewide System of Support Profile

Hawaii

<i>Organizational Structure</i>	
Title I	Office of Curriculum, Instruction & Student Support, School and Community Leadership Branch
CSR	Same as Title I
School Improvement	Office of the Superintendent, Planning and Evaluation Office, Evaluation Section
Curriculum & Instruction	Office of Curriculum, Instruction & Student Support, Instructional Services Branch
Accountability (AYP)	Same as School Improvement
Assessment	Office of the Superintendent, Planning and Evaluation Office, Test Development Section
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	<p>School support is provided through Complex Area Superintendents (regional administrative units) in collaboration with the state. Critical Ally Teams help schools to assess needs and prioritize areas for improvement. Educational consultants provide assistance with needs assessment and planning and academic coaches provide direct support to teachers.</p> <p>State Intervention Teams are facilitated by an external provider to work with schools in the second year of improvement. AYP Restructuring Response Teams are deployed to Complex Areas and schools to conduct site visits; analyze performance data; and identify root causes, interventions, and recommend levels of support.</p>
Composition and selection of teams	Composition of the team is made up of primarily state, complex and school level personnel based on the needs of the school and may include secondary-instruction personnel, and external consultants with expertise in school improvement process or core curriculum area. Team selection is based on the needs of the school. The Complex Area Superintendent selects team members in consultation with the Assistant Superintendent of the Office of Curriculum, Instruction, and Student Support.
Training for providers	The Office of Curriculum, Instruction, and Student Support trains providers in collaboration with the Professional Development section.
<i>Services Provided to Schools</i>	
Data driven models	The state's Standards Implementation Design (SID) system provides a framework for analyzing school performance, planning, implementing improvements reforms, and assessing and evaluating results.
Instructional strategies	Schools can work with the Office of Curriculum, Instruction & Student Support, Instructional Services Branch and complex area resource staff.
Staff development	State and Complex Areas offer professional development activities to assist schools.
Reallocation of resources & assistance with outside funding	Reallocation of resources and assistance with outside funding is provided by the various state offices within the Hawaii Department of Education.

Sources: <http://doe.k12.hi.us/viewpoints/>; <http://doe.k12.hi.us/standards/sid.htm>

Statewide System of Support Profile

Idaho

<i>Organizational Structure</i>	
Title I	Bureau of Special Population Services, Student Achievement/School Accountability
CSR	Same as Title I
School Improvement	Bureau of Special Population Services
Curriculum & Instruction	Bureau of Educational Improvement
Accountability (AYP)	Same as School Improvement
Assessment	Same as Curriculum & Instruction
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	<p>The state website mentions technical assistance through state visits and consultation.</p> <p>A School Improvement Planning “Webinar” outlines 10 topics schools must include in the school improvement plan and aligns this list to NCLB requirements.</p>
Composition and selection of teams	Under development
Training for providers	Under development
<i>Services Provided to Schools</i>	
Data driven models	Under development -- Idaho is currently developing a model to instruct school personnel in the use of data, progress monitoring, and how to utilize data to inform instruction.
Instructional strategies	Scientifically-based research strategies are recommended as instructional strategies. Idaho is currently developing professional development that will assist school personnel (i.e., administrators, teachers and other staff) in understanding how to evaluate curriculum and supplementary instructional materials to benefit all students.
Staff development	State workshops and institutes include leadership, coaching, and academies related to Special Education, Title I, and Reading First.
Reallocation of resources & assistance with outside funding	Under development

Source: <http://www.sde.state.id.us/sasa/>

Statewide System of Support Profile

Illinois

<i>Organizational Structure</i>	
Title I	Teaching and Learning Services For All Children, Federal Grants and Programs
CSR	Same as Title I (ROE Services for Chicago)
School Improvement	Same as Title I
Curriculum & Instruction	Teaching and Learning Services For All Children, Curriculum and Instruction
Accountability (AYP)	Teaching and Learning Services For All Children, Accountability
Assessment	Teaching and Learning Services For All Children, Assessment
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	Schools eligible to receive System of Support service (SoS) are those on the state's Academic Early Warning List and on Academic Watch Status.
Composition and selection of teams	<p>The ISBE support consists of a regionalized system of support to schools in academic difficulty. Technical assistance to districts and schools is rendered primarily through the Regional System of Support Providers (RESPROs).</p> <p>The regional providers will offer interventions based on the needs of each particular school. Depending on the school's needs, the RESPROs may establish partnerships or broker other needed services for districts and schools (i.e., team composition differs by school).</p>
Training for providers	System of support teams participate in learning opportunities prior to and during their involvement with high priority districts/schools.
<i>Services Provided to Schools</i>	
Data driven models	Data analysis and school improvement plan development is one of four quadrants of service in the SoS. The state is working on a toolkit to enable districts and schools to do comprehensive data analysis.
Instructional strategies	Instruction, along with standards-aligned curriculum, and assessment is one of four quadrants of service in the SoS.
Staff development	Teacher and administrator enhancement is one of the four quadrants of service in the SoS.
Reallocation of resources & assistance with outside funding	The system of support approach involves coordination and leverage across programs, services, and funding. For example, district and school improvement plans must indicate how they will coordinate and target their funds in order to achieve efficiency and the most effective leveraging of resources.

Sources: www.isbe.state.il.us/sos/pdf/sos_overview.pdf
<http://www.isbe.net/nclb/csa/appendices/appendixK.pdf>

CCSSO *Support for School Improvement* e-Newsletter, March 2005

Statewide System of Support Profile

Indiana

<i>Organizational Structure</i>	
Title I	Division of Compensatory Education
CSR	Same as Title I
School Improvement	Division of Accreditation, Assistance and Awards and Division of Compensatory Education
Curriculum & Instruction	Office of Program Development
Accountability (AYP)	School Assessment (AYP decisions) and Division of Compensatory Education (School Improvement decisions)
Assessment	School Assessment
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	<p>Technical assistance is available through two external providers: Learning Point Associates and Indiana Student Achievement Institute (InSAI).</p> <p>The state website provides resources including suggested approaches for school improvement planning and a list of additional technical assistance providers.</p>
Composition and selection of teams	<i>Information not yet available.</i>
Training for providers	The state conducts multiple meetings and conversations with providers regarding services and expectations.
<i>Services Provided to Schools</i>	
Data driven models	InSAI provides a customized online data management system to schools.
Instructional strategies	<i>Information not yet available.</i>
Staff development	<i>Information not yet available.</i>
Reallocation of resources & assistance with outside funding	<i>Information not yet available.</i>

Sources: <http://www.doe.state.in.us/Title/welcome.html>
<http://www.doe.state.in.us/accreditation/suppbpage.html>

Statewide System of Support Profile

Iowa

<i>Organizational Structure</i>	
Title I	Bureau of Instructional Services
CSR	Same as Title I
School Improvement	School Improvement Team
Curriculum & Instruction	Same as Title I
Accountability (AYP)	Division of Early Childhood, Elementary and Secondary Education
Assessment	Iowa Test of Basic Skills (K-8) and Iowa Test of Educational Development (9-12)
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	<p>The Iowa Support System for Schools in Need of Assistance (SINA) has five main phases:</p> <ul style="list-style-type: none"> ▪ Audit Phase: audit team collects and analyzes data to identify areas of concern ▪ Diagnosis Phase: review prioritized areas from the audit summary ▪ Design Phase: develop two-year action plan to address areas of concern ▪ Implementation/Monitoring Phase: provide professional development ▪ Monitoring/Assessment Phase: evaluate effectiveness of intervention <p>Support teams, including school improvement consultants designated by the state, are assigned by the 12 regional Area Education Agencies (AEAs) to provide support to schools in need of improvement.</p>
Composition and selection of teams	Support teams consist of a team leader assigned from the AEA and one or more content experts from the AEA or an independent provider.
Training for providers	The state provides extensive resources and tools for teams, organized by the five phases, on a private website.
<i>Services Provided to Schools</i>	
Data driven models	Each phase of the support system focuses on data analysis for program improvement, beginning with the audit. The diagnosis phase incorporates gap analysis and root cause analysis.
Instructional strategies	Support teams collaborate with the district/school to identify strategies based on prioritized needs.
Staff development	The Iowa Professional Development Model involves teachers and administrators in the collective study of student data to design, implement, and evaluate a professional development program. Districts and individual teachers are required to submit career development plans.
Reallocation of resources & assistance with outside funding	Support teams collaborate with the district/school to integrate statewide initiatives or programs and align resources with the two-year action plan.

Source: <http://www.state.ia.us/educate/index.html>

Statewide System of Support Profile

Kansas

<i>Organizational Structure</i>	
Title I	State and Federal Programs Team
CSR	Same as Title I
School Improvement	School Improvement and Accreditation
Curriculum & Instruction	Same as School Improvement
Accountability (AYP)	State and Federal Programs
Assessment	Planning and Research
<i>District Support Teams</i>	
How is work organized and deployed? (priorities, time)	<p>KSDE’s framework for support and technical assistance to districts and schools encompasses a model of support with three distinct levels: Level 1 (Universal Needs), Level 2 (Targeted Needs), and Level 3 (Intensive Needs). KSDE’s statewide system of support provides high quality technical assistance to districts on improvement and districts with schools on improvement via integrated District Support Teams (DSTs).</p> <p>Priority for support is first given to districts with schools on corrective action or in restructuring. Following in priority order, are other districts with schools identified for improvement and finally, other LEAs and schools that need support and assistance in order to meet the State’s academic content and student achievement standards.</p>
Composition and selection of teams	Each DST is comprised of KSDE staff with the following expertise: State and Federal Programs, Special Education, and School Improvement & Accreditation. Support is provided through a collaborative teaming model and regionally assigned teams.
Training for providers	DSTs receive training in data analysis, root cause analysis, facilitator training, data-driven dialogue training, and reading/math SBR training.
<i>Services Provided to Districts</i>	
Data driven models	Three Tier Model of Support and Intervention includes assistance with data analysis, root cause analysis, and identifying appropriate strategies.
Instructional strategies	<p>Support involves reviewing plans including adherence to curricular standards and inclusion of scientifically research based reading and math instructional strategies. The intensive support provided includes:</p> <ul style="list-style-type: none"> ▪ Facilitative coaching on the improvement process ▪ Guidance on District Self Assessment Continuum process ▪ Guidance on Reading Components and Math Strands ▪ Approval and monitoring of School and/or District Action Plan ▪ Differentiation of support dependent upon district needs
Staff development	DSTs deliver services to districts in areas of professional development aligned to each improvement plan and reflecting best practice to support instructional strategies.
Reallocation of resources & assistance with outside funding	As DSTs work with districts, discussions include appropriate use of funds, reallocation of resources, and other potential funding in order to support increased academic achievement.

Statewide System of Support Profile

Kentucky

<i>Organizational Structure</i>	
Title I	Office of Special Instructional Services, Division of Federal Program Resources and Instructional Equity
CSR	Same as Title I
School Improvement	Office of Leadership and School Improvement, Division of School Improvement
Curriculum & Instruction	Office of Academic and Professional Development, Division of Curriculum Development
Accountability (AYP)	Office of Assessment and Accountability
Assessment	Same as Accountability
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	<p>Schools showing the least progress in raising performance and closing achievement gaps are identified as crisis schools and receive intensive assistance from Highly Skilled Educators (HSEs), Achievement Gap Coordinators (AGC), and/or Title I District Support Facilitators (DSF). AGCs provide schools and districts with the tools to reduce achievement gaps, working closely with other staff (e.g., DSFs, HSEs, Targeted Assistance Coaches). AGCs serve as the department's "eyes and ears", providing information about school and district needs. DSFs help districts identify strategies for working with Title I schools identified for improvement. DSFs assist districts in using the state's Standards and Indicators for School Improvement to review and analyze all facets of a school's operation, including instruction, and use the findings to develop recommendations for improving student performance.</p> <p>Scholastic audit teams visit the schools that fail to meet achievement goals for each biennium.</p>
Composition and selection of teams	HSEs must have state certification, knowledge of current educational practice, and a minimum of five years experience. Audit team members are identified by the state and include HSEs, active or retired educators (teachers, principals or administrators), and university faculty.
Training for providers	The HSE program has identified and trained over 300 educators to work with schools. University of Kentucky provides leadership certifications.
<i>Services Provided to Schools</i>	
Data driven models	Data-driven decision-making and use of data to measure progress are important features of the state's improvement process.
Instructional strategies	The state's Commonwealth School Improvement Fund (CSIF) was established to assist schools in pursuing new and innovative strategies.
Staff development	The Instructional Support Network helps build district administrators' capacity. Grants from Wallace and Gates Foundations support leadership training for superintendents and principals.
Reallocation of resources & assistance with outside funding	Schools with certain support need levels can apply for state funding through CSIF.

Sources: <http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/default.htm>
<http://www.education.ky.gov/KDE/Administrative+Resources/Finance+and+Funding/Federal+Program+Funding/District+Support+Facilitators/default.htm>;
<http://www.education.ky.gov/KDE/Instructional+Resources/Closing+the+Gap/Achievement+Gap+Coordinators/default.htm>

Statewide System of Support Profile

Louisiana

<i>Organizational Structure</i>	
Title I	Division of Educational Improvement and Assistance (DEIA)
CSR	DEIA – Program Services Section
School Improvement	DEIA – School Performance and Program Services Sections
Curriculum & Instruction	Division of Student Standards, Accountability, and Assessments (DSSAA)
Accountability (AYP)	DSSAA
Assessment	DSSAA
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	<p>The Distinguished Educator (DE) Program provides onsite assistance to schools in the second year of School Improvement or higher (SI3+). DEs are hired as 12-month temporary employees and operate as external change agents for schools. Scholastic Audit (SA) site visits are conducted for schools in SI3 to SI5. DEs are assigned to schools that have received a SA and use the results of the audit to drive improvement planning and implementation within the school.</p> <p>District Assistance Teams (DATs) provide assistance and support to schools in School Improvement and CSR schools. The DATs directly work with School Improvement Teams (SITs) to form data-driven decisions about the direction the school should take.</p>
Composition and selection of teams	<p>DEs must have extensive knowledge about best practices in teaching, learning, and school improvement. A 6-step selection process includes oral and written evaluation, site visits to the candidate’s website, and current work location, and skills and training assessments.</p> <p>DAT members are district personnel trained by state personnel on the school improvement process and NCLB. SIT members consist of administrators, teachers, parents, and students.</p>
Training for providers	The School Performance and Program Services Sections of DEIA collaborate with Regional Education Service Centers to train DAT members. Four training modules are currently offered (<i>Louisiana Needs Analysis, Writing the School Improvement Plan, and the Degree of Implementation Guide</i>).
<i>Services Provided to Schools</i>	
Data driven models	The state’s <i>Louisiana Needs Analysis</i> (LANA) is provided free of charge to all schools with priority going to Title I, CSR, and School Improvement schools. The state also offers two School Improvement data tools (School Performance Score (SPS) Planning Calculator and Trend Data Calculator) to assist schools in interpreting data. Training and information are available through the Regional Education Service Centers.
Instructional strategies	DEs assess and assist teaching and learning in the classroom.
Staff development	DEs promote and support professional learning among school staff.
Reallocation of resources & assistance with outside funding	DEs assist schools in effective use of resources.

Source: <http://www.doe.state.la.us/lde/ssaa/1850.html> (The LDE website is in the process of being updated.)

Statewide System of Support Profile

Maine

<i>Organizational Structure</i>	
Title I	NCLB Team
CSR	Center for Educational Transformation Information
School Improvement	NCLB Team-- School Improvement and Supplemental Educational Services
Curriculum & Instruction	Learning Results Team
Accountability (AYP)	Same as Title I
Assessment	Assessment Team
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	Schools failing to make AYP for two consecutive years are called Continuous Improvement Priority Schools (CIPS). The state assigns a CIPS team to work with the school over the course of a year to assist with planning for improvement.
Composition and selection of teams	CIPS team assignments are based on a school's specific needs, as identified by the school's Maine Education Assessment results and Comprehensive Education Plan.
Training for providers	New CIPS team members are trained during the summer
<i>Services Provided to Schools</i>	
Data driven models	CIPS School Improvement Teams analyze student performance data with a CIPS Team member
Instructional strategies	CIPS School Improvement Plans include instructional support from an MDOE content area specialist or contracted services from a private provider
Staff development	DOE provides professional development services in collaboration with the New England Comprehensive Assistance Center.
Reallocation of resources & assistance with outside funding	Consolidated applications and performance reports are reviewed by a member of the CIPS team

Sources: <http://www.state.me.us/education/index.html>
<http://mainegov-images.informe.org/education/nclb/AdequateYearlyProgress.pdf>

Statewide System of Support Profile

Maryland

<i>Organizational Structure</i>	
Title I	Program Improvement and Family Support within the Division of Student and School Services
CSR	Under Title I
School Improvement	Within Program Improvement and Family Support
Curriculum & Instruction	Division of Instruction
Accountability (AYP)	Office of Academic Policy
Assessment	Division of Accountability and Assessment
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	Professional development by the SEA is offered in math and reading with a leadership component. LEAs must enter into an agreement with MSDE to include administrators in training and to provide followup to professional development. Corrective action schools participate in a teacher capacity needs assessment. Results are analyzed. Leadership teams are interviewed and all information is compiled with recommendations.
Composition and selection of teams	14 positions for reading and math specialists (professional development); 3 positions for leadership specialists; 4 positions to coordinate corrective action activities and restructuring process.
Training for providers	Intensive training throughout summer, then expanded to all MSDE divisions to assure that all programs are consistent in message.
<i>Services Provided to Schools</i>	
Data driven models	Data analysis is intensive and ongoing. Matching instructional strategies with data analysis conclusions is next step.
Instructional strategies	MDK12.org website details instructional best practices, assessment suggestions for more refined diagnosis. MDReportCard.org allows schools to compare themselves to similar schools that are doing better, with contact information available.
Staff development	Professional development described above is flexible and designed for specific school/district needs.
Reallocation of resources & assistance with outside funding	State funds for school improvement continue at over \$11 million and were augmented by \$2.5 million this year. This process required the redeployment of the 21 team positions described above.

Source: <http://marylandpublicschools.org/msde>

Statewide System of Support Profile

Massachusetts

<i>Organizational Structure</i>	
Title I	Title I Services
CSR	Same as Title I
School Improvement	School and District Improvement Planning and Support
Curriculum & Instruction	Office of Accountability and Targeted Assistance
Accountability (AYP)	Accountability, Improvement Planning & Assistance
Assessment	Same as Accountability
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	<p>The state's School Support Specialist Network includes district-based and state-based specialists who assist schools with improvement plans and Performance Improvement Mapping.</p> <p>The state also maintains a database of external partners working with districts and schools on improvement efforts as a way to share information among organizations.</p>
Composition and selection of teams	The state awarded grants to the 10 largest districts to hire district-based specialists; three additional specialists work with other districts.
Training for providers	The School Support Specialists Network meets one full day each month for training and to develop and share resources. Specialists are also trained in the PIM process.
<i>Services Provided to Schools</i>	
Data driven models	PIM is a data-driven, results-oriented school planning model developed by the state to assist low-performing schools in raising student performance. The model is designed for use by school leadership teams working with an outside facilitator trained in PIM.
Instructional strategies	Specialists provide resources on effective practices in core content area instruction.
Staff development	Specialists provide training and resources on scientifically-based strategies.
Reallocation of resources & assistance with outside funding	District-based specialists work with district leaders to direct resources towards identified needs of schools in improvement status.

Sources: <http://www.doe.mass.edu/sdi/district/default.html?section=sssn>
<http://www.doe.mass.edu/sdi/pim/>

Statewide System of Support Profile

Michigan

<i>Organizational Structure</i>	
Title I	Office of School Improvement
CSR	Same as Title I
School Improvement	Same as Title I
Curriculum & Instruction	Same as Title I
Accountability (AYP)	Educational Assessment and Accountability
Assessment	Same as Accountability
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	The Office of School Improvement (OSI) provides technical assistance to high priority schools not making AYP through the Curriculum & Instruction Unit and Field Services Unit. Consultants work in five regional teams to focus on high priority schools. Assistance includes skilled educators, Corrective Action and Restructuring support, and regional support teams. Teams use the Diagnostic Visit to review schools in improvement or Corrective Action; an independent audit team reviews schools in Restructuring. A School Portfolio is used to gather all school data into one tool.
Composition and selection of teams	School Support Teams include consultants employed by MDE, districts, and professional organizations. Team members have background in areas of school improvement, curriculum and teacher quality.
Training for providers	Initial training provided by the Coaches' Institute through a Michigan State University grant. Ongoing professional development continues.
<i>Services Provided to Schools</i>	
Data-driven models	OSI's MI-Map School Improvement Toolkit helps schools gather and analyze school data, instructional strategies, professional development, and identify supplementary funding. Teams may also identify Comprehensive School Reform (CSR) models or Reading First strategies as a guide for school improvement.
Instructional strategies	OSI's Curriculum & Instruction Unit sponsors Instructional Excellence Seminars and develops instruction-related tools (i.e., Grade Level Content Expectations). MDE is establishing more rigorous high school graduation requirements as well.
Staff development	OSI provides Leadership Academies and professional development around the School Improvement Framework and the MI-Map Toolkit.
Reallocation of resources & assistance with outside funding	OSI's Field Services Unit helps districts to target resources more effectively and provides linkages to local, regional, state and federal resources. Individual School Improvement Grants are awarded to address areas identified by the Diagnostic Visit or the school audit. Potential resources include curriculum consultants, Math Science Centers, Regional Literacy Centers, Family Resource Centers, Office of Special Education, and Early Intervention Services.

Source: http://www.michigan.gov/mde/0,1607,7-140-6530_30334---,00.html

Statewide System of Support Profile

Minnesota

<i>Organizational Structure</i>	
Title I	Accountability and Improvement Office, NCLB Consolidated Programs Division
CSR	Same as Title I
School Improvement	Same as Title I
Curriculum & Instruction	Division of Teaching and Learning, Academic Excellence Office
Accountability (AYP)	Same as Title I
Assessment	Same as Title I
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	Schools and districts contract directly with external providers but there is a state department liaison who works with directly with district staff.
Composition and selection of teams	State provides contact information and resumes for professionals trained to provide district and school support for the continuous improvement process. School principals are encouraged to review resumes of many external providers to find a good match for the particular AYP status of their school.
Training for providers	State provides training for external providers (some training materials available on web site). There is a four-day training during the summer, and monthly training during the school year.
<i>Services Provided to Schools</i>	
Data driven models	External providers help school teams to use and interpret data and evaluate progress. State hosts a data retreat.
Instructional strategies	Service is dependent on external provider and on school needs.
Staff development	Service is dependent on external provider and on school needs.
Reallocation of resources & assistance with outside funding	State provides extra funding to help districts and schools meet their assistance needs.

Source: <http://education.state.mn.us/mde>

Statewide System of Support Profile

Mississippi

<i>Organizational Structure</i>	
Title I	Office of Innovative Support
CSR	Same as Title I
School Improvement	Same as Title I
Curriculum & Instruction	Office of Curriculum and Instruction
Accountability (AYP)	Office of Student Assessment
Assessment	Same as Accountability
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	Schools that have failed to reach AYP in two consecutive years within the same indicator are labeled as schools in school improvement – year 1. MDE provides technical assistance to address the academic problem(s) that caused the school to be identified for School Improvement. The technical assistance consists of specific assistance in analyzing assessment data; improving professional development and improving resource allocation. The school must develop a school improvement plan and consult with parents, school staff, and the school district personnel.
Composition and selection of teams	Members of the Office of Innovative Support staff are assigned to different schools to provide technical assistance and monitor the implementation of the school improvement plan.
Training for providers	All staff members are trained by the state.
<i>Services Provided to Schools</i>	
Data driven models	MDE assists schools in analyzing their assessment and profile data to develop a school improvement plan.
Instructional strategies	MDE and the team leader help teachers identify research-based methods that can improve classroom instruction practices.
Staff development	MDE provides technical assistance on improving professional development and provides improvement activities through school improvement teams or educational service agencies (i.e. The Institute for Effective Instructional Leadership, for principals with schools in school improvement).
Reallocation of resources & assistance with outside funding	MDE helps schools analyze and prioritize their budget plan and target federal funds (such as Title I, Title II, Title V) during the CFPA approval process. The MDE also allocates professional and financial resources to LEAs serving schools for improvement, corrective action, and restructuring to support school improvement activities.

Sources: <http://www.mde.k12.ms.us/ACAD/sag/page3.html>
<http://www.mde.k12.ms.us/accred/mpsas.doc>

Statewide System of Support Profile

Missouri

<i>Organizational Structure</i>	
Title I	Division of School Improvement, Federal Programs
CSR	Same as Title I
School Improvement	Division of School Improvement, School Improvement and Accreditation and Instructional Improvement
Curriculum & Instruction	Division of School Improvement, Curriculum and Assessment
Accountability (AYP)	Same as School Improvement
Assessment	Same as Curriculum & Instruction
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	The state has organized nine school support teams, called Success Teams to work at the district level. In addition, the section of Instructional Improvement in the Federal Programs unit works with schools in School Improvement under NCLB.
Composition and selection of teams	The teams include distinguished educators in vocational education, special education, curriculum, instruction and administration.
Training for providers	Statewide training is provided in various areas of research-based school improvement.
<i>Services Provided to Schools</i>	
Data driven models	As part of the required Comprehensive School Improvement Plan (CSIP) process, all districts must analyze student assessment data and develop instructional and professional development strategies. Starting in Fall 2006, buildings will also develop CSIPs that will be coordinated with the district CSIP.
Instructional strategies	Research-based instructional strategies are recommended.
Staff development	Regional Professional Development Centers provide staff development opportunities to staff in research-based strategies in effective professional development as defined in NCLB. Each district must spend 1% of their formula funds on effective staff development.
Reallocation of resources & assistance with outside funding	Services and funding are coordinated with state funds and state sponsored activities.

Source: <http://dese.mo.gov/>

Statewide System of Support Profile

Montana

<i>Organizational Structure</i>	
Title I	Department of Education Services, Educational Opportunity and Equity Division
CSR	Same as Title I
School Improvement	Department of Education Services, Accreditation Division; with Title I staff
Curriculum & Instruction	Same as School Improvement
Accountability (AYP)	Department of Education Services, Educational Opportunity and Equity Division, Measurement and Accountability Unit
Assessment	Superintendent's Office, Director of Assessment
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	School support teams and state staff will start with the 27 schools that are in restructuring. Services will be provided to schools with the highest needs from among a set of high needs schools.
Composition and selection of teams	Active or recently retired educators (teachers, school and district administrators, and higher education) can apply to be on School Support Teams. Team members are hired as part-time state employees.
Training for providers	Training is provided by the state, and the team leaders get extra training.
<i>Services Provided to Schools</i>	
Data driven models	Victoria Bernhardt Books/Methods
Instructional strategies	Effective Schools, Creating Sacred Places, culturally relevant strategies for American Indian students.
Staff development	Two new regional centers being piloted, Reading First Academies and Montana Reading Initiative, Montana Behavioral Institute, Math/Science Partnerships, High Priority Schools Institutes, Tech Talks OPI/MASCD Institutes, Advanced Placement Training.
Reallocation of resources & assistance with outside funding	New state funding for at-risk students and American Indian students to be leveraged with existing state and federal funds to concentrate on effective school improvement strategies recommended by school support teams to close the achievement gap and boost overall academic achievement.

Source: [http:// www.opi.mt.gov/TitleI/index.html](http://www.opi.mt.gov/TitleI/index.html)

Statewide System of Support Profile

Nebraska

<i>Organizational Structure</i>	
Title I	Title I Office
CSR	Same as Title I
School Improvement	Statewide Assessment Office, Accreditation and School Improvement Team
Curriculum & Instruction	Curriculum and Instruction Office
Accountability (AYP)	Same as School Improvement
Assessment	Statewide Assessment Office
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	All schools are required to participate in the school improvement process using the Nebraska Framework for School Improvement. External team visits are conducted a minimum of once every five years as part of the state's accreditation and school improvement process. A school improvement plan spans five years and includes occasional visits by external teams who review the plans and make additional recommendations if necessary.
Composition and selection of teams	<i>Information not yet available.</i>
Training for providers	<i>Information not yet available.</i>
<i>Services Provided to Schools</i>	
Data driven models	<i>Information not yet available.</i>
Instructional strategies	<i>Information not yet available.</i>
Staff development	<i>Information not yet available.</i>
Reallocation of resources & assistance with outside funding	<i>Information not yet available.</i>

Source: <http://www.nde.state.ne.us>

Statewide System of Support Profile

Nevada

<i>Organizational Structure</i>	
Title I	Office of Special Education, Elementary and Secondary Education, and School Improvement Programs
CSR	Same as Title I
School Improvement	Same as Title I
Curriculum & Instruction	Office of <u>Assessments, Program Accountability & Curriculum</u>
Accountability (AYP)	Same as Curriculum & Instruction
Assessment	Same as Curriculum & Instruction
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	<p>Schools in the third year of improvement are assigned a School Support Team (SST) to assist with modifying and monitoring the school improvement plan. If the school continues to fail to make AYP, the SST continues to work with the school during fourth and fifth years of improvement (i.e., restructuring).</p> <p>Nevada's SST process is new (was piloted during the 2004-2005 school year for the two Title I schools in the third year of improvement).</p>
Composition and selection of teams	<p>The state selects a School Improvement Consultant to lead the SST and one consultant as team member. The state also designates an SEA contact to work with the district in selecting the other SST members.</p> <p>The SST must include teachers and principals considered highly qualified (and not employees of the public school for which the support team is established), an SEA representative, a district administrator employed by the district's board of trustees, and a parent/guardian of a student at the school. The team may also include representatives from institutions of higher education and from outside consultant groups.</p>
Training for providers	Team members receive an SST Manual when they begin their service.
<i>Services Provided to Schools</i>	
Data driven models	SST analyzes and utilizes school level data and helps the school apply these analyses to revisions in its School Improvement Plan (SIP).
Instructional strategies	SST provides an analysis of school curriculum
Staff development	Staff development needs of the school are included in the school improvement plan, which the School Support Team assists the school in revising. The services are then normally provided by the district or by one of four regional professional development programs in the state.
Reallocation of resources & assistance with outside funding	SST assists the school with revising its budget to meet its SIP goals and provides an analysis of funding allocation.

Source: <http://www.doe.nv.gov/schoolimprovement/sst.html>

Statewide System of Support Profile

New Hampshire

<i>Organizational Structure</i>	
Title I	Bureau of Integrated Programs within the Division of Instruction
CSR	Same as Title I
School Improvement	Bureau of School Improvement within the Division of Instruction
Curriculum & Instruction	Same as School Improvement
Accountability (AYP)	Same as School Improvement
Assessment	Same as School Improvement
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	<p>The state provides technical assistance to districts and schools that have not made AYP for two consecutive years. Schools receive state assistance in the form of needs assessment, school improvement planning, resources for implementing the plan, and evaluation services. Districts receive similar assistance in producing and implementing a district-wide improvement plan.</p> <p>The state recently began developing a plan for a Statewide School Improvement Support System. In mid-2005, a team of DOE staff and members of the state's School Improvement Advisory Committee created a draft plan for a state support system.</p>
Composition and selection of teams	According to the draft plan, the state plans to identify and train facilitators, peer reviewers, content coaches and distinguished educators to serve as resources
Training for providers	The state plans to provide technical support to ensure the effectiveness of the teams.
<i>Services Provided to Schools</i>	
Data driven models	The state sponsors an on-line course through New England Comprehensive Assistance Center on root cause analysis to train district teams in the effective use of data for improvement.
Instructional strategies	The state sponsors a Content Support Institute (CSI) summer seminar to assist low-performing districts and schools in modifying their curriculum with the state's new grade-level expectations.
Staff development	DOE, in collaboration with the New England Comprehensive Assistance Center, provides technical assistance to low-performing districts and schools through the Habits of Professional Excellence (HOPE) Institute, a five-day seminar that focuses on current school improvement research and best practices from schools and districts from around the state.
Reallocation of resources & assistance with outside funding	This is done at the local level between districts and schools.

Sources: <http://www.ed.state.nh.us/education/doe/organization/curriculum/SchoolImprovement.htm>
<http://smartedu.org/nhsaa/forms/Living%20with%20the%20NCLB%20Act%20Conference/Guzouskas%20NCLB%2005.ppt>
<http://www.ed.state.nh.us/education/doe/organization/curriculum/School%20Improvement/DINI/2004-2005%20DINI/state%20support.ppt>

Statewide System of Support Profile

New Jersey

<i>Organizational Structure</i>	
Title I	New Jersey Department of Education, Office of Title I Program Planning and Accountability
CSR	Same as Title I
School Improvement	Title I and NJDOE Abbott Division
Curriculum & Instruction	New Jersey Department of Education, Division of Academic and Career Standards
Accountability (AYP)	Same as Title I
Assessment	New Jersey Department of Education, Division Evaluation and Assessment
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	<p>The Collaborative Assessment and Planning for Achievement (CAPA) initiative is a partnership among the state, districts, and schools to manage school improvement efforts. CAPA targets Abbott schools and Title I schools in need of improvement.</p> <p>The CAPA review is a five-day process during which an external team interviews all staff and selected stakeholders, visits and observes classrooms, and analyzes data. The team prepares a draft report and findings and recommendations are discussed and prioritized with the district and school leadership.</p>
Composition and selection of teams	A CAPA team consists of a team leader, principal, language arts literacy specialist, mathematics specialist, special education, bilingual specialist, parent, and representative from an institution of higher education.
Training for providers	New team members are required to attend a three-day training workshop. An additional one-day session is required for team leaders. Refresher workshops and report writing workshops are offered for previous members. Content area workshops are also offered for specialists.
<i>Services Provided to Schools</i>	
Data driven models	NJDOE field staff members assist schools and districts with data analysis, planning, and intervention strategies.
Instructional strategies	Core curriculum content standards have been established. Instructional curriculum frameworks have been developed for content areas and grade levels.
Staff development	Teachers are required to complete 100 hours of professional development every five years. Each staff member has an individualized Professional Improvement Plan. NJDOE's website has extensive on-line tutorials (NJPEP)
Reallocation of resources & assistance with outside funding	NJDOE field staff members are responsible for district/school budget reviews and approval. CAPA report findings inform budget allocations. Each school and district's comprehensive needs assessment also drives use of resources.

Source: <http://www.nj.gov/njded/capa/>

Statewide System of Support Profile

New Mexico

<i>Organizational Structure</i>	
Title I	Rural Education Division, School Assistance Bureau
CSR	Rural Education Division, Rural Education Bureau
School Improvement	Quality Assurance and Systems Integration Division, Priority Schools Bureau
Curriculum & Instruction	Instructional Support and Vocational Education Division; Literacy, Technology and Standards Bureau
Accountability (AYP)	Assessment and Accountability Division, Assessment & Evaluation Bureau
Assessment	Same as Accountability
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	<p>The state designates Priority Schools as those not making AYP for all students in reading or math or both; Priority Districts are those that did not make AYP and have the highest concentration of corrective action and restructuring schools. Schools not meeting AYP in a subgroup or nonacademic area are in Monitoring status.</p> <p>The Educational Plan for Student Success (EPSS) system guides school and district improvement planning. The system is based on continuous improvement and is focused on prevention and building district capacity. Every school district completes an EPSS plan.</p> <p>EPSS coordinators from the state are deployed to Priority Schools to conduct Diagnostic Assessments that include a comprehensive review of school operations, achievement data, instruction, learning environment, and support services. EPSS coordinators work with schools to complete the EPSS and formulate next steps.</p>
Composition and selection of teams	Diagnostic Teams include technical assistance providers from education organizations.
Training for providers	<i>Information not yet available.</i>
<i>Services Provided to Schools</i>	
Data driven models	The Baldrige model of continuous improvement is part of EPSS and a key component of state-sponsored professional development.
Instructional strategies	The EPSS includes a detailed review of instruction. The website provides a Best Practices Resource Guide.
Staff development	The state offers regional training for new district administrators (three cycles, two days each) on Baldrige, data, and EPSS. A technical assistance conference on EPSS is offered to all administrators.
Reallocation of resources & assistance with outside funding	<i>Information not yet available.</i>

Source: <http://www.ped.state.nm.us/div/psb/index.html>

Statewide System of Support Profile

New York

<i>Organizational Structure</i>	
Title I	Office of School Improvement and Community Services-NYC
CSR	Same as Title I
School Improvement	Same as Title I; also Office of School Improvement and Community Services-Regional
Curriculum & Instruction	Office of Curriculum & Instructional Support (CIS)
Accountability (AYP)	Same as Title I; also Office of School Improvement and Community Services-Regional
Assessment	Office of Standards, Assessment and Reporting (SAR)
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	<p>Schools in program improvement, in corrective action, or Schools Under Registration Review (SURR) all receive assistance from the state and from seven Regional School Support Centers (RSSCs). SURR schools receive the most intensive assistance and each is assigned a state liaison.</p> <p>RSSC liaisons monitor implementation of district and school plans, coordinate state and district efforts, provide technical assistance to districts, identify professional development and funding opportunities, and help identify research-based school improvement models.</p>
Composition and selection of teams	RSSCs have three to seven staff members per region including a planning specialist, instructional specialist, and special education specialist.
Training for providers	Quarterly professional development is provided through the RSSC and network of state-supported resource centers.
<i>Services Provided to Schools</i>	
Data driven models	RSSC staff assist schools or districts with data analysis, planning, and identifying goals.
Instructional strategies	Content standards and assessment consultants work in SURR schools to coach and model in-class instructional strategies.
Staff development	<p>Content standards and assessment consultants work in SURR schools to provide professional development in research-based reading and math programs, and in aligning curriculum, instruction and assessment to standards.</p> <p>Harvard Leadership Institute Program and Principal Leadership Institutes help build leadership capacity of SURR school administrators.</p>
Reallocation of resources & assistance with outside funding	RSSCs partner with regional service providers such as Student Support Services, Special Education Training and Resource Centers, Bilingual Education Technical Assistance Centers, Teacher Centers, and others to coordinate the flow of services and resources to low-performing schools.

Source: <http://www.emsc.nysed.gov/deputy/Documents/emscoffices.html>

Statewide System of Support Profile

North Carolina

<i>Organizational Structure</i>	
Title I	Department of Public Instruction, Curriculum & School Reform Services, Compensatory Education Section
CSR	Same as Title I
School Improvement	Department of Public Instruction, Curriculum & School Reform Services
Curriculum & Instruction	Same as School Improvement
Accountability (AYP)	Department of Public Instruction, Accountability Services Area
Assessment	Same as Accountability
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	<p>Schools designated to receive assistance because they have been designated as low-performing by the State Board of Education will be served by the State Assistance Teams. Teams remain at a school for an entire school year, providing services on a daily basis and completing a needs assessment that includes the evaluation of certified staff members. Assistance Teams work collaboratively with school improvement teams to examine findings and adjust the school improvement plan accordingly. The revised plan directs the work of the school staff and assistance team.</p> <p>Schools receiving assistance from the teams because they are placed in Title I School Improvement will be served in a similar manner as the schools cited above, but certified staff will not be formally evaluated. However, an instrument will be used to conduct a global assessment of the strengths and weaknesses of the instructional program. Other schools in Title I School Improvement may receive technical assistance upon request, including professional development through workshops, planned instructional institutes and participation in relevant state sponsored conferences that focus on best practices.</p>
Composition and selection of teams	Teams must have currently practicing teachers/staff, higher education representatives, and school administrators. A typical team has five people. Division of Pre-K and Elementary Education selects and trains the teams.
Training for providers	Team members receive four weeks of required formal training and supplemental training is provided.
<i>Services Provided to Schools</i>	
Data driven models	Assistance Teams analyze data about the school but a specific data-driven model is not mentioned.
Instructional strategies	Assistance Teams may suggest instructional strategies in their recommendations to the school.
Staff development	Assistance Teams work with staff to develop a professional development needs assessment. Divisions of Pre-K and Elementary Education, Middle School Education and Secondary Education provide professional development services, consultants, and liaisons for schools and teams.
Reallocation of resources & assistance with outside funding	School assistance teams may include a review of the fiscal resources of the school.

Source: <http://www.ncpublicschools.org/schoolimprovement/>

Statewide System of Support Profile

North Dakota

<i>Organizational Structure</i>	
Title I	Education Improvement, Title I Programs
CSR	Same as Title I
School Improvement	Education Improvement, School Approval and Accreditation
Curriculum & Instruction	Education Improvement, Standards & Achievement
Accountability (AYP)	Education Improvement, Testing & Assessment
Assessment	Same as Accountability
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	A list of Title I School Support Team members is available on the state website, with biographies and contact information. Educators are encouraged to contact the team members directly for advice or to schedule the team member to visit the school.
Composition and selection of teams	The team consists of nine members: three teachers, two principals, two reading specialists, one special education director, and one member of an educational cooperative.
Training for providers	An annual training is provided to all School Support Team members in the summer of each year. School Support Team members are also invited to all other Title I workshops and meetings. They are provided monthly updates through the North Dakota Title I Newsletter and other update memos.
<i>Services Provided to Schools</i>	
Data driven models	Possible data driven models that have compatibility or have been demonstrated by North Dakota schools are referenced on the State's Comprehensive School Reform website.
Instructional strategies	The Title I office has developed many technical assistance documents which are available on the Title I website. Among these documents are several demonstrations of scientifically-based research by North Dakota educators and examples of how to document the use of scientifically-based research in your facility.
Staff development	The North Dakota Curriculum Initiative launched a Practitioner's Bureau as a directory of educators with expertise in specific areas and available to provide professional development to districts and schools. The Title I office also offers many opportunities for professional development. These include regional workshops, fall conferences, subprogram workshops, technical assistance workshops, and numerous requested NCLB requirements presentations. Upon completion, these presentation materials are placed on the Title I website for access by field personnel.
Reallocation of resources & assistance with outside funding	The Title I office has also produced many documents regarding the use of reallocation of resources. Training on such topics, including reallocation of funds, has also been addressed yearly at our Title I Regional Meetings, summer program trainings/workshops, specialty workshops, and other subprograms meetings.

Sources: <http://www.dpi.state.nd.us/title1/resource/support/index.shtm>
<http://www.dpi.state.nd.us/title1/csrd/links.shtm>
<http://www.dpi.state.nd.us/title1/targeted/general/reauthoriz/index.shtm>

Statewide System of Support Profile

Ohio

<i>Organizational Structure</i>	
Title I	Center for School Improvement, Federal Programs
CSR	Same as Title I
School Improvement	Center for School Improvement
Curriculum & Instruction	Curriculum and Assessment, Curriculum and Instruction
Accountability (AYP)	Policy and Accountability
Assessment	Curriculum and Assessment, Assessment
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	There are Regional School Improvement Teams (RSITs) in each of the state's 12 regional services areas. The teams identify districts most in need of improvement (priority districts) using accountability data and create a plan that provides professional development and technical assistance to the districts.
Composition and selection of teams	The RSITs are composed of professional development and technical assistance providers who are selected by Fiscal Agent who we fund to supervise the implementation of the scope of work for School Improvement Support outlined by our Performance Agreements.
Training for providers	The Office of Field Relations provides RSIT members with intensive fall training and ongoing professional development throughout the course of the academic year. Additionally, the Fiscal Agents provide ongoing training to the team members who are their employees.
<i>Services Provided to Schools</i>	
Data driven models	Ohio has launched a Data-Driven Decisions for Academic Achievement (D3A2) project to improve the capacity of educators in using data and aligned resources to improve instruction and student achievement. The project is still under development.
Instructional strategies	Ohio implements a coaching model within the priority districts aimed at several critical school improvement areas: 1) data analysis 2) focused planning 3) research based practices 4) monitoring and implementation 5) high quality professional development and 6) resource management. The RSIT members work at varying levels of intensity with district and instructional leaders to build their capacity in these areas to support school improvement.
Staff development	The Office of Field Relations coordinates and brokers professional development activities for district staff. State and regional professional development opportunities are targeted to priority districts but are also available to other school districts. RSITs work with priority districts to develop regional trainings based on common needs; individualized professional development is coordinated by district coaches.
Reallocation of resources & assistance with outside funding	Using a formula based upon AYP performance, density, poverty, and baseline operations calculations, the Office of Field Relations allocates resources to the RSITs who in turn develop a regional plan for service delivery to districts based upon a rigorous needs assessment that includes root cause analysis.

Sources: http://www.ode.state.oh.us/school_improvement/resources/RSITs.asp
http://www.ode.state.oh.us/data_exchange/

Statewide System of Support Profile

Oklahoma

<i>Organizational Structure</i>	
Title I	School Improvement Division, Office of Standards and Curriculum, Title I School Support
CSR	Same as Title I
School Improvement	Same as Title I
Curriculum & Instruction	School Improvement Division, Office of Standards and Curriculum
Accountability (AYP)	School Improvement Division, Office of Accountability and Assessments
Assessment	Same as Accountability
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	School support teams analyze all aspects of the school's operation, provide information and support to implement a school improvement plan, review the implementation, and provide feedback at least three times a year to the LEA and SEA. The first priority is for LEAs with schools in corrective action, then to LEAs with schools in need of improvement.
Composition and selection of teams	A school support team consists of a team leader, who is a retired educator; an employee of the Oklahoma State Department of Education; and a practicing district educator. Higher education faculty is also invited to participate as available.
Training for providers	School Support teams receive professional development from nationally recognized trainers throughout the school year.
<i>Services Provided to Schools</i>	
Data driven models	Data-driven models are found in Oklahoma's Nine Essential Elements Guide: <ol style="list-style-type: none"> 1) Academic Performance – Curriculum; 2) Academic Performance – Classroom Evaluation/Assessment; 3) Academic Performance – Instruction; 4) Learning Environment – School Culture; 5) Learning Environment – Student, Family and Community Support; 6) Learning Environment – Professional Growth, Development and Evaluation; 7) Efficiency – Leadership; 8) Efficiency – Organizational Structure and Resources; 9) Efficiency – Comprehensive and Effective Planning.
Instructional strategies	Research-based strategies and resources to support school improvement efforts are found in Oklahoma's Nine Essential Elements Guide.
Staff development	Professional development resources include: a master teacher program; study group model; a professional development toolkit; curriculum walk through training; mathematics academies; curriculum conferences; school improvement conferences; and fully interactive online sessions through ten videoconference centers located throughout the state for professional development and technical assistance. Information for professional development opportunities is available on OSDE website.
Reallocation of resources & assistance with outside funding	School support teams review school improvement plans, grants, and budgets and provide technical assistance to school improvement sites.

Statewide System of Support Profile

Oregon

<i>Organizational Structure</i>	
Title I	Office of Educational Improvement and Innovation
CSR	Same as Title I
School Improvement	Same as Title I
Curriculum & Instruction	Same as Title I
Accountability (AYP)	Same as Title I
Assessment	Office of Assessment and Information Services
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	Regional School Improvement Coordinators will function as consultants to schools in the improvement process, working with school staff and districts to facilitate communication and identify and acquire necessary resources. Coordinators will spend approximately six hours per week onsite in each school. The coordinators' role is also to build increased capacity at the district level to maintain and improve school improvement efforts.
Composition and selection of teams	Oregon's initiative for School Support Teams is built upon the highly successful Reading First team model and strongly linked to the District Continuous Improvement Planning (CIP) process through the <i>Standards for District Success</i> . The teams will include experts led by the Regional Coordinator, in liaison with educational service districts. Teams will use a coherent whole school approach within a coaching and mentoring model to assist in the review, coordination and implementation of the school's improvement plan
Training for providers	Partnerships with Northwest Regional Education Lab and education service districts to manage recruitment, hiring, deployment, and training of Regional Coordinators. Six 3-hour professional development sessions will be held with the School Improvement Coordinators. ODE will conduct monthly meetings and ongoing phone and onsite technical assistance with the School Improvement Coordinators and educational service districts.
<i>Services Provided to Schools</i>	
Data driven models	The state website provides resources for schools to use including the Continuous Improvement Plan (CIP), a self-evaluation tool for schools.
Instructional strategies	The REAL (Resources for Educational Achievement and Leadership) website provides research based models for teaching and learning for schools, linked to Oregon's content standards. REAL uses a systems approach to foster student success by offering a variety of resources designed for classroom teachers, district and school administrators.
Staff development	ODE is planning activities to address two identified priority needs – data analysis and monitoring and evaluation. Oregon Curriculum Standards specialists offer research-based instructional strategies statewide.
Reallocation of resources & assistance with outside funding	Regional Coordinators working with districts and schools will assist in budgetary analysis and identify spending priorities.

Source: <http://www.ode.state.or.us/search/results/?id=127>

Statewide System of Support Profile

Pennsylvania

<i>Organizational Structure</i>	
Title I	Division of Federal Programs, Bureau of Teaching and Learning Support
CSR	Division of Federal Programs, Bureau of Teaching and Learning Support
School Improvement	Division of District & School Improvement, Bureau of Assessment and Accountability
Curriculum & Instruction	Division of Curriculum and Instruction, Bureau of Teaching and Learning Support
Accountability (AYP)	Bureau of Assessment and Accountability
Assessment	Division of Assessment, Bureau of Assessment and Accountability
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	Targeted Assistance: PDE provides customized, direct assistance; Field-Based Assistance: Intermediate Units (IUs) and PaTTAN orchestrate regional support; Foundation Assistance: PDE leads design and rollout of strategies, tools, and programs used to build capacity across the state. (Via the PPDN and other efforts.)
Composition and selection of teams	Distinguished educators must have experience in management, school administration, or teaching, and demonstrated results in a leadership position. Core team members will have expertise in leadership (strategic planning, district or school leadership) or curriculum, instruction, and assessment. Additional distinguished educators will serve as specialists in targeted areas: budget, special education, ESL, parent/community, human resources, communications, technology, safe schools, professional development, or student services.
Training for providers	The first group of distinguished educators received an initial intensive training in July 2005.
<i>Services Provided to Schools</i>	
Data driven models	Data Interaction (e-Metric): Interactive web site providing detailed PSSA data queries by student, school, anchor or subgroup; Data Dialogue: Guiding questions to assist school districts and schools in analyzing individual and group data by using predictions, observations and inferences to identify “root causes” of problems and offer new solutions; Academic Achievement Report: Public web site for AYP data and information at the state, district, and building level (http://www.paayp.com).
Instructional strategies	Division of Early Childhood & Elementary Education and the Division of Middle & Secondary Education, Bureau of Teaching & Learning Support
Staff development	Division of Professional Development, Bureau of Teaching & Learning Support
Reallocation of resources & assistance with outside funding	Division of Federal Programs, Bureau of Teaching and Learning Support.

Source: <http://www.pde.state.pa.us/>

Statewide System of Support Profile

Rhode Island

<i>Organizational Structure</i>	
Title I	Progressive Support and Intervention
CSR	Same as Title I
School Improvement	Same as Title I
Curriculum & Instruction	Office of Instruction
Accountability (AYP)	Assessment and Accountability Office
Assessment	Same as Accountability
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	<p>Schools identified as in need of improvement are assigned state support teams. Each school is provided with a state liaison who assists in identifying resources.</p> <p>Progressive Support and Intervention teams work with districts where 40% of the schools are in need of improvement.</p>
Composition and selection of teams	<p>The team may include professional educators with backgrounds in administration, teaching, curriculum, professional development, special education, ESL, and Title I; specialists in district and municipal budgeting; a school committee member; parents and other community stakeholders; the deputy or assistant commissioner (or designee), staff from the RIDE legal office, and other RIDE staff or consultants as appropriate.</p> <p>Regional educational collaboratives also provide assistance to schools.</p>
Training for providers	Under Development
<i>Services Provided to Schools</i>	
Data driven models	The guidance document for schools targeted for Progressive Support and Intervention (PSI) focuses on use of data but no specific model mentioned.
Instructional strategies	Master teachers are used as Instructional Fellows to target instructional practices.
Staff development	There is a teacher mentoring program.
Reallocation of resources & assistance with outside funding	Resources for school improvement are provided through state Article 31. Part of the PSI process involves reviewing the alignment between school plans and available resources.

Sources: <http://www.ridoe.net/>
 CCSSO, *Support for School Improvement* e-Newsletter, June 2005

Statewide System of Support Profile

South Carolina

<i>Organizational Structure</i>	
Title I	Office of Federal Programs, Division of Curriculum Services and Assessment
CSR	Same as Title I
School Improvement	Same as Title I
Curriculum & Instruction	Office of Curriculum and Standards, Division of Curriculum Services and Assessment
Accountability (AYP)	Office of Research, Division of School Enterprise Operations
Assessment	Office of Assessment, Division of Curriculum Services and Assessment
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	<p>External review teams (ERT) conduct three to five day monitoring visits to schools designated as in need of assistance, in two to three person teams. After the site review, the ERT chairperson meets with the principal to discuss areas for improvement and specific recommendations. Based on the ERT's recommendations, school support teams may include:</p> <ul style="list-style-type: none"> • Teacher specialists, to serve as a resource for classroom teachers on a 200-day contract each academic school year for up to three years. • Curriculum specialists, assigned to selected schools as members of a yearlong technical assistance team to provide support in curriculum planning, alignment and instruction, and professional development. • District instructional facilitators, assigned as yearlong mentors to assist schools in implementing standards-based instructional practices. • Principal specialists. • Principal leaders, assigned as members of the School Support team to assist and support principals in selected schools. <p>ERT recommendations are also presented to the State Board and ERTs revisit schools the next year to evaluate implementation.</p>
Composition of teams	ERTs are formed from a diverse, exemplary bank of educators with administrative experience and background in scientifically based research practices and school reform initiatives. School support teams consist of a pool of distinguished educators with strong leadership skills and a history of strong student academic performance.
Training for providers	The SEA trains ERTs on the site visit process and trains school support teams on a range of topics. The Education Oversight Committee and Leadership Academy trains Principal specialists.
<i>Services Provided to Schools</i>	
Data driven models	Teacher specialists and Principal specialists assist schools in analyzing test data to identify patterns and instructional deficiencies.
Instructional strategies	Teacher specialists serve as coaches. Both Teacher and Principal specialists assist faculty in gaining knowledge, implementing best instructional practices, and developing strategies to address deficiencies.
Staff development	Teacher specialists and Principal specialists provide support and training.
Reallocation of resources & assistance with outside funding	The ERT recommendations provide a framework for school districts to use in the budgetary decision making process, in making programmatic adjustments to meet school needs, and to meet state standards.

Source: <http://www.myscschools.com/>

Statewide System of Support Profile

South Dakota

<i>Organizational Structure</i>	
Title I	Office of Educational Services and Support
CSR	Same as Title I
School Improvement	Same as Title I
Curriculum & Instruction	Office of Curriculum, Technology, and Assessment
Accountability (AYP)	Same as Title I
Assessment	Same as Curriculum & Instruction
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	<p>Schools failing to meet AYP for two consecutive years are placed in school improvement status. The LEA can provide technical assistance to these schools directly or through the regional Education Service Agencies (the state has seven ESAs).</p> <p>In addition, Title I School Support Team (SST) representatives are deployed by the state to provide on-site consultations to all schools identified for school improvement. SST representatives assist schools in developing, modifying, implementing, and monitoring their school improvement plans. There are 12 regional SST representatives serving the state.</p>
Composition and selection of teams	Technical assistance from the LEA may be provided by representatives from the DOE, institutions of higher education, or outside consultants.
Training for providers	Extensive training in data analysis, school improvement process and plan requirements. MCREL also provided training in strategies to use in working with teachers and district administration through four 1-day workshops last year. SST members are trained in NCLB requirements through various meetings, including a joint annual meeting with the Committee of Practitioners.
<i>Services Provided to Schools</i>	
Data driven models	Schools receive support from SST and ESAs in analyzing assessment data for developing strategies that improve instruction of content standards.
Instructional strategies	Instructional support, including curriculum mapping, is provided by the ESA and SST representatives.
Staff development	ESAs provide professional development in curriculum areas for teachers and administrators.
Reallocation of resources & assistance with outside funding	SST representatives assist the school in prioritizing its budget toward school improvement.

Sources: <http://doe.sd.gov/oess/title/1Abasic/>
<http://doe.sd.gov/esa/index.asp>

Statewide System of Support Profile

Tennessee

<i>Organizational Structure</i>	
Title I	Office of Federal Programs
CSR	Same as CSR
School Improvement	Division of Accountability
Curriculum & Instruction	Division of Teaching and Learning
Accountability (AYP)	Division of Accountability
Assessment	Division of Assessment
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	The state provides technical assistance through the Exemplary Educators Program, Urban Education Office, and 9 regional Field Service Centers. The Exemplary Educators Program is an initiative of the Division of Accountability that assigns recently retired educators to SI schools to provide direct assistance to principals and teachers for improving AYP results. The program is administered by the Appalachia Educational Laboratory (AEL) through a grant from the state.
Composition and selection of teams	AEL selects Exemplary Educators from a pool of recently retired educators whose experience and expertise match the needs of schools. Exemplary Educators are self-employed and serve as independent contractors with AEL.
Training for providers	<i>AEL</i>
<i>Services Provided to Schools</i>	
Data driven models	<i>Information not yet available</i>
Instructional strategies	<i>Information not yet available</i>
Staff development	Schools receive technical assistance in staff development through the regional field service centers and the Exemplary Educators program.
Reallocation of resources & assistance with outside funding	<i>Information not yet available</i>

Source: <http://www.state.tn.us/education/acctexemplaryeducator.htm>

Statewide System of Support Profile

Texas

<i>Organizational Structure</i>	
Title I	Division of NCLB Program Coordination
CSR	Same as Title I
School Improvement	Same as Title I
Curriculum & Instruction	Division of Curriculum
Accountability (AYP)	Division of Performance Reporting
Assessment	Division of Student Assessment
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	<p>A school enters the state's School Improvement Program after failing to make AYP for the same indicator (reading, mathematics, attendance rate, or graduation rate) for two consecutive years. Statewide support is deployed through the School Improvement Resource Center (SIRC), operated by a regional education service center. SIRC conducts a school needs assessment through on-site visits and assists the school in revising and implementing its School Improvement Plan.</p> <p>SIRC also assists schools in selecting a Technical Assistance Provider (TAP) and acts as the liaison between school and TAP. The TAP and school contract for the number of days and types of service based on a range of days recommended by the SIRC office. The school and TAP may agree to exceed the maximum, but are bound by contract to the minimum number of days. SIRC works with the school and TAP until the school exits school improvement.</p>
Composition and selection of teams	SIRC is composed of education specialists in various content areas. SIRC manages the TAP application process and provides recommendations to schools on providers that match identified needs. Schools are notified of potential providers and make the final selection.
Training for providers	Upon selection by the school, the TAP is required to attend a two-day training conducted by SIRC.
<i>Services Provided to Schools</i>	
Data driven models	TAP trains school personnel in the use of disaggregated data and benchmarking as an internal progress assessment.
Instructional strategies	TAP provides training in instruction strategies.
Staff development	TAP trains school leaders to match professional development to campus needs.
Reallocation of resources & assistance with outside funding	TAP partners with the internal School Improvement Team to focus budgeted time, personnel, and monies on targeted improvements.

Source: <http://www.tea.state.tx.us/nclb/Schoolimprovement06.html>

Statewide System of Support Profile

Utah

<i>Organizational Structure</i>	
Title I	Title I Compliance Officer and Specialists housed in Special Education; Assessment and Accountability; Instructional Improvement Team housed in Curriculum. All operating in conjunction under the direction of assistant superintendents.
CSR	Title I Compliance Officer and Specialists, Assessment and Accountability, Instructional Improvement Team
School Improvement	School Instructional Improvement Team: Alignment Facilitator, Literacy Instructional Specialist, Mathematics Instructional Specialist
Curriculum & Instruction	Curriculum and Instruction comprised of Curriculum Specialists in all Utah core subjects
Accountability (AYP)	Same as Title I
Assessment	Assessment and Accountability Department, Curriculum Department
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	According to the state's accountability plan, if a school fails to make AYP in two consecutive years the district or another qualified entity (Local Education Agency) must provide technical assistance in the areas of data analysis, professional development, instructional strategies, and resource/budget assistance to the schools. The state gives priority to Title I districts/schools in Restructure or Corrective Action under NCLB. The next level of priority is to districts/schools in School Improvement Status. The State gives third priority to Title I districts/schools needing support and assistance.
Composition and selection of teams	The State Instructional Improvement Team helps facilitate the organization of teams for the use of the LEA. The Instructional Improvement Team is comprised of School Instructional Alignment Facilitator, Literacy Instructional Specialist, and Mathematics Instructional Specialist. The Instructional Improvement Team provides intervention and support aligned with the State's core curriculum and accountability program.
Training for providers	The State's Instructional Improvement Team will provide year round opportunities for professional development, workshops, and support to LEAs and schools.
<i>Services Provided to Schools</i>	
Data driven models	Differentiated data-based instruction focused on student learning needs.
Instructional strategies	LEAs use research based instructional strategies using the data collected showing schools' and students' needs supported by the State Educational Agency.
Staff development	Professional development services are provided for principals and teachers to target areas of need and address those needs based on observation and data from each school and student.
Reallocation of resources & assistance with outside funding	Title I Specialist and Instructional Improvement Team will coordinate programs and funds from multiple federal and state sources into one focused improvement effort.

Sources: <http://www.usoe.k12.ut.us/nclb/documents/pdf/AYPPlan.pdf>
<http://www.schools.utah.gov/OrgChart.pdf>

Statewide System of Support Profile

Vermont

<i>Organizational Structure</i>	
Title I	Federal Programs
CSR	Same as School Improvement
School Improvement	Standards and Assessment
Curriculum & Instruction	Same as School Improvement
Accountability (AYP)	Same as School Improvement
Assessment	Same as School Improvement
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	The school support coordinators from the Vermont Department of Education coordinate services across all divisions of the Department to the identified schools. They work with identified schools to develop required actions, provide additional financial support through Title I pass through grants for the required actions and school improvement efforts; help schools to identify additional resources from other sources and coordinate with all providers working with the school.
Composition and selection of teams	The Vermont Department of Education is responsible for selecting school support coordinators.
Training for providers	The Vermont Department of Education is responsible for training school support coordinators.
<i>Services Provided to Schools</i>	
Data driven models	Data from the school are analyzed by the school improvement coordinator with the school and used for action planning to improve performance.
Instructional strategies	The Department is currently working with partners to offer opportunities for schools in areas such as differentiated instruction, teaching all secondary students, response to intervention, formative assessment, etc.
Staff development	Currently the Vermont Professional Development Network offers regional networks for mathematics, literacy and science.
Reallocation of resources & assistance with outside funding	School support coordinators assist in accessing resources and outside funding. Title I schools receive Title I school improvement funds.

Source: <http://www.state.vt.us/educ/>

Statewide System of Support Profile

Virginia

<i>Organizational Structure</i>	
Title I	Office of Program Administration and Accountability within the Division of Instruction
CSR	Same as Title I
School Improvement	Office of School Improvement
Curriculum & Instruction	Division of Instruction
Accountability (AYP)	Same as Title I
Assessment	Division of Assessment and Reporting
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	<p>The school support team is part of the state’s overall academic review process. The first year a school is in accredited with warning status an academic review team is deployed and the school is assigned to one of three academic review tiers (state directed, locally assisted, locally directed). The second year a school is in warning status a support team assists the school with a state-mandated three-year school improvement plan and provisions for school choice and supplemental services.</p> <p>For those schools requiring both school- and district-level intervention, the team provides monthly technical assistance. This includes meeting with both the principal and a district representative assigned to the school.</p> <p>For those schools requiring only school-level intervention, the support team provides quarterly assistance to the principal and the school improvement team.</p>
Composition and selection of teams	Members of the school support team are selected by the state from a pool of state staff and/or independent contractors trained in developing, implementing, and monitoring the school improvement plan. One individual serves as the team leader responsible for leading the support team in reviewing and updating the school improvement plan and coordinating technical assistance services to the school.
Training for providers	The state provides training for academic review personnel.
<i>Services Provided to Schools</i>	
Data driven models	The school support team analyzes data and helps the school use this data in modifying their school improvement plans.
Instructional strategies	The school support team helps the school select effective instructional strategies that meet its needs.
Staff development	The school support team determines professional development needs and modifies the improvement plan to meet those needs.
Reallocation of resources & assistance with outside funding	The school support team reviews the school’s allocation of resources in relation to its school improvement plan.

Source: <http://www.doe.virginia.gov/VDOE/suptsmemos/2005/inf202a.pdf>
<http://www.pen.k12.va.us/VDOE/suptsmemos/2005/inf202.html>

Statewide System of Support Profile

Washington

<i>Organizational Structure</i>	
Title I	Special Programs Section
CSR	Same as Title I
School Improvement	School Improvement Section
Curriculum & Instruction	Curriculum and Instruction Section
Accountability (AYP)	Academic Achievement and Accountability (A+) Commission was dissolved and its duties transferred to the State Board of Education
Assessment	Assessment and Research Section
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	The School Improvement Assistance (SIA) system provides technical assistance to schools in addressing their specific needs, developing and implementing School Improvement Plans. Schools develop a Performance Agreement with the district and state. The state assigns a School Improvement Facilitator (SIF) to assist schools with Performance Agreements and coordinate assistance from outside vendors. SIFs work approximately 1.5 days a week with each school for the three years of school improvement plan development and implementation. The state provides resources and expertise based on the school's needs assessment such as content area specialists to assist with curriculum development or funding and expertise to implement research-based practices/programs.
Composition and selection of teams	SIFs are experienced educators who have been successful in improving student performance. Although an internal School Improvement Leadership Team develops the SIP and Performance Agreement, the team may include Educational Service District and state staff.
Training for providers	SIA conducted an 80-hour training for School Improvement Facilitators in summer 2005. The training incorporated an overview of the SIA Program including history, process, organizational aspects and content. The training also introduced skills and attributes required of the SIFs and aligned those requirements. Following the training SIFs attended 24 hours of identified OSPI Summer Institute Sessions. Lastly, SIFs attend a monthly professional development day on topics of interest/need.
<i>Services Provided to Schools</i>	
Data driven models	A web-based School Improvement Planning Tool and the School Improvement Planning Process Guide provide resources. Schools also participate in a needs assessment based on 9 common characteristics of high performing schools.
Instructional strategies	Schools receive assistance in implementing research-based instructional strategies.
Staff development	Professional development and training workshops are provided by OSPI and in partnership the Association Washington School Principals (AWSP), the Washington Association of School Administrators (WASA), Center for Educational Effectiveness (CEE) as well as other organizations.
Reallocation of resources & assistance with outside funding	Schools receive funding to contract with outside vendors to assist them in producing improvement plans and implementing research-based programs.

Sources: <http://www.k12.wa.us/SchoolImprovement/pubdocs/SIA-overview.doc>
<http://www.k12.wa.us/SchoolImprovement/default.aspx>

Statewide System of Support Profile

West Virginia

<i>Organizational Structure</i>	
Title I	Office of Instructional Services
CSR	Same as Title I
School Improvement	Office of School Improvement Services
Curriculum & Instruction	Same as Title I
Accountability (AYP)	Same as School Improvement
Assessment	Office of Student Assessment Services
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	Schools that have failed to meet AYP for two consecutive years in one indicator are identified for school improvement. School support teams assist the school with all facets of their improvement process which includes reviewing and analyzing the school's operations; working those findings into the school improvement plan (SIP); collaborating with the internal school improvement team to design, implement, and monitor the SIP; coordinating assistance from the DOE; and providing feedback to the LEA on the school's progress. The LEA is responsible for ensuring that a school receives technical assistance throughout the school improvement process in the areas of data and budget analysis and SIP implementation strategies.
Composition and selection of teams	The school support team, also referred to as the county support team, is composed of individuals knowledgeable about scientifically based research methods in teaching and learning. Team members are selected by the LEA and may include highly qualified teachers and principals, representatives from RESA, student services personnel, representatives from higher education, or consultants.
Training for providers	<i>Information not yet available</i>
<i>Services Provided to Schools</i>	
Data driven models	LEA and the school support team provide technical assistance in analyzing state assessment results and in teaching staff how to use this data to identify and solve problems in instructional practices.
Instructional strategies	LEA and the school support team help the school select effective instructional strategies and methods that meet its needs.
Staff development	LEA and the school support team provide technical assistance in professional development strategies.
Reallocation of resources & assistance with outside funding	LEA and the school support team assist in analyzing and revising the school's budget to fund activities that will increase student achievement.

Sources: <http://wvde.state.wv.us/titlei/si.htm>
http://wvde.state.wv.us/titlei/documents/TitleISchoolImprovementSept2005_001.ppt

Statewide System of Support Profile

Wisconsin

<i>Organizational Structure</i>	
Title I	Title I Team, Division for Reading and Student Achievement
CSR	Same as Title I
School Improvement	Office of Educational Accountability, Division for Reading and Student Achievement
Curriculum & Instruction	Content and Learning Team, Division for Academic Excellence
Accountability (AYP)	Same as School Improvement
Assessment	Same as Accountability
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	Schools that have failed to meet AYP for two or more consecutive years in the same indicator are identified for improvement. State support is prioritized for identified schools that also receive Title I funds. As of August 2005 the Department of Public Instruction began forming a statewide system of school support that involves assisting district central office staff in evaluating the effectiveness of their support to low performing schools. Seven pilot district teams have developed a rubric for assessing the effectiveness of differentiated support systems and will use the rubric to self assess their local efforts in Fall 2006. Teams of exemplary educators will validate these results in a peer review process.
Composition and selection of teams	Each peer review team will be composed of educators, persons knowledgeable about successful district models of support to low performing schools, and persons who understand relevant research and practice about teaching and learning, particularly about strategies for low achieving students. Team members could also represent universities, research laboratories and outside consultant groups.
Training for providers	Peer review team members will be trained in the self-assessment rubric. Districts may choose peer reviewers from the pool of trained educators.
<i>Services Provided to Schools</i>	
Data driven models	Intermediate education agencies facilitate data retreats around the state to assist school staff in analyzing data for school improvement decisions. An online data based school improvement planning tool is currently in use by 250 schools. http://www.dpi.wi.gov/sig/improvement/tools.html Several online perceptions surveys (of parent, staff, students, community) are also available. http://www.dpi.wi.gov/sig/improvement/process.html
Instructional strategies	Two toolkits providing strategies for classroom teachers to improve instruction for middle and high school students in reading and mathematics are under development.
Staff development	Staff development around best practices in reading/mathematics instruction will begin in Fall 2006 in connection with the toolkits. In Spring 2006, a school visit program pairing schools identified for improvement with high performing schools of similar demographics will be piloted in Milwaukee. The program will begin statewide in 2006-07.
Reallocation of resources & assistance with outside funding	Schools identified for improvement are given priority for funding in five discretionary grant programs (Reading First, CSR, Community Learning Centers, READS, Early & Ongoing Collaboration & Assistance).

Source: <http://dpi.wi.gov/title1/ti11b11.html>

Statewide System of Support Profile

Wyoming

<i>Organizational Structure</i>	
Title I	Federal Programs Unit
CSR	Same as Title I
School Improvement	Accountability and School Improvement Unit
Curriculum & Instruction	Standards and Assessments Unit
Accountability (AYP)	Same as School Improvement
Assessment	Same as Curriculum & Instruction
<i>School Support Teams</i>	
How is work organized and deployed? (priorities, time)	When a school fails to make AYP, a state-led technical assistance team helps analyze programs, practices, and student performance data in order to determine the type of assistance needed for improvement. The state provides targeted assistance to the school/district in the review/revision of their school improvement plan. Assistance is provided as needed.
Composition and selection of teams	The technical assistance team is selected by the Wyoming Department of Education (WDE) and is comprised of WDE Educational Consultants and NCA Regional Representatives.
Training for providers	Workshops and conferences are conducted. Also the five-member State Department Technical Assistance Team works collaboratively to prepare the materials to use with the schools/districts.
<i>Services Provided to Schools</i>	
Data driven models	<i>What Works</i> by Marzano, and <i>Professional Learning Communities</i> by DuFour are the basis for technical assistance.
Instructional strategies	<i>Instructional Strategies that Work</i> by Marzano is distributed by the team to schools/districts that did not make AYP. Also, the team is working with <i>Building Background Knowledge</i> and <i>Vocabulary</i> by Marzano in the schools/districts, especially the alternative schools.
Staff development	Technical Assistance presentations at the Fall and Spring Wyoming Department of Education School Improvement Conferences; also, professional development provided on Marzano's and DuFour's materials as well as data-driven decision making and the new PAWS assessment system to schools, faculties, and administrators as requested.
Reallocation of resources & assistance with outside funding	Consolidated Applications and Monitoring Reports are reviewed by Program Managers with input from state support teams. State support teams provide input on the review of applications for School Improvement Funds for alignment to school improvement plans. State support teams review school improvement plans along with NCA Regional Representatives.

Source: http://www.k12.wy.us/supt/2003_pr/ayp_explain.pdf