LEA or School Self-Study Guide Checklist

Self-Study Guide Checklist - Preparation

Task	Recruit team members which could include leadership from the district or school, content area teachers, exceptional student education and English learner specialists, and academic coaches.		
Person Responsible		**Due Date**	**Date Completed**
LEA or School Leadership			
Follow-up Notes/Tasks			

Task	Choose a knowledgeable facilitator such as a School Improvement Director.		
Person Responsible		**Due Date**	**Date Completed**
LEA or School Leadership or Team			
Follow-up Notes/Tasks			

Task	Review materials for self-study process and gather all pertinent data and evidence pertaining to the interventions.		
Person Responsible		**Due Date**	**Date Completed**
Facilitator			
Follow-up Notes/Tasks			

Task	Distribute a blank *LEA or School Scoring Template*, *LEA or School Scoring Guide*, *Appendix A*, *Appendix B*, as well as any other relevant data or evidence to each team member. Provide a timeline for team members to review the materials.	
Person Responsible	**Due Date**	**Date Completed**
Facilitator		
Follow-up Notes/Tasks		

Task	Review all materials received from the facilitator.	
Person Responsible	**Due Date**	**Date Completed**
Team Members		
Follow-up Notes/Tasks		

Task	Conduct a short meeting after team members have reviewed the documents to discuss any questions.	
Person Responsible	**Due Date**	**Date Completed**
Facilitator		
Follow-up Notes/Tasks		

Task	Attend team meeting and ask any questions to be sure the process is clear.

Person Responsible	**Due Date**	**Date Completed**
Team Members		

Follow-up Notes/Tasks

Task	Ask each team member to re-read the self-study guide section addressing the collection and evaluating of research and ESSA Levels of Evidence. Request team members to review research pertinent to an area related to school improvement to identify an evidence-based intervention for consideration by the self-study team. Instruct team members to complete the *LEA or School Scoring Template* for the intervention selected.

Person Responsible	**Due Date**	**Date Completed**
Facilitator		

Follow-up Notes/Tasks

Task	Establish a deadline for completion and submission of the *LEA or School Scoring Templates* and communicate that to the team.

Person Responsible	**Due Date**	**Date Completed**
Facilitator		

Follow-up Notes/Tasks

Task	Re-read the sections of the self-study guide addressing the collecting and evaluating of research and the ESSA Levels of Evidence. Conduct a review of research to identify a school improvement intervention to be considered for recommendation by the team. Complete the *LEA or School Scoring Template*, using the *LEA or School Scoring Guide* as an example, and submit the completed template to the facilitator by the established deadline.

Person Responsible	**Due Date**	**Date Completed**
Team Members		

Follow-up Notes/Tasks

Task	Distribute the completed *LEA or School Scoring Templates* to all team members and ask them to rate the interventions according to the scale on the template and to complete the *LEA or School Scoring Guide*.

Person Responsible	**Due Date**	**Date Completed**
Facilitator		

Follow-up Notes/Tasks

Task	Rate the interventions on the *LEA or School Scoring Templates* (received from the facilitator) according to the rating on the template. Complete the *LEA or School Scoring Guide* after reviewing the research and information provided for each intervention. Use the guiding questions to help make decisions.

Person Responsible	**Due Date**	**Date Completed**
Team Members		

Follow-up Notes/Tasks

Self-Study Guide Checklist - Discussion

Task
Conduct the first team vote in an effort to reach consensus on the ratings.

Person Responsible	Due Date	Date Completed
Facilitator		

Follow-up Notes/Tasks

Task
Guide the team discussion regarding the first vote including the rationale for decisions of team members.

Person Responsible	Due Date	Date Completed
Facilitator		

Follow-up Notes/Tasks

Task
Participate in the discussion regarding first vote. Reconsider the first rating based on discussion.

Person Responsible	Due Date	Date Completed
Team Members		

Follow-up Notes/Tasks

Task	Facilitate second team vote if consensus is not reached initially.		
Person Responsible	**Due Date**		**Date Completed**
Facilitator			
Follow-up Notes/Tasks			

Task	Participate in second team vote If consensus is not reached initially.		
Person Responsible	**Due Date**		**Date Completed**
Team Members			
Follow-up Notes/Tasks			

Task	Guide any discussion and records results of voting, any team thoughts, comments or concerns, on the *LEA or School Voting and Consensus Rating Form*.		
Person Responsible	**Due Date**		**Date Completed**
Facilitator			
Follow-up Notes/Tasks			

Task	Participate in additional discussion of voting results.		
Person Responsible	**Due Date**		**Date Completed**
Team Members			
Follow-up Notes/Tasks			

Self-Study Guide Checklist - Planning

Task	Lead discussion regarding priorities, resources, and anticipated challenges and records thoughts of the team on the *LEA or School Planning Form*.		
Person Responsible	**Due Date**		**Date Completed**
Facilitator			
Follow-up Notes/Tasks			
Task	Participate in discussion regarding priorities, resources, and anticipated challenges.		
Person Responsible	**Due Date**		**Date Completed**
Team Members			
Follow-up Notes/Tasks			

Task	Mark calendar to complete tasks by established deadlines.		
Person Responsible		**Due Date**	**Date Completed**
Facilitator			
Follow-up Notes/Tasks			

Task	Record any assigned responsibilities and mark calendar to complete tasks by established deadlines.		
Person Responsible		**Due Date**	**Date Completed**
Team Members			
Follow-up Notes/Tasks			

Task	Schedule future meetings to assess progress.		
Person Responsible		**Due Date**	**Date Completed**
Facilitator			
Follow-up Notes/Tasks			

Task	Attend any future meetings as scheduled by the facilitator.		
Person Responsible		**Due Date**	**Date Completed**
Team Members			
Follow-up Notes/Tasks			

LEA or School Facilitator's Checklist

Facilitator's Checklist - Preparation

Task	Review materials for self-study process and gather all pertinent data and evidence pertaining to the strategies and interventions.

Due Date	Date Completed

Follow-up Notes/Tasks

Task	Distribute a blank *LEA or School Scoring Template*, *LEA or School Scoring Guide*, *Appendix A*, and *Appendix B*, as well as any other relevant data or evidence to each team member. Provide a timeline for team members to review the materials.

Due Date	Date Completed

Follow-up Notes/Tasks

Task	Conduct a short meeting after team members have reviewed the documents to discuss any questions.

Due Date	Date Completed

Follow-up Notes/Tasks

Task	Ask each member to re-read the sections of the self-study guide addressing the collecting and evaluating of research and the ESSA Levels of Evidence. Request team members to review research pertinent to an area related to school improvement to identify a specific evidence-based intervention for consideration by the self-study team. Instruct team members to complete the *LEA or School Scoring Template* for the intervention selected.

Due Date	**Date Completed**

Follow-up Notes/Tasks

Task	Establish a deadline for completion and submission of the *LEA or School Scoring Templates* and communicate that to the team.

Due Date	**Date Completed**

Follow-up Notes/Tasks

Task	Distribute the completed *LEA or School Scoring Templates* to all team members and ask them to rate the strategies and interventions according to the scale on the template and to complete the *LEA or School Scoring Guide*.

Due Date	**Date Completed**

Follow-up Notes/Tasks

Facilitator's Checklist - Discussion

Task	Conduct the first team vote in an effort to reach consensus on the ratings.

Due Date	Date Completed

Follow-up Notes/Tasks

Task	Guide the team discussion regarding first vote including the rationale for decisions of team members.

Due Date	Date Completed

Follow-up Notes/Tasks

Task	Facilitate second team vote if consensus is not reached initially.

Due Date	Date Completed

Follow-up Notes/Tasks

Task	Guide any discussion and record results of voting, any team thoughts, comments or concerns, on the *LEA or School Voting and Consensus Rating Form*.
	Due Date **Date Completed**
	Follow-up Notes/Tasks

Facilitator's Checklist - Planning

Task	Lead team discussion regarding priorities, resources, and anticipated challenges and record thoughts of the team on the *LEA or School Planning Form*.
	Due Date **Date Completed**
	Follow-up Notes/Tasks
Task	Mark calendar to complete tasks by established deadlines.
	Due Date **Date Completed**
	Follow-up Notes/Tasks

Task	Schedule future meetings to assess progress.
Due Date	**Date Completed**

Follow-up Notes/Tasks

LEA or School Team Member's Checklist

Team Member's Checklist - Preparation

Task	Review all materials received from the facilitator.

Due Date	Date Completed

Follow-up Notes/Tasks

Task	Attend team meeting and ask any questions to be sure the process is clear.

Due Date	Date Completed

Follow-up Notes/Tasks

Task	Re-read the sections of the self-study guide addressing the collecting and evaluating of research and the ESSA Levels of Evidence. Conduct a review of research to identify a school improvement intervention to be considered for recommendation by the team. Complete the *LEA or School Scoring Template*, using the *LEA or School Scoring Guide* as an example, and submit the completed template to the facilitator by the established deadline.

Due Date	Date Completed

Follow-up Notes/Tasks

	Rate the strategies and interventions on the completed *LEA or School Scoring Templates* (received from the facilitator) according to the rating on the template. Complete the *LEA or School Scoring Guide* after reviewing the research and information provided for each intervention. Use the guiding questions to help make decisions.	
Task		
	Due Date	**Date Completed**
	Follow-up Notes/Tasks	

Team Member's Checklist - Discussion

	Participate in the discussion regarding first vote. Reconsider the first rating based on discussion.	
Task		
	Due Date	**Date Completed**
	Follow-up Notes/Tasks	
Task	Participate in second team vote if consensus is not reached initially.	
	Due Date	**Date Completed**
	Follow-up Notes/Tasks	

Task	Participate in additional discussion of voting results.
Due Date	**Date Completed**
Follow-up Notes/Tasks	

Team Member's Checklist - Planning

Task	Participate in discussion regarding priorities, resources, and anticipated challenges.
Due Date	**Date Completed**
Follow-up Notes/Tasks	

Task	Record any assigned responsibilities and mark calendar to complete tasks by established deadlines.
Due Date	**Date Completed**
Follow-up Notes/Tasks	

Task	Attend any future meetings as scheduled by the facilitator.
Due Date	**Date Completed**

Follow-up Notes/Tasks

LEA or School Scoring Template

Area (choose an area from the LEA or School Scoring Guide, or select your own):

Select the rating that reflects whether or not you feel this option should be included in the menu for selection by comprehensive or targeted support schools.

Intervention:	Select the Rating:
	1 **Not recommended**
	2 **Recommended**
	3 **Strongly recommended**

Evidence Level:

Summary of Research:

Additional Information Regarding Relevance and Appropriateness:

Guiding Questions:

Selected Citations:

LEA or School Scoring Guide

The areas chosen for the LEA or School Scoring Guide were based on those identified in the Institute of Education Sciences (IES) Practice Guide Turning Around Chronically Low-Performing Schools. A literature review was conducted identifying interventions associated with the areas. In addition, literature was also reviewed pertaining to the systemic interventions previously required for use in schools needing improvement. The *LEA or School Scoring Guide* is not meant to be an all-inclusive or recommended list of school improvement interventions, but rather contains examples of interventions identified in the practice guide that might meet the needs of schools requiring comprehensive or targeted support. A brief heading appears before the description of each intervention that corresponds to the *LEA or School Voting and Consensus Rating Form* to help team members recall the gist of each intervention as they complete the rating form.

Area 1: Implementing Systemic Change

LEAs or schools select and implement a systemic intervention which affects the organizational structure of the school.

Select the rating that reflects whether or not you feel this option should be included in the menu for selection by comprehensive or targeted support schools.

Reconstitution	Select the Rating:
LEAs or schools will implement a reconstitution model which will replace the principal, rehire no more than 50 percent of the staff, and grant the principal sufficient operational flexibility (including staffing, calendars, schedules, and budgeting) to implement fully a comprehensive approach that substantially improves student outcomes.	**1** **Not recommended** **2** **Recommended** **3** **Strongly recommended**

Evidence Level:

Moderate

Summary of Research:

One quasi-experimental study[13] found improved student achievement in the first year of the reform but smaller impacts in subsequent years. Over time, it does not seem that the positive impact on student achievement is sustained; however, it may be due to the withdrawal of support such as professional development that occurred in the years following the reconstitution.

Additional Information Regarding Relevance and Appropriateness:

Student achievement data; teacher evaluations; hiring protocol for teachers and administrators; list of principals that have lead a successful reconstitution effort in the past; plans for professional development, budgeting, etc.; student data from schools that have reconstituted in the past; school improvement plans.

- Are we satisfied with the evidence level of this intervention?

- Are there schools in our district that have reconstituted and where are they?

- Under what conditions were these schools successful or not?

- How can we help ensure that the new principal and staff can make effective change?

- How do we help recruit and retain high-quality teachers?

- How can we help ensure that any initial positive impact is sustained?

- For what schools might this be a relevant and appropriate choice?

- Can or should this intervention be used in conjunction with other interventions?

- What is the cost/benefit of utilizing this intervention?

Selected Citations:

[13]Strunk, K. O., Marsh, J. A., Hashim, A. K., & Bush-Mecenas, S. (2016). Innovation and a Return to the Status Quo A Mixed-Methods Study of School Reconstitution. *Educational Evaluation and Policy Analysis*, DOI: 0162373716642517.

Select the rating that reflects whether or not you feel this option should be included in the menu for selection by comprehensive or targeted support schools.

Transformation	Select the Rating:	
LEAs or schools will implement a transformational model, which by definition replaces the principal, and addresses various aspects at the school such as professional development, instructional reform, teacher evaluation and rewards systems, extended learning time, and community involvement.	**1**	**Not recommended**
	2	**Recommended**
	3	**Strongly recommended**

Evidence Level:

Moderate

Summary of Research:

A meta-analysis of research[14] was conducted regarding a transformational model as well as the effects associated with specific comprehensive school reform model components. Overall, the effects appear to be positive, especially in the instances where the intervention was in place for five years or more. If using an outside provider, it is important to consider the provider that is most appropriate for the needs of the school. While the intent was for the intervention to emphasize eleven specific components as identified by the U.S. Department of Education in 2002 in a comprehensive manner[15], some externally developed programs emphasized some components more than others.

Additional Information Regarding Relevance and Appropriateness:

Student achievement data; hiring protocols for administrators and teachers; professional development plans; teacher evaluations and compensation documentation; master schedule; documentation of partnerships with organizations outside of the school; documentation of instructional time and offerings beyond the school day; documentation of parental involvement efforts and results; building and grounds maintenance and custodial information; school improvement plans.

Guiding Questions:

- Are we satisfied with the evidence level of this intervention?

- Where has a transformational model been implemented?

- Under what conditions were these schools successful or not?

- If a school wishes to use an outside provider to assist them, how will the district help them in the selection process?

- Can a school implement its own model, and what guidance with the district provide?

- What can we do to help promote sustainability?

- For what schools might this be a relevant and appropriate choice?

- Can or should this intervention be used in conjunction with other interventions?

- What is the cost/benefit of utilizing this intervention?

Selected Citations:

[14]Borman, G. D., Hewes, G. M., Overman, L. T., & Brown, S. (2003). Comprehensive school reform and achievement: A meta-analysis. *Review of educational research*, *73*(2), 125-230.

[15]May, H., & Supovitz, J. A. (2006). Capturing the cumulative effects of school reform: An 11-year study of the impacts of America's Choice on student achievement. *Educational Evaluation and Policy Analysis*, *28*(3), 231-257.

Select the rating that reflects whether or not you feel this option should be included in the menu for selection by comprehensive or targeted support schools.

Transfer Control	Select the Rating:
LEAs or schools will implement a restart model which involves transferring control of a school to an operator, such as a charter school, that has been selected through a rigorous review process.	**1 Not recommended** **2 Recommended** **3 Strongly recommended**

Evidence Level:

Promising

Summary of Research:

Only a few schools that received School Improvement Grant funds have chosen to restart by transferring control to a charter school. Case studies[16] suggest that the autonomy associated with charters can be an advantage in implementing processes that may positively impact student achievement. That said, the restart model has had mixed results reflecting that simply converting a low-performing school to a charter school does not in and of itself positively impact student achievement[17].

Additional Information Regarding Relevance and Appropriateness:

Student achievement data; data from potential operator who have restarted schools; review protocol for potential operators; school improvement plans for comprehensive and targeted support schools.

Guiding Questions:

- Are we satisfied with the evidence level of this intervention?
- Where has a restart model been implemented?
- Under what conditions were these schools successful or not?
- How can we ensure that the school selects the operator that best meets their needs?
- What review process occurs for operators?
- For what schools might this be a relevant and appropriate choice?
- Can or should this intervention be used in conjunction with other interventions?
- What is the cost/benefit of utilizing this intervention?

Selected Citations:

[16]Corbett, J. (2015). Chartering Turnaround: Leveraging Public Charter School Autonomy to Address Failure. *National Alliance for Public Charter Schools*.

[17]Herman, R. (2012). Scaling school turnaround. *Journal of Education for Students Placed at Risk (JESPAR)*, *17*(1-2), 25-33.

Select the rating that reflects whether or not you feel this option should be included in the menu for selection by comprehensive or targeted support schools.

Magnet	Select the Rating:	
LEAs or schools will convert to a thematic magnet school resulting in a change in faculty as well as a change in student population.	**1**	**Not recommended**
	2	**Recommended**
	3	**Strongly recommended**

Evidence Level:

Moderate

Summary of Research:

Many years of research[18] substantiates the fact that schools in need of the most improvement are most often schools with higher populations of minority students and students in poverty. Studies[19,20,21,22] show that if the school implements a magnet program attracting students in higher socio-economic backgrounds, student achievement tends to increase.

Additional Information Regarding Relevance and Appropriateness:

Student achievement data; protocol for selection of the theme for the school; data from other schools that have converted to magnets in the district; protocol for hiring teachers and administrators; and school improvement plans.

- Are we satisfied with the evidence level of this intervention?

- Where has the implementation of a magnet program been implemented?

- Under what conditions were these schools successful or not?

- What types of magnet programs have been most successful?

- For what schools might this be a relevant and appropriate choice?

- Can or should this intervention be used in conjunction with other interventions?

- What is the cost/benefit of utilizing this intervention?

Selected Citations:

[18]Blank, R. K., Dentler, R., Baltzell, D. C., Chabotar, K (1983). *Survey of magnet schools. Analyzing a model for quality integrated education*. Final Report of a National Study 10-11 (U.S. Dept. of Ed.).

[19]Bifulco, R., Cobb, C. D., Bell, C. (2008). *Do magnet schools outperform traditional public schools and reduce the achievement gap?* The case of Connecticut's interdistrict magnet school program. Occasional Paper No. 167. New York: National Center for the Study of Privatization in Education.

[20]Gamoran, A. (1996). Student achievement in public magnet, public comprehensive, and private city high schools. Educational Evaluation and Policy Analysis 18, 1–18.

[21]Kahlenberg, R. D. (2009). *Turnaround schools that work: Moving beyond separate but equal*. Century Foundation.

[22]Poppell, J. and Hague, S. (2001). Examining indicators to assess the overall effectiveness of magnet schools: A study of magnet schools in Jacksonville, Florida. Paper presented at the American Educational Research Association, Seattle, Washington, 10-14.

Area 2: Establishing Strong Leadership

LEAs or schools will identify and employ strong leadership that can effect change quickly.

Select the rating that reflects whether or not you feel this option should be included in the menu for selection by comprehensive and targeted support schools.

Principal Commitment	Select the Rating:	
LEAs or schools will ensure that the principal has a clear commitment to dramatic changes from the status quo and can communicate the magnitude and urgency of those changes.	**1**	**Not recommended**
	2	**Recommended**
	3	**Strongly recommended**

Evidence Level:

Promising

Summary of Research:

It is important that principals "demonstrate commitment to developing a learning community for students and staff with the primary focus of the school on learning with staff and students working together toward that goal".[23] School leaders also signal change through clear communication, creating high expectations, sharing leadership and authority, demonstrating a willingness to make the same types of changes asked of their staff, identifying advocates with the staff, building a consensus that permeates the staff, ensuring that the maximum amount of classroom time is focused on instruction and establishing a cohesive culture. The current principal may be able to signal change; however, there may need to be a change in leadership to communicate the need for a dramatic change in the school.

Additional Information Regarding Relevance and Appropriateness:

Principal evaluations; student achievement data; hiring protocols; and school improvement plans.

- Are we satisfied with the evidence level of this intervention?

- How often are principals retained versus new principals hired at schools needing improvement in our district?

- How does the success of a retained principal compare to that of a newly hired principal?

- Under what conditions were schools that implemented this intervention successful or not?

- How can we ensure the principal will implement change and exhibit behaviors that impact student achievement?

- For what schools might this be a relevant and appropriate choice?

- Can or should this intervention be used in conjunction with other interventions?

- What is the cost/benefit of utilizing this intervention?

Selected Citations:

[23]Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). *Turning Around Chronically Low-Performing Schools: A practice guide* (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides pg. 10.

Select the rating that reflects whether or not you feel this option should be included in the menu for selection by comprehensive and targeted support schools.

Principal Behaviors	Select the Rating:
LEAs or schools will ensure that principals implement evidence-based behaviors shown to increase student achievement such as monitoring and providing feedback to teachers and students, protection of instructional time, promoting school learning climate, supporting teachers in professional development, emphasizing data-driven decision-making and positively interacting with students and teachers.	**1** **Not recommended** **2** **Recommended** **3** **Strongly recommended**

Evidence Level:

Varies by specific behavior

Summary of Research:

There are some principal responsibilities that affect student achievement more than others. There is evidence[24] that behaviors related to instructional management and internal relations impact student achievement while behaviors associated with organizational management and administrative duties do not appear to impact student achievement significantly, if at all.

Additional Information Regarding Relevance and Appropriateness:

Principal evaluations, student achievement data, hiring protocols, school climate survey data; and school improvement plans.

Guiding Questions:

- Are we satisfied with the evidence level of this intervention?

- Under what conditions were the schools implementing this intervention successful or not?

- Are there characteristics, such as years of experience, which indicate a principal would be more likely to exhibit these behaviors?

- What will be done to ensure that principals are engaging in behaviors that most impact student achievement?

- How do we support schools as they implement this intervention?

- For what schools might this be a relevant and appropriate choice?

- Can or should this intervention be used in conjunction with other interventions?

- What is the cost/benefit of utilizing this intervention?

Selected Citations:

[24]Osborne-Lampkin, L. T., Folsom, J. S., & Herrington, C. (2015). *A systematic review of the relationships between principal characteristics and student achievement* (REL 2016-091). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from http://ies.ed.gov/ncee/edlabs.

Select the rating that reflects whether or not you feel this option should be included in the menu for selection by comprehensive and targeted support schools.	
Distributed Leadership	Select the Rating:
LEAs or schools will implement a distributed leadership model, transformational leadership model, or an integrated model to increase student achievement.	**1 Not recommended** **2 Recommended** **3 Strongly recommended**

Evidence Level:

Promising

Summary of Research:

Distributed leadership and transformational leadership models positively impact student achievement; however, it appears that the effect is indirect. These leadership styles had a significant effect on changes in school academic capacity, which in turn had significant effects on growth in English language arts and mathematics outcomes.[25] Studies[26,27] have found that over time that schools with a higher level of integrated leadership (transformational and distributed) had higher academic achievement than schools with a lower level of integrated leadership (Heck and Hallinger, 2009).

Additional Information Regarding Relevance and Appropriateness:

Student achievement data; organizational charts from schools; and school improvement plans.

Guiding Questions:

- Are we satisfied with the evidence level of this intervention?

- Has a distributed, transformational, or integrated leadership model been implemented in comprehensive and targeted support schools in our district?

- Under what conditions were these schools successful or not?

- How can we implement these leadership models?

- For what schools might this be a relevant and appropriate choice?

- Can or should this intervention be used in conjunction with other interventions?

- What is the cost/benefit of utilizing this intervention?

Selected Citations:

[25]Louis, K. S., Leithwood, K., Wahlstrom, K. L., Anderson, S. E., Michlin, M., & Mascall, B. (2010). Learning from leadership: Investigating the links to improved student learning. *Center for Applied Research and Educational Improvement/University of Minnesota and Ontario Institute for Studies in Education/University of Toronto*, *42*, 50.

[26]Heck, R. H., & Hallinger, P. (2009). Assessing the contribution of distributed leadership to school improvement and growth in math achievement. *American Educational Research Journal*, *46*(3), 659-689.

[27]Osborne-Lampkin, L. T., Folsom, J. S., & Herrington, C. (2015). *A systematic review of the relation-ships between principal characteristics and student achievement* (REL 2016-091). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from http://ies.ed.gov/ncee/edlabs.

Select the rating that reflects whether or not you feel this option should be included in the menu for selection by comprehensive and targeted support schools.

Turnaround Program	Select the Rating:	
LEAs or schools provide a program such as the School Turnaround Specialist Program which includes substantial professional development to help school leaders improve culture, team building, data analysis, instruction and other aspects of the school to positively impact student achievement. Follow-up occurs over the course of one to two years.	**1**	**Not recommended**
	2	**Recommended**
	3	**Strongly recommended**

Evidence Level:

Moderate

Summary of Research:

A quasi-experimental four-year study[28] was conducted involving schools in Cleveland and Cincinnati, Ohio. The study found statistically significant effects during and after implementing the School Turnaround Specialist Program and underscored the importance of strong leadership. The intervention entailed an intense two-year embedded professional development program in which leaders were given support in establishing goals, using data to make decisions regarding student performance, and motivating teachers. Significant growth occurred in a relatively short period of time. This improvement began during the two-year program and continued two years beyond. The analysis of data excluded schools receiving School Improvement Grants (SIG) during the time of the study. Although improvement was noted, the schools still fell short of the average state level of proficiency.

Additional Information Regarding Relevance and Appropriateness:

Student achievement data; data or information from institutions that provide school turnaround specialist programs; data from any schools that have implemented this type of program; school improvement plans; school climate survey results.

Guiding Questions:

- Are we satisfied with the evidence level of this intervention?

- Has a school turnaround specialist program been implemented in comprehensive and targeted support schools in district?

- Under what conditions were these schools successful or not?

- What institutions or entities provide School Turnaround Specialists Programs or similar programs to schools in our state?

- How can we ensure the program is implemented in a manner similar to the successful program?

- Can or should this intervention be used in conjunction with other interventions?

- For what schools might this be a relevant and appropriate choice?

- What is the cost/benefit of utilizing this intervention?

Selected Citations:

[28]Player, D., & Katz, V. (2016). Assessing School Turnaround: Evidence from Ohio. *The Elementary School Journal*, *116*(4), 675-698.

Area 3: Improving Academic Instruction

LEAs or schools will implement evidence-based curriculum aligned with state standards and assessments and use data to set goals and drive instruction for all students.

Select the rating that reflects whether or not you feel this option should be included in the menu for selection by comprehensive and targeted support schools.

Review Curricula	Select the Rating:	
LEAs or schools will evaluate current curricula and interventions to ensure they are evidence-based and aligned with state standards and assessments.	**1**	**Not recommended**
	2	**Recommended**
	3	**Strongly recommended**

Evidence Level:

Varies, depending on curricula

Summary of Research:

Research[29] reflects that student performance improved if instructional materials were aligned with state standards and assessments. The What Works Clearinghouse provides a list of many reviewed curricula and interventions along with their research base that are shown to improve the academic skills of students. LEAs should incorporate consideration of the research supporting curricula in their review process and whenever feasible give priority to adopting curricula with stronger research support.

Additional Information Regarding Relevance and Appropriateness:

Student achievement data; documentation of instructional materials evaluation/selection process; lists of programs currently used in the school(s); documentation of alignment of materials with standards; documentation that instructional materials and supplies are available and easily accessible; school improvement plans.

- Are we satisfied with the evidence level of the curricula?

- What curricula and materials are successful schools using?

- Under what conditions were schools implementing this intervention successful or not?

- Are there curriculum materials or interventions used in the state that have demonstrated success in comprehensive and targeted support schools?

- What tools do schools need to assist them in evaluating curricula?

- For what schools might this be a relevant and appropriate choice?

- Can or should this intervention be used in conjunction with other interventions?

- What is the cost/benefit of utilizing this intervention?

Selected Citations:

[29]Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). *Turning Around Chronically Low-Performing Schools: A practice guide* (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides.

Select the rating that reflects whether or not you feel this option should be included in the menu for selection by comprehensive and targeted support schools.

Analyze Data	Select the Rating:	
LEAs or schools will analyze a range of data from the prior year at the school level to focus on areas that need improvement schoolwide, at the classroom level to focus on teacher's instructional strengths and weaknesses, and at the student level to focus on the instructional needs of ALL students.	1	Not recommended
	2	Recommended
	3	Strongly recommended

Evidence Level:

Promising

Summary of Research:

Research[30,31,32] suggests that data should be analyzed at the school, classroom, and student level in order to identify areas of strengths and weaknesses and to determine how best to improve the quality of instruction. This data should not be limited to student achievement data[33], but could also include data reflecting the school's climate, community, implementation of curriculum, and quality of instruction. In addition, it is important that the appropriate data is collected and analyzed. Formative assessments selected for implementation must align with the standards, curriculum and the state assessment. Data should be widely distributed and teachers and administrators should be taught how to correctly interpret and use data so as to develop expertise in the use of data.

Additional Information Regarding Relevance and Appropriateness:

Student achievement data, by grade, and by classroom; subgroup data; progress monitoring data from the prior year; data related to attendance and tardiness, surveys regarding climate and culture; discipline referral data and policies; media center circulation data; teacher evaluations, etc. and school improvement plans.

Guiding Questions:

- Are we satisfied with the evidence level of this intervention?

- Under what conditions were schools implementing this intervention successful or not?

- How can we ensure that appropriate data are collected and analyzed?

- How can we ensure that all subgroups are considered?

- How can we ensure that data analysis occurs before the school year starts so that students may receive instruction that meets their needs at the beginning of the school year?

- What support can we provide to ensure that school staff are interpreting data correctly?

- How can we support schools in utilizing non-academic data such as data pertaining to attendance, discipline, course enrollment and pass rates, and fiscal expenditures?

- For what schools might this be a relevant or appropriate choice?

- Can or should this intervention be used in conjunction with other interventions?

- What is the cost/benefit of utilizing this intervention?

Selected Citations:

[30]Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). *Turning Around Chronically Low-Performing Schools: A practice guide* (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides.

[31]Anderson, S., Leithwood, K., & Strauss, T. (2010). Leading data use in schools: Organizational conditions and practices at the school and district levels. *Leadership and Policy in Schools*, *9*(3), 292-327.

[32]van Geel, M., Keuning, T., Visscher, A. J., & Fox, J. P. (2016). Assessing the Effects of a School-Wide Data-Based Decision-Making Intervention on Student Achievement Growth in Primary Schools. *American Educational Research Journal*, DOI: 0002831216637346.

[33]Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). *Using student achievement data to support instructional decision making* (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides.

Select the rating that reflects whether or not you feel this option should be included in the menu for selection by comprehensive and targeted support schools.

Progress Monitoring	Select the Rating:	
LEAs or schools will progress monitor students throughout the school year, analyze data, and modify instruction to meet the ongoing instructional needs of students.	**1**	**Not recommended**
	2	**Recommended**
	3	**Strongly recommended**

Evidence Level:

Moderate

Summary of Research:

Teachers can use this data to determine the progress of students toward grade level standards and to adjust instruction accordingly.[34] Data should analyzed and interpreted so that teachers can develop a hypothesis regarding student learning and modify instruction to test that hypothesis and improve student achievement[35]. A study[36] was conducted of a computerized curriculum-based instructional management system implemented as an enhancement to ongoing mathematics instruction which enabled teachers to use data to modify instruction for students. This was shown to lead to an increase in student achievement in mathematics. In addition, research[37] reflects that a computer-adaptive literacy assessment can help to identify students at risk of not meeting grade level standards as well as those who are not at risk so that teachers can provide instruction accordingly. Finally, computer-adaptive assessments may be especially valuable in helping teachers to monitor the progress of English learners and students with learning disabilities, enabling them to target instruction to their needs.[38]

Additional Information Regarding Relevance and Appropriateness:

Schedules for all progress monitoring conducted; list of tools used; information regarding selection of the tools; data from progress monitoring by school, class, grade, and subgroup; documentation of data meetings (agendas/notes from prior meetings and schedules for upcoming meetings); plans for adjustments to instruction following analyzing data; school improvement plans.

Guiding Questions:

- Are we satisfied with the evidence level of this intervention?

- Under what conditions were the schools implementing this intervention successful or not?

- Are the same progress monitoring tools utilized throughout the district?

- How are progress monitoring tools selected?

- Should there be variation in the tools used or the progress monitoring schedule for schools in need of improvement?

- How can we support schools in collecting data and analyzing it correctly?

- Will the district be involved in collecting and analyzing progress monitoring data? How?

- How can we ensure that progress monitoring data drives continued modification of instruction for all students in all subgroups?

- For what schools might this be a relevant and appropriate choice?

- Can or should this intervention be used in conjunction with other interventions?

- What is the cost/benefit of utilizing this intervention?

Selected Citations:

[34]Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). *Turning Around Chronically Low-Performing Schools: A practice guide* (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides.

[35]Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). *Using student achievement data to support instructional decision making* (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides.

[36]Ysseldyke, J., Spicuzza, R., Kosciolek, S., Teelucksingh, E., Boys, C., & Lemkuil, A. (2003). Using a curriculum-based instructional management system to enhance math achievement in urban schools. *Journal of Education for Students Placed at Risk, 8*(2), 247-265.

[37]Foorman, B., Kershaw, S., Petscher, Y. (2013*). Evaluating the screening accuracy of the Florida Assessments for Instruction in Reading (FAIR).* (REL 2013-008). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2013008.pdf.

[38]Foorman, B., Espinosa, A., Jackson, C., Wu, Y. (2016b*). Using computer-adaptive assessments of literacy to monitor the progress of English learner students.* (REL 2016-149). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2016149.pdf.

Area 4: Developing and Retaining a High-Quality Staff

LEAs or schools implement a plan for developing and retaining a high quality staff that can improve instruction and is dedicated to the school's improvement goals.

Select the rating that reflects whether or not you feel this option should be included in the menu for selection by comprehensive and targeted support schools.

Committed Staff	Select the Rating:	
LEAs or schools will build a committed staff and provide professional development for teachers to improve the quality of instruction in the classroom and positively impact student achievement.	**1**	**Not recommended**
	2	**Recommended**
	3	**Strongly recommended**

Evidence Level:

Strong

Summary of Research:

A common characteristic of schools that have successfully turned around is that school leaders chose teachers who were committed to improving the school and were qualified to implement high-quality instruction.[39] Professional development can also help these teachers continue to improve their instruction. Nine studies[40] that met the What Works Clearinghouse evidence standards, five of which were randomized control trials that met evidence standards without reservations, were examined to ascertain the effectiveness of professional development as it relates to student achievement. These studies focused on elementary school teachers and students and included four studies pertaining to reading and language arts, two related to mathematics, one focused on science and two on language arts, mathematics, and science. All nine studies found that teacher professional development had a moderate effect on student achievement. Effective professional development is focused on content and extends and intensifies teacher knowledge in a particular subject area and how students learn that content.[41] A variety of approaches to professional development can be implemented to impact to student achievement, including the establishment of professional grade level teams wherein teachers can collaborate and receive professional development.[42,43,44]

Additional Information Regarding Relevance and Appropriateness:

Student achievement data; professional development plans for teachers; documentation of decision-making process for professional development topics; lists of professional development topics; agendas or schedules of professional development occurring in the schools; records of who conducted the professional development; data related to implementation of content of professional development; and school improvement plans.

Guiding Questions:

- Are we satisfied with the evidence level of this intervention?

- What schools in the district have implemented this intervention?

- Under what conditions were schools implementing this intervention successful or not?

- What can be done to ensure that schools in analyze data to target their professional development plans?

- What support can be provided for schools as they develop their professional development plans for teachers?

- How can it be ensured that professional development plans are driven by instructional goals?

- What can be done to support schools so they deliver high-quality professional development?

- What can be done to ensure follow-up so that professional development strategies are implemented in the classroom?

- For what schools might this be a relevant or appropriate choice?

- Can or should this intervention be used in conjunction with other interventions?

- What is the cost/benefit of utilizing this intervention?

Selected Citations:

[39]Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). *Turning Around Chronically Low-Performing Schools: A practice guide* (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides.

[40]Yoon, K. S., Duncan, T., Lee, S. W. Y., Scarloss, B., & Shapley, K. L. (2007). Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement. Issues & Answers. REL 2007-No. 033.*Regional Educational Laboratory Southwest (NJ1)*.

[41]Early, D. M., Berg, J. K., Alicea, S., Si, Y., Aber, J. L., Ryan, R. M., & Deci, E. L. (2016). The Impact of Every Classroom, Every Day on High School Student Achievement: Results From a School-Randomized Trial. *Journal of Research on Educational Effectiveness*, *9*(1), 3-29.

[42]Antoniou, P., & Kyriakides, L. (2011). The impact of a dynamic approach to professional development on teacher instruction and student learning: Results from an experimental study. *School Effectiveness and School Improvement*, *22*(3), 291-311.

[43]Saunders, W. M., Goldenberg, C. N., & Gallimore, R. (2009). Increasing achievement by focusing grade-level teams on improving classroom learning: A prospective, quasi-experimental study of Title I schools. *American Educational Research Journal*, *46*(4), 1006-1033.

[44]van Kuijk, M. F., Deunk, M. I., Bosker, R. J., & Ritzema, E. S. (2016). Goals, data use, and instruction: the effect of a teacher professional development program on reading achievement. *School Effectiveness and School Improvement*, *27*(2), 135-156.

Select the rating that reflects whether or not you feel this option should be included in the menu for selection by comprehensive and targeted support schools.	
Coaches	Select the Rating:
LEAs or schools will provide well-trained instructional coaches to deliver embedded professional development for teachers based on data.	**1** **Not recommended** **2** **Recommended** **3** **Strongly recommended**

Evidence Level:

Moderate

Summary of Research:

The hiring of an instructional coach to provide embedded professional development can positively impact student achievement[45,46,47] if the coach is well-trained and engages in behaviors such as modeling lessons, providing feedback, and engaging in discussions centered on data.

Additional Information Regarding Relevance and Appropriateness:

Student achievement data; lists of coaches available in the district and schools; plan for allocation/placement of coaches; job descriptions of coaches; documentation of actual work done by coaches (modeling, assessment coordination, conducting professional development, etc.) credentials of coaches; criteria for coach selection and plan for professional development; plan for professional development for administrators regarding the use of a coach and school improvement plans.

- Are we satisfied with the evidence level of this intervention?

- Have coaches serving in comprehensive and targeted support schools benefited student achievement?

- Under what conditions were schools utilizing coaches successful or not?

- Should there be specific requirements for instructional coaches?

- How many coaches do we have in the district, is this sufficient, and how should we place them?

- Does the job description for a coach reflect those duties that impact student achievement (modeling, data chats, working through the coaching process with teachers)? How should we modify?

- How can we support schools as they select coaches and train them?

- What professional development do coaches receive?

- What professional development are administrators receiving so they utilize coaches most effectively?

- For what schools might this be a relevant or appropriate choice?

- Can or should this intervention be used in conjunction with other interventions?

- What is the cost/benefit of utilizing this intervention?

Selected Citations:

[45]Lockwood, J. R., Jennifer Sloan McCombs, and Julie Marsh. "Linking reading coaches and student achievement evidence from Florida middle schools." *Educational Evaluation and Policy Analysis* 32.3 (2010): 372-388.

[46]Marsh, J. A., McCombs, J. S., & Martorell, P. (2010). How Instructional Coaches Support Data-Driven Decision Making. *Educational Policy*, *20*(10), 1-37.

[47]Matsumura, L. C., Garnier, H. E., & Spybrook, J. (2013). Literacy coaching to improve student reading achievement: A multi-level mediation model. *Learning and Instruction*, *25*, 35-48.

Career Continuum	Select the Rating:	
LEAs or schools will implement a career continuum for teachers encouraging professional growth and the opportunity to take on leadership roles. They will compensate teachers based on student achievement results and their roles designated by the career continuum.	1	Not recommended
	2	Recommended
	3	Strongly recommended

Evidence Level:

Moderate

Summary of Research:

Comprehensive school reforms focused on teacher recruiting and developing high quality teachers can positively impact[48] student achievement. Implementing an aggressive recruitment plan including substantial advertising is important so that high-quality teachers are attracted to schools in need of improvement. In addition, establishing a career continuum can help develop and retain teachers by, (a) enabling teachers to assume increasing responsibilities, roles, and authority; (b) providing opportunities for teachers to conduct professional development in their schools; and (c) holding teachers accountable. Implementing a continuum and compensating teachers according to student achievement and their progress on the continuum yielded significant improvement in student achievement data compared to like schools that did not implement a comprehensive method of recruiting, developing, and retaining teachers. In addition, teachers working in a more supportive professional environment improve their effectiveness more over time than teachers working in less supportive contexts.

Additional Information Regarding Relevance and Appropriateness:

School achievement data; organizational charts; compensation plans; samples of career continuums; school improvement plans.

- Are we satisfied with the evidence level of the intervention?

- Are there schools that have established such a continuum for teachers in our state and how successful has that been?

- Under what conditions were these schools successful or not?

- What responsibilities or roles could be included in a career continuum?

- Would this be well received at the school?

- How can we support schools as they develop a career continuum?

- For what schools might this be a relevant or appropriate choice?

- Can or should this intervention be used in conjunction with other interventions?

- What is the cost/benefit of utilizing this intervention?

Selected Citations:

[48]Schacter, J., & Thum, Y. M. (2005). Tapping into high quality teachers: Preliminary results from the Teacher Advancement Program comprehensive school reform. *School Effectiveness and School Improvement*, *16*(3), 327-353.

Area 5: Creating a Positive School Climate and Culture

LEAs or schools implement a plan to establish a positive school culture and climate that embraces high academic expectations.

Select the rating that reflects whether or not you feel this option should be included in the menu for selection by comprehensive and targeted support schools.	
Safety and Community	Select the Rating:
LEAs or schools will prioritize safety, community, and collaboration amongst all stakeholders including faculty, parents and caregivers, and the community.	**1** **Not recommended** **2** **Recommended** **3** **Strongly recommended**

Evidence Level:

Promising

Summary of Research:

Academic achievement seems to be impacted[49,50] by a school climate and culture that addresses not only academic needs, but also fosters students' feelings of safety, addresses health and mental health issues, and establishes high expectations for academic success. It is important to develop strong partnerships with parents and families, businesses, faith-based organizations, and youth development agencies to address these priorities beyond the school day. In addition, teacher effectiveness tends to improve more over time when teachers are working in supportive professional environments as opposed to when they are working in less supportive contexts.[51]

Additional Information Regarding Relevance and Appropriateness:

School achievement data; school improvement plans; school climate survey results.

- Are we satisfied with the evidence level of this intervention?

- Will this intervention meet the needs of any schools needing improvement in our state?

- What districts or schools have successfully changed the culture and how did that affect student achievement?

- Under what conditions were these schools successful or not?

- What can be done to support districts as they identify areas in their culture that need to be improved and develop a plan for doing so?

- What can be done to support districts as they seek to establish partnerships with outside entities in their community?

- For what schools might this be a relevant or appropriate choice?

- Can or should this intervention be used in conjunction with other interventions?

- What is the cost/benefit of utilizing this intervention?

Selected Citations:

[49]Anderson-Butcher, D., Iachini, A. L., Ball, A., Barke, S., & Martin, L. D. (2016). A University–School Partnership to Examine the Adoption and Implementation of the Ohio Community Collaboration Model in One Urban School District: A Mixed-Method Case Study. *Journal of Education for Students Placed at Risk (JESPAR)*, 1-15.

[50]Tichnor-Wagner, A., & Allen, D. (2016). Accountable for Care: Cultivating Caring School Communities in Urban High Schools. *Leadership and Policy in Schools*, 1-42.

[51]Kraft, M. A., & Papay, J. P. (2014). Can professional environments in schools promote teacher development? Explaining heterogeneity in returns to teaching experience. *Educational Evaluation and Policy Analysis*, *36*(4), 476-500.

Select the rating that reflects whether or not you feel this option should be included in the menu for selection by comprehensive and targeted support schools.

Visible Change	Select the Rating:	
LEAs or schools will create a climate of change evidenced by visible improvements early in the turnaround process.	1	Not recommended
	2	Recommended
	3	Strongly recommended

Evidence Level:

Promising

Summary of Research:

Successful turnaround schools commonly implement visible changes that can be easily recognized as improvements and accomplished quickly. Although the changes made depend upon the school, changes can oftentimes quickly occur in the areas of use of time, resources, the physical plant, and student discipline.[52]

Additional Information Regarding Relevance and Appropriateness:

School achievement data; master schedules; maintenance and custodial plans; procedures for ordering and disbursing instructional materials and supplies; map of the school building; school improvement plans; and school climate survey results.

Guiding Questions:

- Are we satisfied with the evidence level of this intervention?

- Are there schools In the district that have done this?

- Under what conditions were these schools successful or not?

- What can be done to support schools as they make decisions regarding what types of positive changes could be made quickly?

- Could the master schedule be adjusted to allow for more planning time for teachers or to facilitate additional instructional time?

- Is space at the school(s) being used in the most efficient manner?

- Could the procedures for ordering and disbursing instructional materials and supplies become more efficient?

- Are there maintenance projects at the school(s) that could be accomplished quickly?

- For what schools might this be a relevant or appropriate choice?

- Can or should this intervention be used in conjunction with other interventions?

- What is the cost/benefit of utilizing this intervention?

Selected Citations:

[52]Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). *Turning Around Chronically Low-Performing Schools: A practice guide* (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides.

LEA and School Voting and Consensus Rating Form

This form is used to document the results of consensus ratings by the self-study team. The facilitator leads the team in consensus voting which consists of several steps:

1. *Vote.* Ask each team member to provide a numerical ranking (1-3) for each of the areas.

2. *Identify frequency.* Identify the most frequent ranking (if three team members vote 3, five vote 2, and two vote 1, the most frequent ranking that team members votes is 2).

3. *Discuss the rationale of the high frequency ranking.* Ask a team member who selected the high frequency ranking to talk about what motivated that vote.

4. *Discuss the rationale of lower frequency rankings.* Ask other team members to talk about why they voted in a particular way.

5. *Vote.* Use numeric ranking to vote a second time. Team members may change their votes based on the discussion.

6. *Record rating on this form.* If there is a consensus (typically determined by majority vote), record the high frequency ranking. If consensus is not reached (there is a tie), continue discussing and voting until consensus is reached.

7. *Continue across areas* of the self-study guide and include strategies and interventions submitted by team members.

LEA or School Self-Study Team:

Facilitator: _____

Team Member: _____

Team Member: _____

Team Member: _____

Team Member: _____

Team Member: _____

LEA or School Consensus Form:

NR = Not Recommended
R = Recommended
SR = Strongly Recommended

Scoring Guide Area	Consensus Rating	NR	R	SR
1. Implementing Systemic Change	Intervention 1 (reconstitution)	1	2	3
	Intervention 2 (transformation)	1	2	3
	Intervention 3 (transfer control)	1	2	3
	Intervention 4 (magnet)	1	2	3
2. Establishing Strong Leadership	Intervention 1 (principal commitment)	1	2	3
	Intervention 2 (principal behaviors)	1	2	3
	Intervention 3 (distributed leadership)	1	2	3
	Intervention 4 (turnaround program)	1	2	3
3. Improving Academic Instruction	Intervention 1 (review curriculum)	1	2	3
	Intervention 2 (analyze data)	1	2	3
	Intervention 3 (progress monitoring)	1	2	3
4. Developing and Retaining a High Quality Staff	Intervention 1 (committed staff)	1	2	3
	Intervention 2 (coaches)	1	2	3
	Intervention 3 (career continuum)	1	2	3

Scoring Guide Area	Consensus Rating	NR	R	SR
5. Creating a Positive School Climate and Culture	Intervention 1 (safety and community)	1	2	3
	Intervention 2 (visible change)	1	2	3
6. Team-proposed Area	Intervention 1	1	2	3
	Intervention 2	1	2	3
	Intervention 3	1	2	3
7. Team-proposed Area	Intervention 1	1	2	3
	Intervention 2	1	2	3
	Intervention 3	1	2	3
8. Team-proposed Area	Intervention 1	1	2	3
	Intervention 2	1	2	3
	Intervention3	1	2	3
9. Team-proposed Area	Intervention 1	1	2	3
	Intervention 2	1	2	3
	Intervention 3	1	2	3

LEA or School Planning Form

(to be completed by the facilitator)

After the *LEA or School Voting and Consensus Rating Form* has been completed, the facilitator will lead a discussion with the team regarding priorities for action. The facilitator will then complete the planning form based on the thoughts of the team. While many priorities may be identified, the team may choose to focus on only a few at any one time so as not to be overwhelmed. The discussion may also include next steps for developing and disseminating resources to schools. Any challenges and ideas to meet those challenges may also be captured.

AREA:

1. Based on group discussion and consensus ratings, list the top priorities pertaining to the recommendations of interventions for school improvement.

2. What are next steps in addressing the priorities? Consider timelines and who will be responsible.

3. What resources need to be provided for schools? Consider timelines and who will be responsible for development and dissemination.

4. What potential challenges are anticipated? How will they be addressed? Who will be responsible for addressing these challenges?

5. Who will be responsible for ensuring that priorities and resource development and dissemination are occurring according to the established timeline?