Strengthening the Statewide System of Support
A Manual for the Comprehensive Center and State Education Agency

Sam Redding & Herbert J. Walberg, Editors

To be used in conjunction with the *Handbook on Statewide Systems of Support*

and other resources available at:

www.centerii.org

CENTER ON
INNOVATION & IMPROVEMENT
Twin paths to better schools

Acknowledgement

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The Center on Innovation & Improvement
is administered by the Academic Development Institute (Lincoln, IL) in collaboration with its partners, Temple University Center for Research in Human Development and Education (Philadelphia, PA) and Little Planet Learning (Nashville, TN).

Information • Tools • Training

Positive results for students will come from changes in the knowledge, skill, and behavior of their teachers and parents. State policies and programs must provide the opportunity, support, incentive, and expectation for adults close to the lives of children to make wise decisions.

The Center on Innovation & Improvement helps Regional Comprehensive Centers in their work with states to provide districts, schools, and families with the opportunity, information, and skills to make wise decisions on behalf of students.

Purpose of this Manual

Strengthening the Statewide System of Support is a technical assistance manual and a companion to the *Handbook on Statewide Systems of Support*. These two documents, with additional resources at www.centerii.org, enable a state education agency (SEA), with technical assistance from a Comprehensive Center, to self-assess its system of support and plan for its improvement.

This self-assessment process is not a compliance monitoring tool, a rating system, or a means of comparing one state's system with another's. The sole purpose of *Strengthening the Statewide System of Support* is to facilitate technical assistance from a Comprehensive Center to guide a team from the SEA in fully describing the statewide system of support, viewing that description within a framework, determining ways to strengthen the system, and developing a plan for improvement.

Given the great variation in SEA structures, traditions, and priorities, *Strengthening the Statewide System of Support* does not present a model for a system of support, but provides a framework within which many different strategies may fulfill the same purposes. In itemizing many possible strategies in its inventory and interview instruments, *Strengthening the Statewide System of Support* enables the SEA self-assessment team to develop a complete profile of its current system and consider new approaches it may choose to adopt.

The Design Team for *Strengthening the Statewide System of Support*

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The SEAs in Alabama, Kentucky, Tennessee, and Washington, and superintendents and principals in those states, were immensely helpful in piloting this process. Their stories are told as chapters in the *Handbook on Statewide Systems of Support*. Also, CII's work with the Regional Comprehensive Centers on statewide systems of support has greatly informed this manual, as the design team drew from the vast expertise and experience of Comprehensive Center staff and the SEAs they serve.

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Section 1: Preparation for the SSOS Self-Assessment and Planning Process

Overview of the SSOS Self-Assessment and Planning Process

Strengthening the Statewide System of Support is a process that enables an SEA to self-assess its system of support and plan for its improvement. *Strengthening the Statewide System of Support* is not a compliance monitoring process, a rating system, or a means of comparing one state's system with another's. The sole purpose of *Strengthening the Statewide System of Support* is to facilitate technical assistance from a Comprehensive Center to guide a team from the SEA in fully describing the statewide system of support, viewing that description within a framework, determining ways to strengthen the system, and developing a plan for improvement.

Given the great variation in SEA structures, traditions, and priorities, *Strengthening the Statewide System of Support* does not present a model for a system of support, but provides a framework within which many different strategies may fulfill the same purposes. In itemizing many possible strategies in its inventory and interview instruments, *Strengthening the Statewide System of Support* enables the SEA self-assessment team to develop a complete profile of its current system and consider new approaches it may choose to adopt.

Strengthening the Statewide System of Support includes these central elements:

- *SSOS Self-Assessment Inventory*, completed by the SEA self-assessment team,
- *SSOS Self-Assessment Interview Form*, completed by the Comprehensive Center in interview with SEA self-assessment team,
- *SSOS Self-Assessment Report*, prepared by the Comprehensive Center based on the self-assessment inventory and interview and revised with input from personnel from the statewide system of support, and
- *Plan to Strengthen the Statewide System of Support*, developed by the SEA with assistance from the Comprehensive Center.

With *Strengthening the Statewide System of Support*, the SEA assesses the State policy context, SEA and SSOS organizational structure and coordination, and SSOS operational completeness and coherence in order to identify strengths and weaknesses and plan for improvement.

Ideally, the assessment and planning process follows these steps:

Step 1: Contact is made between the SEA and the Comprehensive Center and an agreement to engage in the assistance process is reached. See Letter of Introduction.

Within 30 days after agreement is reached:

Step 2: The SEA forms a self-assessment team consisting of 3 to 5 key personnel with responsibility for major components of the statewide system of support. See Welcome Letter.

Step 3: The Comprehensive Center orients the SEA self-assessment team to the Framework for an Effective Statewide System of Support and the SSOS Assessment and Planning Process. The orientation may be conducted in person or by webinar and takes about two hours.

Within 10 days after self-assessment team has received orientation:

Step 4: The SEA self-assessment team reviews *Strengthening the Statewide System of Support*, completes the *SSOS Self-Assessment Inventory*, and assembles documents requested prior to the interview.

Within 10 days after notification by SEA that self-assessment team has completed SSOS Self-Assessment Inventory *and assembled documents:*

Step 5: The Comprehensive Center staff interviews the SEA self-assessment team, completing the *SSOS Self-Assessment Interview Form*. (Note: SEA should plan for this session to last one full day.) At the SEA's discretion, the Comprehensive Center staff interviews LEA representatives to obtain a customer perspective related to SSOS services currently provided.

Within 15 days after the Self-Assessment Interview:

Step 6: The Comprehensive Center staff uses the data collected on the *SSOS Self-Assessment Inventory*, key documents, *SSOS Self-Assessment Interview Form*, and interviews with LEAs to prepare an analysis report (*SSOS Self-Assessment Report*) intended to inform a plan for strengthening the SSOS. This report contains sufficient descriptive information to illustrate the sections of the framework.

Within 10 days after notification by the Comprehensive Center that the analysis report is ready to be presented:

Step 7: The SEA convenes a wider group of personnel and partners already involved in the statewide system of support to discuss, comment on, and amend, as necessary, the content of the *SSOS Self-Assessment Report*. (Note: SEA should plan for this session to last one day.)

Within 5 days after the meeting of the large group to discuss the original report:

Step 8: The Comprehensive Center staff revises the *SSOS Self-Assessment Report* based on the feedback from the wider group.

Within 10 days after notification by Comprehensive Center that SSOS Self-Assessment Report *has been revised:*

Step 9: The Comprehensive Center staff meets with the SEA self-assessment team for a day to identify strengths and weaknesses from the report, as revised, and develop a *Plan to Strengthen the Statewide System of Support*, including a monitoring plan.

Time frame for continuing assistance to be laid out in Plan to Strengthen the Statewide System of Support*:*

Step 10: The Comprehensive Center staff continues to provide assistance to the SEA related to plan implementation, monitoring progress, and evaluation as specified in the plan.

Basis: *Strengthening the Statewide System of Support* derives from the evidence review and the conceptual framework for a statewide system of support included in the *Handbook on Statewide Systems of Support.*

Other Resources: In addition to the *Handbook on Statewide Systems of Support*, the Center on Innovation & Improvement provides resources for state education agencies on its website (www.centerii.org). The website contains a search engine to find research, reports, and tools relative to school and district improvement, restructuring, statewide systems of support, and related topics. The website also features a searchable database with downloadable reports on the progress, policies, programs, and contact information for all states on all of these same topics.
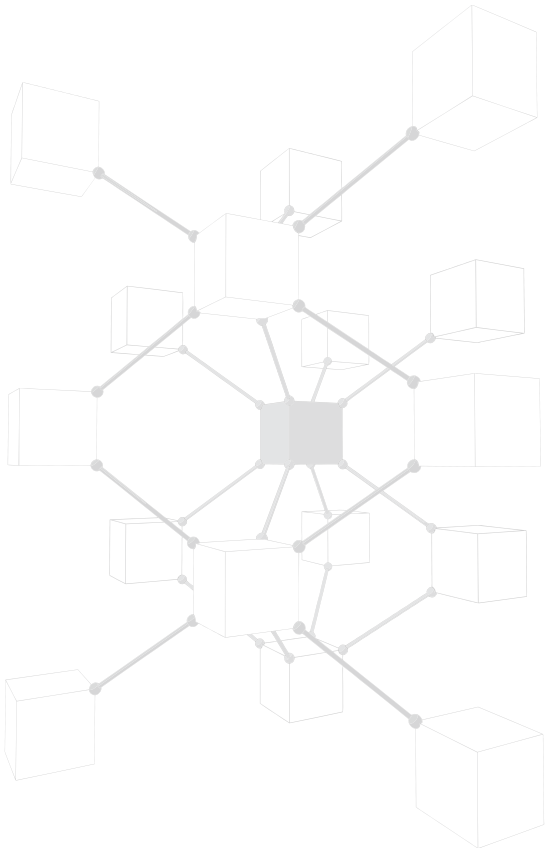
Background Reading

The *Handbook on Statewide Systems of Support* provides a thorough review of the literature relevant to statewide systems of support, a conceptual framework for an effective system, profiles of state systems, and descriptions of the path taken by several states, in conjunction with their Comprehensive Centers, to develop their systems. The material presented in this section of this manual offers a succinct review of the framework presented in the *Handbook*.

Framework for an Effective Statewide System of Support

Under NCLB and related state statutes and policies, districts and schools that are labeled in need of improvement are entitled to certain state supports. State education agencies (SEAs) have long monitored districts and schools to ensure compliance with federal and state regulations. Now, to manage school and district improvement, they also partner with other state agencies, regional entities, organizations, and consultants to build local capacity. "This transition in the state role from oversight to capacity building requires states to redesign existing support systems or create new ways to ensure that districts and schools have the resources needed to bring all students to proficiency" (CCSSO Policy Brief 9-06).

NCLB Requirements for a Statewide System of Support

No Child Left Behind requires States to provide a statewide system of support to assist Title I districts and schools that are in need of improvement, corrective action, or restructuring. The statewide system of support extends beyond the SEA, including organizational partners, distinguished educators, support teams, and other consultants to assist districts and schools with expertise appropriate to the needs of the district or school.

The Framework: Incentives, Capacity, and Opportunities

Incentives and Opportunities

A successful statewide system of support depends upon more than the delivery of services by the SEA and its affiliates. A policy context that spurs change by providing incentives and opportunities must accompany the service-delivery apparatus that builds local capacity. Thus, people in districts and schools need personal and organizational incentives and opportunities alongside the capacity-building service they receive from the system of support. Incentives might include: a) financial rewards for principals and teachers who agree to work in low-performing schools, b) contingencies attached to funding to encourage desired changes, and c) giving greater autonomy to schools making exemplary progress. Opportunities would include: a) waivers from state regulation to allow greater freedom for a district or school to change, and b) creating new schools, such as charter schools, to provide a "fresh start" opportunity for school leaders, teachers, and students. Policy is largely the domain of elected officials, but helping districts and schools take full advantage of incentives and opportunities is an important aspect of a system of support.

Systemic Capacity

In addition to providing incentives and opportunities, the State builds the systemic capacity of districts and schools to achieve continuous improvement by creating and providing useful information, enhancing the supply of high-quality school leaders and teachers prepared for school improvement, and providing non-duplicative, efficient, accessible, and useful data systems to guide district and school improvement.

Local Capacity

While a policy context that provides incentives and opportunities for change contributes to the efficacy of a statewide system of support, the personnel in that system focus their efforts primarily on capacity building. As the number of schools and districts not making adequate yearly progress continues to grow, states are moving toward a triage approach for their support and are realizing the need for strong, continuous, district-directed improvement processes. These processes assist schools at all levels of current performance.

Differentiating Services to Build Local Capacity

The system of support works with the school or district to assess current performance (operations and outputs) on a variety of metrics. It also analyzes the gap between the actual and the desired, plans interventions, and provides training, consultation, and support to implement and monitor the change actions. The statewide system of support differentiates its capacity-building services for each district and school in six ways:

1. **Intensity and duration**. How much support is required and for how long?

2. **Points of impact**. Which leverage points will most likely produce desired results—district board, superintendent, district staff, principal, teacher teams, teachers, parents—and how much and what kind of support is required for each?

3. **Desired trajectory for improvement**. Will incremental improvement suffice, or is a turnaround or fresh start necessary to reach achievement goals? The choice of trajectories hinges on questions about the school's existing capacity, the availability of a strong turnaround leader and/or fresh start operator, the ability/willingness of the district to oversee a turnaround or a fresh start, and the legal regime around fresh starts (e.g., Is there a good charter law?).

4. **Areas of functioning**. What areas of school or district functioning are in greatest need of improvement, e.g., decision-making processes, curriculum, instruction, formative assessment? To achieve its purpose of providing an education that enables each student to master learning standards and acquire knowledge and skills beyond basic proficiency (as the student's abilities, talents, and interests dictate), the district and school operate with their own areas of functioning that include:

   Leadership and Decision Making
   - Allocation of resources to address learning goals
   - Decision-making structures and processes
   - Information and data systems

   Curriculum and Instruction
   - Alignment of curriculum, instruction, and assessment with standards
   - Curriculum
   - Formative and periodic assessment of student learning
   - Instructional delivery (teaching and classroom management)
   - Instructional planning by teachers
   - Instructional time and scheduling

   Human Capital
   - Performance incentives for personnel
   - Personnel policies and procedures (hiring, placing, evaluating, promoting, retaining, replacing)
   - Professional development processes and procedures

   Student Support
   - English language learners—programs and services
   - Extended learning time (supplemental educational services, after-school programs, summer school, for example)
   - Parental involvement, communication, and options
   - Special education programs and procedures
   - Student support services (tutoring, counseling, placement, for example)

The statewide system of support needs methods and metrics to assess the adequacy of each of these areas of functioning in order to apply targeted assistance and monitor improvement.

5. **Mode of delivery.** Which mix of delivery methods—consultation, expert guidance, training, coaching—is most likely to achieve sustainable improvement?

6. **Service providers.** Which service providers—consultants, SEA staff, distinguished educators, support team members, partner organizations—are most likely to achieve results with a particular district or school? What specific expertise is required to address the areas most in need of improvement?

Providing Support to Districts and Schools

In providing support to districts and schools, the statewide system of support:

1. Determines the level of operational and performance adequacy and the desired trajectory for improvement

2. Assesses the status of each potential point of impact and each area of school or district functioning

3. Analyzes the gap between an efficacy standard and the status of each point of impact and each area of functioning

4. Aligns gaps with remedies

5. Provides services to close gaps

6. Monitors effectiveness of its own services

7. Monitors results of interventions

8. Plans for sustainability

For each case (school or district), the statewide system of support must make the following decisions:

1. What are the available resources?

2. What is the most efficacious delivery mode?

3. Who are the most efficacious partners for delivery of services?

4. What is the likelihood of making an impact?

5. How soon can there be an impact?

6. How sustainable will this impact be?

Sustaining Improvement

Sustainability is a critical concern in school improvement efforts, including the capacity-building endeavors of the statewide system of support. SEAs are most accustomed to helping districts and schools assess their needs and plan their improvement strategies. The plan's implementation is often left to the school or district. Successful improvement, whether directed solely by the district or school or aided by the system of support, requires careful monitoring of the implementation of planned strategies, with pre-determined checkpoints and benchmarks as outlined in the plan. Monitoring must access data at each point of impact for the planned implementation. For example, a plan to strengthen instruction should provide checkpoints and benchmarks at each stage from the delivery of training (professional development), to sampling of teachers' lesson

plans, to observations of classroom teaching, to results in student learning. The statewide system of support carries conventional SEA operations beyond planning to careful monitoring of implementation, suggesting changes in course as need is detected.

An improvement plan, based on data that assesses the strength of various district or school functions, as well as outcome data (student learning), aligns objectives and strategies to the areas of need, provides timelines, and assigns responsibilities. As implementation is monitored, the improvement team continually asks: Are we implementing the right strategies? Are we implementing the strategies well? Are we hitting our timeline targets? Are we achieving the expected outcomes?

When implementation is carefully monitored, adjustments in course can emphasize aspects of the intervention that are showing results, modify approaches that show need of "tweaking," and abandon dead-end strategies that are yielding no effect after reasonable effort and time have been devoted to them. Changes in course require changes in the plan, so the underlying improvement plan becomes a "living" document that is modified to improve its effectiveness.

To achieve efficiencies in use of its own resources as well as to ensure sustainability of improvement, the statewide system of support must know when to begin withdrawing its supports and must consult with the local district and school to plan for sustainability of the improvement processes. Early successes can be encouraging, but they can also produce a slacking of effort or weakening of the ongoing processes of improvement. Early failures can be discouraging, also contributing to a loss of focus, energy, and devotion to the work. The statewide system of support gradually reduces the intensity of its services, with checkpoints for ensuring that the improvement processes maintain their vitality as supports are lessened.

Sustainability is planned and monitored, beginning with the initial meeting of statewide system of support personnel with the district or school rather than tacked on to the end of the period of primary service delivery. At each step along the way, the statewide system of support assists the district or school to internalize systems, processes, and capacities that will ensure continued devotion to the difficult work of continuous improvement.

REFERENCE

Council of Chief State School Officers (2006, September). *State support to schools in need of improvement*. Washington, DC: Author. Retrieved May 15 from: http://www.ccsso.org/content/pdfs/SSSNI_FINAL.pdf

Functions of the State Education Agency

The statewide system of support does not replace the traditional functions of the SEA; it expands the SEA's functions and must be structured for compatibility to fit within the broader functions of the SEA and integrated within those functions.

The SEA's Functions

Though state education agencies vary in organizational structure and how they relate to districts and schools, they commonly perform the following six functions:

1. provide information
2. set standards
3. distribute resources
4. monitor compliance
5. assist with improvement
6. intervene to correct deficiencies

Variance in Function

America is a nation with a history of local control of schools. The balance of authority among the school, the local district, and the state has evolved differently within each state, and the state's own traditions influence the type and degree of state involvement in each of the functions listed above. The way the state organizes its interface with districts and schools—directly or through intermediate agencies and/or external partners, for example—affects the manner in which the state supports districts and schools. For instance, in states with an existing infrastructure of regional extensions of the state education agency, a ready framework is available on which to embed a statewide system of support. By contrast, in states with no regional structure or with semi-autonomous regional units, SEA leaders must build a more coordinated infrastructure while simultaneously engaging LEA (local education agency) personnel to ensure their receptivity to an evolving state role. Further, the size of the district and the nature of the school—elementary or high school, regular or charter school, for example—also impact their relationship with the SEA and the degree to which the district appreciates the potential value of a statewide system of support.

Purposes and Processes

Within each of the six primary functions of an SEA, several processes are required to fulfill each function's purposes. Table 1 outlines each function's processes and expresses the purposes as questions that are answered through the process. For example, an SEA provides information to LEAs through the processes of notification, expectation, announcement, and enrichment, answering the questions: How does the SEA notify districts and schools of state statute and policy requirements? How does the SEA communicate its expectations of districts and schools that go beyond those requirements? How does the SEA announce services, opportunities, and resources that are available to schools and districts? How does the SEA provide evidence-based "how to" information for districts and schools?

Table 1: SEA Functions, Processes, Purposes		
SEA Function	Process	Purpose: Answer to the Question . . .
Provide Information		
	Notification	How does the SEA notify districts and schools of what state statutes and policies require of them?
	Expectation	How does the SEA communicate its expectations of districts and schools that go beyond what is required?
	Announcement	How does the SEA announce services and opportunities that are available to schools and districts?
	Enrichment	How does the SEA provide evidence-based "how to" information for districts and schools?
Set Standards		
	Certification (input)	What is required for a person to hold an employment position such as teacher, principal, or superintendent? How are districts and schools accredited by the state?
	Programming (output)	What programs must districts and schools provide; for whom, for how much time, and in what manner?
	Assessment (outcome)	What are students expected to learn, and how is their learning assessed?
Distribute Resources		
	Prioritization	How does the SEA determine district/school eligibility for specific funds or resources?
	Conditioning	How does the SEA determine the conditions under which the districts/schools receive and use funds or other resources?
	Allocation	How does the SEA determine which districts/schools receive how much money or other resources?
Monitor Compliance		
	Assurance	How does the district/school assure the state its acceptance of responsibility for the mandate of the statute/policy and guarantee compliance?
	Documentation	How does the district/school report that it has complied with the statute/policy?
	Confirmation	How does the SEA monitor compliance and check the accuracy of documentation?
Assist with Improvement		
	Status Assessment	What is the district/school doing?
	Gap Analysis	Where do the district's/school's actions fall short of the operational standards?
	Planning	How does the district/school plan to meet and exceed the operational standards?
	Organizational Development	What district/school policies, structures, and procedures must change to meet and exceed operational standards?
	Training/Prof. Development	What improvements in skills and knowledge of district/school staff are necessary to meet and exceed operational standards?
Intervene to Correct Deficiencies		
	Remediation	How does the SEA intervene to address the district's/school's deficiencies in compliance?

Table 1: SEA Functions, Processes, Purposes		
SEA Function	Process	Purpose: Answer to the Question . . .
	Corrective Action	What actions does the SEA take when the district's/state's outcomes are inadequate?
	Restructuring	What actions does the SEA take when the corrective actions do not result in adequate outcomes by the district/school?

Differentiation of SEA Functions

While many of the SEA's functions apply to all schools and districts in the state, some focus primarily on schools and districts that demonstrate inadequacy on operational indices and/or performance outcomes. Thus, the SEA's functions are differentiated in their application, according to the status of the district or school, as shown in Table 2. Ideally, the statewide system of support targets and differentiates its services to schools and districts according to their level of need, as also shown in Table 2.

Table 2: SEA Functions, Processes, Supports

A "performance zone" may be applied to a school or district according to its current performance and rate of improvement in both operations and outcomes. Shaded areas indicate NCLB-related statewide system of support, and the degree of shading symbolizes the kind, intensity, and duration of support. Schools and districts in the Green Zone operate and perform well above the minimum expectations of the state. Schools and districts in the Yellow Zone make progress at a rate that is close to the line of minimum expectation, or cross the line in one direction or the other from year to year. Schools and districts in the Red Zone consistently operate or perform below the minimum expectation of the state.

Function	Process	Green (Safe) Zone		Yellow (Caution) Zone		Red (Danger) Zone	
		District	School	District	School	District	School
Information							
	Notification						
	Expectation						
	Announcement						
	Enrichment						
Standards							
	Certification						
	Programming						
	Assessment						
Resource Distribution							
	Prioritization						
	Conditioning						
	Allocation						
Compliance							
	Assurance						
	Documentation						
	Confirmation						
Improvement							
	Status Assessment	▓	▓	▓	▓	▓	▓
	Gap Analysis	▓	▓	▓	▓	▓	▓
	Planning	▓	▓	▓	▓	▓	▓
	Organizational Development			▓	▓	▓	▓
	Training/Prof. Development			▓	▓	▓	▓
Intervention							
	Remediation					▓	▓
	Corrective Action					▓	▓
	Restructuring						▓
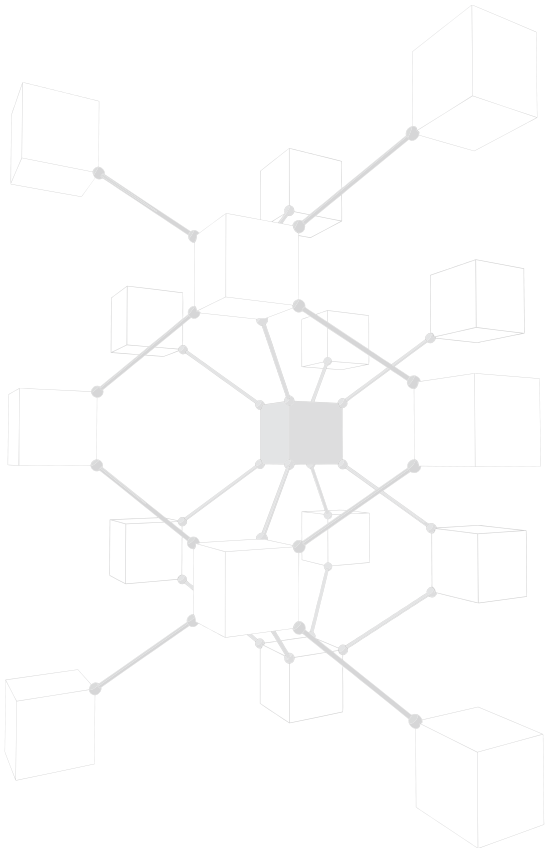
Templates for Letters from Comprehensive Center

The two templates for letters from the Comprehensive Center to the SEA provide examples for securing the relationship with the SEA through the state superintendent/commissioner and introducing the process for self-assessment of the current system of support and developing a plan for improvement to an SEA self-assessment team appointed by the state superintendent/commissioner.

Template of Letter of Introduction from Comprehensive Center to SEA

Address Block for State Superintendent

Dear :

The No Child Left Behind Act (NCLB) places additional responsibilities on state education agencies (SEAs) to offer assistance to schools and districts that come under NCLB's program improvement and corrective action provisions. SEAs are called upon to design and use statewide systems of support (SSOS). NCLB defines three means of providing support: (a) school support teams, (b) distinguished principals and teachers from effective Title I schools, and (c) other approaches. The scope of the assistance to be made available is extensive, including activities to (a) review and analyze all facets of the school's operation; (b) collaborate with district and school staff to design and implement a school improvement plan; and (c) monitor and provide feedback to the district and school. As we move to raise academic performance standards for all students, a significant number of schools and districts are being identified as needing assistance to improve their results.

The Center on Innovation & Improvement (CII), one of the five national content centers supported under the U.S. Department of Education's Comprehensive Centers program, has produced a handbook entitled *Handbook on Statewide Systems of Support* and an accompanying manual for Comprehensive Centers and SEAs entitled *Strengthening the Statewide System of Support*, both enclosed. This handbook and manual offer a process for assessing and planning SSOS improvement. Their conceptual foundation results from a review of research on the topic of how to foster successful change. This analysis of current research from within and outside the field of education identified a set of functional categories appearing to be the most likely to result in educational improvement. These functions can be categorized as the following three types: (1) creating incentives for educators to engage in change, (2) building the capacity of organizations and individuals to effect change, and (3) providing organizations and individuals with opportunities to change.

The handbook and manual also contain a self-assessment tool for examining the State policy context, SEA and SSOS organizational structure and coordination, and SSOS operational completeness and coherence in order to identify strengths and weaknesses and plan for improved efficiency and effectiveness. In developing this handbook and manual, and the self-assessment tool in particular, CII collaborated with several states to learn as much as possible about the nature and operations of their statewide systems of support and how these were developed, including their specific strengths and weaknesses. In conjunction with the self-assessment activity, CII has also piloted a planning process to assist SEAs' improvement of their SSOS. The handbook, self-assessment activity, and planning process are now ready for wider use.

The purpose of this letter is to offer you the opportunity to engage in the self-assessment and planning activity laid out in the handbook and manual with assistance from our regional center. The assistance process includes the:

- *SSOS Self-Assessment Inventory* that is completed by a 3-5 member team of senior SEA staff after orientation from the Comprehensive Center assistance team. CII has suggested that the SEA team ought to include individuals having direct authority and responsibility for components of the current SSOS.

- *SSOS Self-Assessment Report* that is prepared by the regional center assistance team, presented to the SEA, reviewed by a broader group of personnel involved in the statewide system of support, and revised.

- *Plan to Strengthen the SSOS* that is developed by the SEA with assistance from the Comprehensive Center assistance team.

The process can be completed within three months from the time the SEA team is identified, assuming that the work session to review the self-assessment instrument is scheduled within three weeks from that date. Completion is marked by the drafting of an SSOS improvement plan. Our center, however, is committed to providing the ongoing assistance needed to make the plan a reality to the extent you deem it appropriate.

We would be happy to share additional details about this assessment and planning process with you, and look forward to working with you in this regard. We would be happy to provide you with a more extensive briefing or respond to any questions or concerns you may have. Your point of contact with our center will be:

NAME, CONTACT INFORMATION

The next step will be for you to identify 3 to 5 key SEA staff to serve on the SEA self-assessment team.

Sincerely,

Comprehensive Center Director

Enclosures: *Handbook on Statewide Systems of Support* and *Strengthening the Statewide System of Support*

Template of Welcome Letter from Comprehensive Center
to SEA Self-Assessment Team

Individual Letters to Each Member of the SEA Self-Assessment Team

Appropriate Address Block

Dear :

In recognition of additional responsibilities to provide assistance to schools and districts having difficulty in meeting rigorous student performance standards placed on state education agencies (SEAs) under the No Child Left Behind Act, the (name of Regional Center, e.g. New England Comprehensive Center) is pleased to support the efforts of states in our (name of region, e.g., Mid-Atlantic) region to improve their delivery of technical assistance through a statewide system of support (SSOS). In response to our invitation to participate in a structured SSOS self-assessment and planning process developed this past year by the Center on Innovation & Improvement (CII), Commissioner (name of CSSO with appropriate title) accepted on behalf of (name of SEA, e.g., Alabama Department of Education) and selected you to participate on the SEA self-assessment team. Other members from your agency include: (provide names and titles). Joining you in this work will be myself and my colleague, (provide name).

As mentioned previously, the process for assessing and planning SSOS improvement has been developed by CII in collaboration with several SEAs that participated in discussions with CII researchers about the nature and operations of their statewide systems of support, including how these were developed, as well as their specific strengths and weaknesses. At the same time CII commissioned an extensive review of literature from the field of education as well as outside it regarding the question of how to foster successful change. This review identified a trio of functional categories appearing to underlie the more effective efforts: (1) creating incentives for educators to engage in change, (2) building the capacity of organizations and individuals to effect change, and (3) providing organizations and individuals with opportunities to change.

CII has now produced a handbook and manual, which you will find enclosed, that combine the results of the review of research with the results of the collaborative work to offer a process for assessing and planning SSOS improvement. The process includes the following ten steps:

Step 1: Contact is made between the SEA and the Comprehensive Center and an agreement to engage in the assistance process is reached.

Step 2: The SEA forms a self-assessment team consisting of 3 to 5 key personnel with responsibility for major components of the statewide system of support.

Step 3: The Comprehensive Center orients the SEA self-assessment team to the Framework for an Effective Statewide System of Support and the SSOS Assessment and Planning Process. The orientation takes about 2 hours and may be conducted in person or via webinar.

Step 4: The SEA self-assessment team reviews the *Strengthening the Statewide System of Support* manual, completes the *SSOS Self-Assessment Inventory*, and assembles documents requested prior to an on-site interview with the Comprehensive Center assistance team.

Step 5: The Comprehensive Center staff interviews the SEA self-assessment team, completing the *SSOS Self-Assessment Interview Form*. (Note: SEA should plan for this session to last a full day.) At the SEA's discretion, the Comprehensive Center staff interviews LEA representatives to obtain a customer perspective related to SSOS services currently provided.

Step 6: The Comprehensive Center staff uses the data collected on the *SSOS Self-Assessment Inventory*, *SSOS Self-Assessment Interview Form*, and interviews with LEAs to prepare an analysis report (*SSOS Self-Assessment Report*) intended to inform a plan for strengthening the SSOS. This report contains sufficient descriptive information to illustrate the sections of the framework.

Step 7: The SEA convenes a wider group of personnel and partners already involved in the statewide system of support to discuss, comment on, and amend, as necessary, the content of the *SSOS Self-Assessment Report*. (Note: SEA should plan for this session to last one day.)

Step 8: The Comprehensive Center staff revises the *SSOS Self-Assessment Report* based on the feedback from the wider group.

Step 9: The Comprehensive Center staff meets with the SEA self-assessment team for a day to identify strengths and weaknesses from the report, as revised, and develop a *Plan to Strengthen the Statewide System of Support*, including a monitoring plan. (Note: SEA should plan for this session to last 1 day.)

Step 10: The Comprehensive Center staff continues to provide assistance to the SEA related to plan implementation, monitoring progress, and evaluation as specified in the plan.

The process can be completed within three months, barring any unusual scheduling difficulties.

To summarize your responsibilities as a member of the SEA Self-Assessment Team, you should be prepared to:

- Become familiar with the contents of the handbook and the SEA manual

- Receive the orientation from the Comprehensive Center

- Assist in gathering the key documents referenced in the manual in advance of the on-site discussions with the Comprehensive Center assistance team

- Participate in the on-site discussions related to the Inventory and Interview

- Participate in the on-site presentation of the *SSOS Self-Assessment Report* to the broader group of personnel involved in the SSOS and provide feedback to inform revision of said report

- Participate in the on-site planning session to develop the *Plan to Strengthen the Statewide System of Support*

- Be available to respond to clarification questions from the Comprehensive Center assistance team during this assessment and planning process

On behalf of the (name) Comprehensive Center, I look forward to this collaborative activity. My office will contact you shortly to establish a time schedule for our work. In the mean time please do not hesitate to contact me if you have questions or seek additional information. I can be reached (provide contact information).
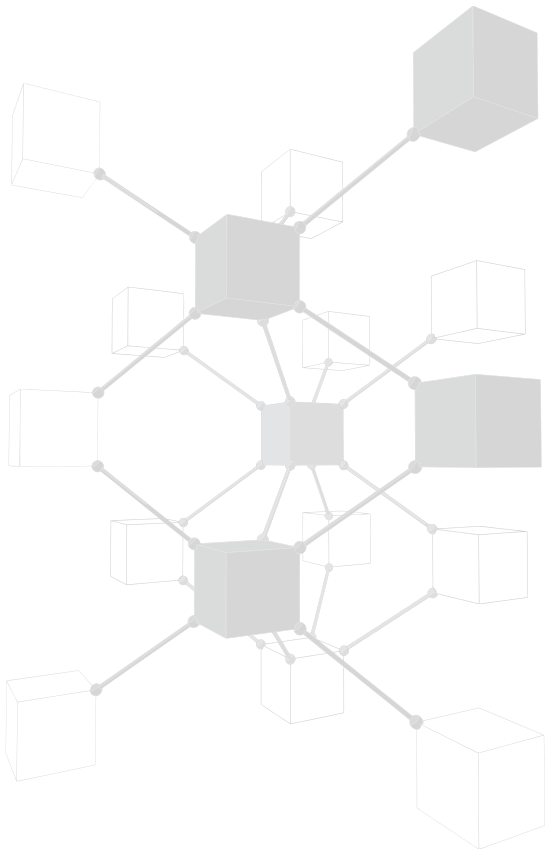
Sincerely,

Comprehensive Center Assistance Team Leader

Enclosures: *Handbook on Statewide Systems of Support* and *Strengthening the Statewide System of Support*

Section 2: Orientation for the SEA Self-Assessment Team

Agenda for Orientation Session

Once the SEA has selected its self-assessment team, the Comprehensive Center sends them the Welcome Letter and accompanying documents and schedules an orientation session for the team. The orientation session may be conducted in person or via webinar. The orientation will take about two hours. Prior to the orientation session, the self-assessment team will have reviewed the *Handbook on Statewide Systems of Support* and *Strengthening the Statewide System of Support*.

The two Power Points that provide the content for the orientation are available for download from www.centerii.org. Go to the section for regional centers (http://www.centerii.org/rcc/). The Power Points are also provided to the Comprehensive Center and SEA on a CD.

A suggested agenda for the orientation session follows.

Agenda for Orientation Session

Place [or webinar]:

Time:

Date:

Welcome and Introductions

Power Point on Statewide Systems of Support

Questions and Discussion

Power Point on *Strengthening the Statewide System of Support*

Questions and Discussion

Review of the *SSOS Self–Assessment Inventory* and Key Documents

Next Steps: Tasks and Timeline

Gathering the Key Documents
Completing the SSOS Self-Assessment Inventory
Scheduling the Interview Session
Designating Principals and Superintendents for Interview

Questions and Discussion

Note: If the SEA self-assessment team agrees that interviews with principals and superintendents who have or are receiving services from the statewide system of support will add an important perspective to the *SSOS Self-Assessment Report*, the names and contact information for these principals and superintendents should be provided to the Comprehensive Center. Two principals and two superintendents are suggested for the interviews. The Comprehensive Center will conduct the interviews and include a synthesis of the results in the *SSOS Self-Assessment Report*.

SSOS Self-Assessment Inventory

After receiving from the Comprehensive Center an orientation to the *CII Framework for an Effective Statewide System of Support* and to the *SSOS Assessment and Planning Process*, the SEA self-assessment team completes this inventory **by team consensu**s and gathers key documents in preparation for the interview by the Comprehensive Center staff.

I. Key Documents

Documents for the SEA self-assessment team to assemble before interview:

1. The statewide system of support's goals, objectives, and benchmarks

2. An organizational chart that depicts the offices and entities within the SEA and outside the SEA that make up the statewide system of support

3. Role descriptions for each person, office, or entity within the statewide system of support

4. A description of the role of distinguished educators

5. A description of the role of support teams

6. A description of the role of other consultants

7. Criteria or rubric to determine which districts and schools receive services from the statewide system of support

8. A description of the criteria and assessment methods used to determine the intensity and duration of service a district or school receives

9. A description of the criteria and assessment methods used to determine the type of service a district or school receives

10. A list of key URLs to State websites that assist schools and districts with improvement and a brief description of the purpose of each

II. Functions of the SEA

Please review the Functions of the SEA section of the Background Reading before completing this portion of the inventory.

The statewide system of support resides within the state education agency (SEA) and also encompasses the external partners throughout the state. State education agencies (SEAs) typically perform 6 basic functions: (1) provide information; (2) set standards; (3) distribute resources; (4) monitor compliance; (5) assist with district and school improvement; and (6) intervene to correct deficiencies. For each of these functions, the SEA maintains several processes. Listed below are statements about an SEA's functional processes.

Capacity = The SEA's resources of personnel, expertise, time, equipment, information, and budget to adequately perform the functional process.

Effectiveness = The degree to which the SEA's performance of this functional process achieves its purpose.

Please indicate your consensus rating of the capacity and effectiveness for each SEA functional process according to the following scale:
4 = High level 3 = Medium level 2 = Low level 1 = Little or None

SEA Capacity and Effectiveness	Capacity	Effectiveness
The SEA . . .	4,3,2,1	4,3,2,1
Providing Information		
1. Notifies districts and schools of what state statutes and policies require of them.		
2. Communicates to districts and schools the SEA's expectations that go beyond what is minimally required.		
3. Announces services and opportunities that are available to schools and districts.		
4. Provides evidence-based "how to" information for districts and schools.		
Setting Standards		
5. Sets or influences the credentialing requirements for teachers, principals, and superintendents.		
6. Sets or influences the state accreditation requirements for districts and schools.		
7. Sets or influences program/curriculum/course/graduation requirements for districts and schools.		
8. Sets or influences requirements for allocation of time for school days and school years.		
9. Sets or influences state learning standards for students.		
10. Tests students to measure their proficiency with state learning standards for students.		
Distributing Resources		
11. Determines district/school eligibility for specific funds or resources.		
12. Determines the conditions under which the districts/schools receive and use funds or other resources.		
13. Determines which districts/schools receive how much money or other resources.		

SEA Capacity and Effectiveness	Capacity	Effectiveness
The SEA . . .	**4,3,2,1**	**4,3,2,1**
Monitoring Compliance		
14. Requires districts/schools to assure the state of its acceptance of responsibility for compliance with state statutes, policies, and program requirements.		
15. Requires districts/schools to document and report their compliance with state statutes, policies, and program requirements.		
16. Monitors district/school activities to check accuracy of district/school documentation of compliance with state statutes, policies, and programs.		
Assisting with Improvement		
17. Assesses district/school operational effectiveness.		
18. Assesses district/school performance outcomes.		
19. Determines gaps between state expectations/standards and measures of district/school operational effectiveness and performance outcomes.		
20. Oversees a district/state planning process that requires districts/states to develop and implement plans to close gaps between state expectations and measures of district/school operational effectiveness and performance outcomes.		
21. Consults with districts/schools to help them change policies, structures, and procedures to meet and exceed operational standards and performance outcomes.		
22. Trains, coaches district/school staff to improve their skills and knowledge to meet and exceed operational standards and performance outcomes.		
Intervening to Correct Deficiencies		
23. Intervenes to address the district's/school's deficiencies in compliance with state statutes, policies, program requirements.		
24. Applies corrective actions for districts not meeting state expectations for operational effectiveness and/or performance outcomes.		
25. Assists districts in restructuring schools that perennially fail to meet state expectations for operational effectiveness and/or performance outcomes.		

III. Integration of SSOS within SEA Functions

The statewide system of support (SSOS) operates most effectively when well integrated within the functions of the SEA. Integration implies good coordination (including communication, cooperation, and collaboration) within the SSOS and between the SSOS and other functions of the SEA.

Coordination = Degree to which players are "on the same page," aware of roles and responsibilities, provided sufficient and consistent direction, communicate well, work together, are supportive of one another.

Please indicate your consensus rating of each integration factor according to the following scale: 4 = High level 3 = Medium level 2 = Low level 1 = Little or None

Coordination Among SEA Personnel and Statewide System of Support	Coordination
Coordination Among . . .	**4,3,2,1**
1. SEA personnel who are part of the statewide system of support **and** other SEA personnel who are responsible for providing information to districts and schools	
2. SEA personnel who are part of the statewide system of support **and** other SEA personnel who are responsible for setting standards	
3. SEA personnel who are part of the statewide system of support **and** other SEA personnel who are responsible for distributing resources	
4. SEA personnel who are part of the statewide system of support **and** other SEA personnel who are responsible for monitoring compliance	
5. SEA personnel who are part of the statewide system of support **and** other SEA personnel who are responsible for assisting schools and districts with improvement	
6. SEA personnel who are part of the statewide system of support **and** other SEA personnel who are responsible for intervening to correct deficiencies	
7. SEA personnel who are part of the statewide system of support	
8. SEA personnel who are part of the statewide system of support **and** non-SEA personnel who are part of the statewide system of support	
9. SEA personnel who are part of the statewide system of support **and** districts/schools receiving services from the statewide system of support	
10. Non-SEA personnel who are part of the statewide system of support **and** districts/schools receiving services from the statewide system of support	

IV. Functions of a Statewide System of Support

Please review the Framework for an Effective Statewide System of Support section of the Background Reading before completing this portion of the inventory.

This section organizes information about the existing statewide system of support into an evidence-based framework for an effective statewide system of support.

A. Providing Incentives for Change

States use incentives to motivate district and school personnel to change or improve. Incentives, then, are pressures from the state rather than mandates. They may be pressures that encourage or pressures that discourage certain district or school actions. The following "incentives" are examples of pressures that states may use to influence districts and schools. Which of these incentives does your state use? (Check)

1. Publicly Disclosing Low Performance

- [ ] a. Public spotlight on districts that show continued low performance.

- [ ] b. Public spotlight on schools that show continued low performance.

2. Levying Consequences for Low Performance

- [ ] a. Corrective action for districts with continued low performance that exceeds NCLB sanctions.

- [ ] b. Corrective action for schools with continued low performance that exceeds NCLB sanctions.

- [ ] c. State approval of district plans to restructure schools that show continued low performance.

- [ ] d. Encouragement for districts to make improved student learning outcomes a condition in superintendents' contracts.

3. Providing Positive Incentives for Improvement

Recognition for Accomplishment

- [ ] a. Public recognition for districts that show improved results in student learning.

- [ ] b. Public recognition for schools that show improved results in student learning.

- [ ] c. Public recognition for superintendents in districts that show improved results in student learning.

- [ ] d. Public recognition for principals in schools that show improved results in student learning.

- [ ] e. Public recognition for teachers whose students show improved learning results.

Funding Contingencies that Encourage High-Leverage Improvement Strategies

- [ ] a. Grants and other discretionary funding or resource allocations that require districts to adopt high-leverage improvement strategies.

- [ ] b. Grants and other discretionary funding or resource allocations that require schools to adopt high-leverage improvement strategies.

Financial Rewards for Results

- [ ] a. Financial rewards for districts that show improved results in student learning.

- [ ] b. Financial rewards for schools that show improved results in student learning.

- [ ] c. Financial rewards for superintendents in districts that show improved results in student learning.

- [ ] d. Financial rewards for principals in schools that show improved results in student learning.

- [ ] e. Financial rewards for teachers whose students show improved learning results.

Financial Rewards for Working in Hard-to-Staff Districts and Schools

- [ ] a. Financial rewards for new teachers to accept positions in hard-to-staff schools.

- [ ] b. Financial rewards for talented teachers to accept positions in hard-to-staff schools.

- [ ] c. Financial rewards for talented principals to accept positions in hard-to-staff schools.

- [ ] d. Financial rewards for talented superintendents to accept positions in hard-to-staff districts.

Greater Autonomy

- [ ] a. Greater autonomy to districts over budget, staffing, governance, curriculum, assessment, and/or the school calendar for improved results.

- [ ] b. Greater autonomy to schools over budget, staffing, governance, curriculum, assessment, and/or the school calendar for improved results.

4. Providing Market–Oriented Incentives

- [ ] a. Competition for students from charter schools.

- [ ] b. Competition for students through public school choice other than that required by NCLB.

B. Providing Opportunities for Change

States provide opportunities for districts and schools to improve by removing obstacles to improvement and creating new space for schools. The following are some strategies that states may use to remove obstacles and create space. Which strategies does your state use to remove obstacles and create space?

1. Removing Barriers to Improvement

- [ ] a. Waiver/exemption processes that allow districts to request waivers from state education laws.

- [ ] b. Waiver/exemption processes that allow districts to request waivers from state education rules/regulations.

- [ ] c. Waiver/exemption processes that allow schools to request waivers from state education laws.

- [ ] d. Waiver/exemption processes that allow schools to request waivers from state education rules/regulations.

- [ ] e. Waiver/exemption processes that allow districts or schools to request waivers from provisions in teacher contracts.

- [ ] f. Alternate routes to principal certification to bring new leaders into education from other fields.

☐ g. Alternate routes to teacher certification to bring new teachers into education from other fields.

2. Creating New Space for Schools

☐ a. State law that allows for the creation of new charter schools.

☐ b. State law that allows for the creation of new pilot or lighthouse schools as models or demonstrations of innovative practices.

C. Building Systemic Capacity

1. Creating and Disseminating Knowledge

States create, support the creation of, and disseminate knowledge relevant to district and school improvement processes and strategies as well as effective teaching practices. The knowledge disseminated includes:

• Materials created by the State (guides, manuals, syntheses, tools, etc.),

• Materials created with State support or in partnership with the State (State-financed research and practical guides, etc.), and

• Materials created by other organizations but selected by the State for wider distribution to its districts and schools.

On which of the following topics does your State: (a) create, (b) financially support the creation of, and/or (c) disseminate information to districts and schools?

Check Each Box That Applies			Topics Related to District and School Improvement
Creates Knowledge ABout	Supports Creation of Knowledge About	Disseminates Knowledge About	
			Leadership and Decision Making
			Allocation of resources to address learning goals
			Decision-making structures and processes
			Information and data systems
			Curriculum and Instruction
			Alignment of curriculum, instruction, and assessment with standards
			Curriculum
			Formative and periodic assessment of student learning
			Instructional delivery (teaching and classroom management)
			Instructional planning by teachers
			Instructional time and scheduling
			Human Capital
			Performance incentives for personnel
			Personnel policies and procedures (hiring, placing, evaluating, promoting, retaining, replacing)
			Professional development processes and procedures

Check Each Box That Applies			Topics Related to District and School Improvement
Creates Knowledge ABout	Supports Creation of Knowledge About	Disseminates Knowledge About	
			Student Support
			English language learners—programs and services
			Extended learning time (supplemental educational services, after-school programs, summer school, for example)
			Parental involvement, communication, and options
			Special education programs and procedures
			Student support services (tutoring, counseling, placement, for example)

2. Enhancing the Supply of Personnel Equipped for School Improvement

States—through statutes, policies, and agreements/partnerships—influence university programs that prepare teachers and school leaders so that graduates of these programs understand the state's accountability system, school improvement strategies, and evidence-based teaching practices. States also encourage talented students to enter the field of education. States provide programs to directly train teachers and school leaders for service in schools and districts in need of improvement. States report to universities about the workplace experience of teachers and school leaders that have graduated from their programs. States also help channel highly-qualified teachers and school leaders to districts and schools most in need of improvement. Please check each of the following statements that describes your State's practices.

Increase the Supply of Teachers and School Leaders

☐ a. The State provides incentives for talented students to enter the field of education.

Prepare Teachers and School Leaders for School Improvement

☐ a. The State provides special programs to train school leaders to turn around low-performing schools.

☐ b. The State provides special programs to train teachers in effective teaching practices in low-performing schools.

Influence Universities that Prepare Teachers and School Leaders

Statutes and Policies

☐ a. The State requires teacher preparation programs to provide pre-service instruction for teachers on the state's accountability system (standards and assessments).

☐ b. The State requires school leader preparation programs to provide pre-service instruction for school leaders on the state's accountability system (standards and assessments).

☐ c. The State requires teacher preparation programs to provide pre-service instruction for teachers on school improvement strategies.

☐ d. The State requires school leader preparation programs to provide pre-service instruction for school leaders on school improvement strategies.

☐ e. The State requires teacher preparation programs to provide pre-service instruction for teachers on evidence-based teaching practices.

☐ f. The State requires school leader preparation programs to provide pre-service instruction for school leaders on evidence-based teaching practices.

Agreements and Partnerships

☐ a. The State has agreements or partnerships with teacher preparation programs to provide pre-service instruction for teachers on the state's accountability system (standards and assessments).

☐ b. The State has agreements or partnerships with school leader preparation programs to provide pre-service instruction for school leaders on the state's accountability system (standards and assessments).

☐ c. The State has agreements or partnerships with teacher preparation programs to provide pre-service instruction for teachers on school improvement strategies.

☐ d. The State has agreements or partnerships with school leader preparation programs to provide pre-service instruction for school leaders on school improvement strategies.

☐ e. The State has agreements or partnerships with teacher preparation programs to provide pre-service instruction for teachers on evidence-based teaching practices.

☐ f. The State has agreements or partnerships with school leader preparation programs to provide pre-service instruction for school leaders on evidence-based teaching practices.

Report the Experience of Graduates in the Education Workplace

☐ a. The State provides reports to teacher preparation programs that document the experience of their graduates in the workplace.

☐ b. The State provides reports to school leader preparation programs that document the experience of their graduates in the workplace.

Channel Highly-Qualified Teachers and School Leaders to Districts and Schools in Need of Improvement

☐ a. The State provides programs to channel highly-qualified teachers to schools in need of improvement.

☐ b. The State provides programs to channel highly-qualified school leaders to districts and schools in need of improvement.

3. Providing a Strong Data System to Assist School Improvement

The information that the State provides schools and districts to assist with their improvement includes web-based access to assessment data, planning tools, and other resources. Also, the State's data collection policies and procedures determine what

information can be organized and made available to schools and districts. Please check each item below that describes your State's data systems.

- ☐ a. The State has a data system that meets minimum NCLB requirements.

- ☐ b. The State has an integrated data system that reduces redundancy in data collection and reporting related to school improvement.

- ☐ c. The State provides timely, accurate, and integrated data that is readily available to generate customized reports for stakeholders (including parents and researchers) for analyzing student performance and school performance.

- ☐ d. The State provides a web-based system that guides the school improvement planning process.

- ☐ e. The State's web-based system that guides the school improvement planning process includes integrated retrieval of school data.

- ☐ f. The State's web-based system that guides the school improvement planning process includes integrated retrieval of multi-year, disaggregated student assessment data.

- ☐ g. The State's web-based system that guides the school improvement planning process includes suggested resources for addressing areas in need of improvement.

D. Building Local Capacity

1. Coordinating Capacity-Building Structures and Roles

The statewide system of support is indeed a system, with its own boundaries, structures, and roles. In an effective statewide system of support, someone is obviously at the helm, the players and their roles are known, and the system is coordinated, with communication among its players and a coherent approach to its function.

Size of the Statewide System of Support

- a. How many SEA staff members are considered part of the statewide system of support? _____

- b. How many non-SEA consultants and other personnel are considered part of the statewide system of support? _____

Please check each of the following items that describe your statewide system of support.

Organization of the Statewide System of Support

- ☐ a. One person within the SEA has primary responsibility for the operation of the statewide system of support. If checked, the name and title of that person are:

  Name:_____

  Title:_____

☐ b. The statewide system of support operates with a publicly available organizational chart that depicts the offices and entities within the SEA and outside the SEA that make up the statewide system of support. If checked, please attach a copy of the organizational chart.

☐ c. The role of each person, office, or entity within the statewide system of support is publicly available in a published document (or on a website). If checked, please attach a copy of the role descriptions.

☐ d. Personnel included in the statewide system of support receive regular, written communication about the operation of the statewide system of support.

☐ e. Personnel included in the statewide system of support meet regularly to coordinate their efforts. If checked, how frequently do they meet and what is the nature of the meetings?

_____

_____

_____

_____

Organizational Partners in the Statewide System of Support

☐ a. State agencies other than the SEA are included in the statewide system of support.

☐ b. Intermediate educational units or regional centers are included in the statewide system of support.

☐ c. Universities are included in the statewide system of support.

☐ d. Associations (professional or business) are included in the statewide system of support.

☐ e. Unions are included in the statewide system of support.

☐ f. Non-profit groups are included in the statewide system of support.

☐ g. Businesses are included in the statewide system of support.

☐ h. Other groups are included in the statewide system of support. If checked, please list them.

_____

_____

_____

_____

_____

_____

Distinguished Educators in the Statewide System of Support

NCLB uses the term "distinguished educators" to describe successful teachers and principals from Title I schools that serve as consultants to districts and schools served by the statewide system of support. Individual states may use a different term (peer mentor or school improvement coach, for example) to describe a similar role.

☐ a. The statewide system of support includes distinguished educators. If checked, what are they called in your State?

_____

_____

_____

☐ b. A description of the role of distinguished educators is publicly available. If checked, please attach.

☐ c. The distinguished educators are chosen with a selection process that matches individual experiences and capabilities with specific roles in the statewide system of support.

☐ d. The experiences and capabilities of each distinguished educator are carefully matched with the needs of the districts and schools they serve.

☐ e. The distinguished educators receive significant initial training before serving in the statewide system of support.

☐ f. The distinguished educators receive ongoing professional development while serving in the statewide system of support.

☐ g. The State evaluates the effectiveness of each distinguished educator at least once each year.

☐ h. The districts and schools served by the distinguished educators provide the State with an evaluation of the distinguished educators assigned to them at least once each year.

Support Teams

NCLB uses the term "support team" or "school support team" to describe a group of SEA staff, intermediate unit staff, organizational partner staff, distinguished educators, and other consultants who are assigned to assist a specific district or school with its improvement. Individual States may use a different term for these teams.

☐ a. The statewide system of support includes support teams. If checked, what are they called in your State?

_____

_____

_____

☐ b. A description of the role of support teams is publicly available. If checked, please attach.

☐ c. The experiences and capabilities of support team members are carefully matched with the needs of the districts and schools they serve.

☐ d. Support team members receive significant initial training before serving in the statewide system of support.

☐ e. Support team members receive ongoing professional development while serving in the statewide system of support.

☐ f. The State evaluates the effectiveness of each support team at least once each year.

☐ g. The districts and schools served by a support team provide the State with an evaluation of the support team assigned to them at least once each year.

Other Consultants in the Statewide System of Support

Other than organizational partners and distinguished educators, States often include other individual consultants in the statewide system of support.

☐ a. The statewide system of support includes consultants other than those from organizational partners and distinguished educators.

☐ b. A description of the role of consultants is publicly available. If checked, please attach.

☐ c. The experiences and capabilities of consultants are carefully matched with the needs of the districts and schools they serve.

☐ d. Consultants receive significant initial training before serving in the statewide system of support.

☐ e. Consultants receive ongoing professional development while serving in the statewide system of support.

☐ f. The State evaluates the effectiveness of each consultant at least once each year.

☐ g. The districts and schools served by consultants provide the State with an evaluation of the consultants assigned to them at least once each year.

2. Differentiating Support to Districts and Schools

States make choices about districts and schools receiving services from the statewide system of support, and what services each district or school receives. NCLB provides a rubric to determine priorities in serving districts and schools, and States often supplement this rubric with their own criteria. Typically, districts and schools are selected according to need as determined by their prior performance and the desired trajectory for improvement (incremental or turnaround). Please check each item below that reflects your State's policies in differentiating the services of the statewide system of support.

Selection of Districts and Schools (Prior Performance and Desired Trajectory)

☐ a. The State uses a publicly available rubric to determine which districts and schools receive services from the statewide system of support. If checked, please attach.

☐ b. The State prioritizes the services of the statewide system of support to give first attention to districts and schools in greatest need of improvement.

☐ c. Districts and schools for which incremental improvement is appropriate receive different services than districts and schools in need of more immediate turnaround.

Intensity and Duration of Service

☐ a. The statewide system of support provides more intensive services to districts and schools in greatest need of improvement.

☐ b. The statewide system of support provides services for a longer period of time for districts and schools in greatest need of improvement.

☐ c. A description of the criteria and assessment methods used to determine the intensity and duration of service a district or school receives is publicly available. If checked, please attach.

Type of Service

☐ a. The statewide system of support provides different types of services to districts and schools based on assessment of need.

☐ b. A description of the criteria and assessment methods used to determine the type of service a district or school receives is publicly available. If checked, please attach.

3. Delivering Services to Districts and Schools

Provide Services

In delivering services to districts and schools in need of improvement, the statewide system of support engages in a four-phase process. First, it must determine the district's or school's current operational and performance status. Second, it assists the district or school in planning specific interventions to address weaknesses. Third, the statewide system of support provides consultation, training, technical assistance, and professional development to support the school's or district's implementation of its planned interventions. Fourth, the statewide system of support monitors the district's or school's progress with implementation and provides advice for necessary modifications in the plan. Please check each of the items below that describe how your statewide system of support functions in delivering services to districts and schools.

Assessing Operations, Performance, and Need

☐ a. The statewide system of support uses a specific analytical tool to assess the district or school's student learning outcomes for disaggregated groups of students, grade levels, and subject areas.

☐ b. The statewide system of support uses specific analytical tools to assess the district or school's operations, including budgeting, purchasing, staffing, governance, curriculum, assessment, and scheduling.

Planning for Improvement

☐ a. The statewide system of support assists districts and schools with their improvement planning process.

☐ b. The statewide system of support provides web-based support for a district or school's planning process.

☐   c. The statewide system of support provides a model for the district or school's planning process.

☐   d. The State approves the improvement plans of districts and schools receiving services from the statewide system of support.

Implementing the Plan

☐   a. The statewide system of support provides consultation to assist the district or school in implementing its improvement plan.

☐   b. The statewide system of support provides training to assist the school or district in implementing its improvement plan.

☐   c. The statewide system of support provides professional development to assist the school or district in implementing its improvement plan.

☐   d. The statewide system of support provides coaching to assist the school or district in implementing its improvement plan.

Monitoring Progress

☐   a. The statewide system of support monitors the district or school's implementation of its improvement plan.

☐   b. The statewide system of support, with the school or district, establishes benchmarks to gauge progress in implementing the improvement plan.

☐   c. The statewide system of support produces progress reports at least twice each year to document the progress of each district or school receiving services.

Services to Improve School and District Functions

To see how the delivery of services operates systematically to address key district and school functions, please check each box that describes your statewide system of support.

For **Assess**, check if the statewide system of support uses a specific instrument or analytical tool to assess this function.

For **Plan**, check if the statewide system of support includes this item in its improvement planning document.

For **Implement**, check this item if the statewide system of support provides direct assistance (consultation, training, professional development, coaching) to improve this function.

For **Monitor**, check this item if the statewide system of support includes this function in its monitoring reports to document school or district improvement in implementing their plan.

For **Assess,** check if the statewide system of support uses a specific instrument or analytical tool to assess this function.

For **Plan,** check if the statewide system of support includes this item in its improvement planning document.

For **Implement,** check this item if the statewide system of support provides direct assistance (consultation, training, professional development, coaching) to improve this function.

For **Monitor,** check this item if the statewide system of support includes this function in its monitoring reports to document school or district improvement in implementing their plan.

School				District				Key Functions of a School or District
Assess	Plan	Implement	Monitor	Assess	Plan	Implement	Monitor	
								Leadership and Decision Making
								Allocation of resources to address learning goals
								Decision-making structures and processes
								Information and data systems
								Curriculum and Instruction
								Alignment of curriculum, instruction, and assessment with standards
								Curriculum
								Formative and periodic assessment of student learning
								Instructional delivery (teaching and classroom management)
								Instructional planning by teachers
								Instructional time and scheduling
								Human Capital
								Performance incentives for personnel
								Personnel policies and procedures (hiring, placing, evaluating, promoting, retaining, replacing)
								Professional development processes and procedures
								Student Support
								English language learners—programs and services
								Extended learning time (supplemental educational services, after-school programs, summer school, for example)
								Parental involvement, communication, and options
								Special education programs and procedures
								Student support services (tutoring, counseling, placement, for example)

Allocate Resources for Services

In addition to directly providing services to districts and schools, the statewide system of support may allocate resources that enable districts and schools to secure their own services from other providers. Please check each item that describes your State's allocation of resources to enable districts and schools to secure their own services from other providers.

☐   a.   The State provides financial support to enable districts and schools to secure their own services from other providers for purposes of improvement.

☐   b.   The State provides requirements or guidelines for the use of funds provided to districts and schools to secure their own services from other providers for purposes of improvement.

☐   c.   The State monitors the use of funds provided to districts and schools to secure their own services from other providers for purposes of improvement.

☐   d.   The State requires districts and schools receiving financial support to secure their own services from other providers for purposes of improvement to evaluate their satisfaction with the services received.

☐   e.   The State requires districts and schools receiving financial support to secure their own services from other providers for purpose of improvement to document the effectiveness of the services received.

☐   f.   The statewide system of support provides assistance to districts and schools to analyze their budgets and available resources to reallocate to address learning goals.

☐   g.   The districts and schools served by consultants provide the State with an evaluation of the consultants assigned to them at least once each year.

E. Evaluating and Improving the Statewide System of Support

To continuously improve the statewide system of support, the system itself needs clear goals, objectives and benchmarks, a process for monitoring its progress and for evaluating its effectiveness. Please check each item below that describes your methods for monitoring and evaluating your statewide system of support.

1. Monitoring Progress of the Statewide System of Support

☐   a.   The statewide system of support operates with publicly available goals, objectives, and benchmarks. If so, please attach a copy.

☐   b.   The statewide system of support monitors and reports its progress toward its operational goals, objectives, and benchmarks.

☐   c.   The statewide system of support monitors and reports the implementation progress of districts and schools receiving its services.

2. Evaluating and Improving the Statewide System of Support

☐   a.   The statewide system of support has completed an evaluation of its effectiveness within the past year.

☐ b. The statewide system of support evaluates its effectiveness with established criteria.

☐ c. The statewide system of support makes modifications in its operation as a result of its periodic evaluations of its effectiveness.

☐ d. The statewide system of support prepares and distributes a written report of its evaluation results and the modifications in its operation made in response to the evaluation.

☐ e. The statewide system of support includes district and school evaluations of services received as part of the evaluation of its effectiveness.

☐ f. The statewide system of support includes measures of student learning outcomes in districts and schools served as part of the evaluation of its effectiveness.

Section 3: Interview with the SEA Self-Assessment Team
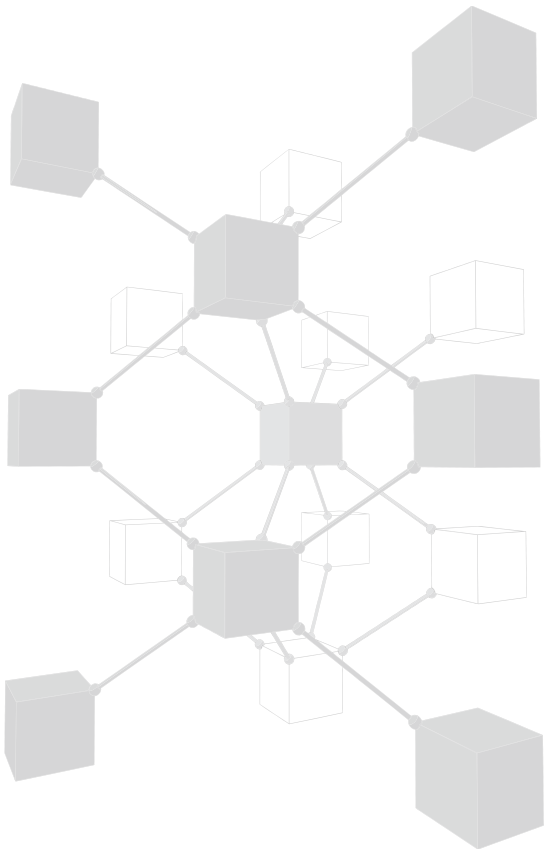
SSOS Self-Assessment Interview Form

During the interview, the Comprehensive Center interviewer guides the SEA self-assessment team in arriving at consensus responses, recording salient points from the discussion. The completed *SSOS Self-Assessment Inventory* and key documents provide background for the discussion.

I. Questions for Self-Reflection by SEA Self-Assessment Team

The self-reflection questions provide background on the State's development of a statewide system of support; the factors SEA personnel have determined to have the greatest impact on school improvement; and the lessons SEA personnel have learned along the way.

A. Evolution of Statewide System of Support in Your State

1. Most statewide systems of support evolved into what they are now, under NCLB, from state systems that developed during the 1990s. How did your SEA assist districts and schools with improvement prior to NCLB, and how has the system of support evolved from what existed before NCLB?

B. Factors that Contribute to Improvement and Services that Address Them

2. What three factors do you think are most important in contributing to a school or district's improvement in student achievement and why? In other words, what does a school or district do that matters most in improving student learning?

Factor 1:

Factor 2:

Factor 3:

3. What services does the statewide system of support provide that you think have the greatest impact on the three improvement factors you just described, and why?

Services Impacting Factor 1:

Services Impacting Factor 2:

Services Impacting Factor 3:

C. Lessons Learned

4. What are three "lessons learned" from your state's experience with a statewide system of support that would be helpful to other states?

Lesson 1:

Lesson 2:

Lesson 3:

5. What two districts and two schools do you believe are examples of how your State has positively helped schools that were in "improvement," "corrective action," or "restructuring" status. Please tell your story of how you believe the services you described above affected each of these districts and schools? If you have provided us with districts and schools (superintendents and principals) to interview, please use those districts and schools as your examples here.

District 1:

District 2:

School 1:

School 2:

II. Explanation and Elaboration of SSOS Self-Assessment Inventory

Note: Refer to the completed SSOS Self-Assessment Inventory when conducting the interview. Interviewers may also use this space to probe on activities related to the topic but not included in the checklist and to take note of questions from the self-assessment team to research in preparing the report and preparing for the planning session. The SEA self-assessment team may choose to revise the *SSOS Self-Assessment Inventory* during the interview.

A. Providing Incentives

1. Narrative Description of State Incentives for Improvement

Please describe the incentives (positive and negative pressures, not mandates) the State provides for district and school improvement, including those checked in the Inventory and others the State provides that are not listed.

B. Providing Opportunities

2. Narrative Description of State Opportunities for Improvement

Please describe and explain the opportunities for improvement that the State provides, including items checked in the Inventory and other opportunities not listed.

C. Building Systemic Capacity

3. Narrative Description of State Creation and Dissemination of Knowledge

Please describe how your State creates, supports the creation of, and disseminates knowledge relevant to district and school improvement processes and strategies as well as effective teaching practices, as indicated in the items checked in the Inventory and other items not listed. Specifically explain partnerships with other organizations that create knowledge. Also describe the dissemination methods.

4. Narrative Description of State's Efforts to Supply Personnel Equipped for School Improvement

Please describe and explain how the State enhances the supply of personnel equipped for school improvement, including items checked in the Inventory and items not listed.

5. Narrative Description of State's Data System to Assist School Improvement

Please describe the data systems your State provides to assist schools and districts with their improvement, including items checked in the Inventory and other items not listed.

D. Building Local Capacity

6. Narrative Description of the Coordination of the Structures and Roles in the Statewide System of Support

Please describe and explain how the statewide system of support is organized and coordinated.

7. Narrative Description of the Statewide System of Support's Differentiation of Services to Districts and Schools

Please describe and explain how the statewide system of support selects districts and schools to receive services, assesses the specific needs of the district or school, and differentiates services based on that assessment. Also please explain if the State focuses primarily on district improvement versus school improvement.

8. Narrative Description of the Statewide System of Support's Delivery of Services to Districts and Schools

Please describe and explain how the statewide system of support delivers service to districts and schools based on the assessment of local needs. Include the mode of delivery, for example consulting, training (professional development), assistance with planning. Also explain who delivers the service.

9. Narrative Description of the Allocation of Resources to Enable Districts and Schools to Secure Services for Improvement

Please describe and explain how the State allocates resources to districts and schools to enable them to secure services for improvement.

Please explain how the statewide system of support assists districts and schools in analyzing their budgets to reallocate resources toward student learning goals.

E. Monitoring and Evaluating Effectiveness

10. Narrative Description of the Statewide System of Support's Monitoring and Evaluation of its Operations and Effectiveness

Please describe and explain how the statewide system of support monitors, evaluates, and reports its operations and effectiveness.

III. Summary Appraisal to Inform Plan to Strengthen the Statewide System of Support

Note: Allow each member of the SEA self-assessment team to individually complete a section of the Summary Appraisal, then discuss their responses until the team arrives at a consensus rating for each item. Maintain a copy of the consensus form for the *SSOS Self-Assessment Report*. Record salient points from the discussion under Comments.

Reviewing the responses in the Self-Assessment Inventory, please check one box in each Indicator row below.

A. Summary Appraisal of Offering Incentives

Please check the box in the column that best describes the State's current status for the indicator in Column 1.				
Indicators	**No Development or Implementation**	**Limited Development or Partial Implementation**	**Functional Implementation but No Evidence of Impact**	**Full Implementation and Evidence of Impact**
A.1 Public disclosure of low performance	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
A.2 Consequences for low performance	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
A.3a Recognition for accomplishment	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
A.3b Funding contingencies for high-leverage strategies	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
A.3c Financial rewards for results	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
A.3d Financial rewards for working in hard-to-staff districts and schools	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
A.3e Greater autonomy for improved results	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
A.4 Market-oriented incentives	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐

Comments:

B. Summary Appraisal of Providing Opportunities

Please check the box in the column that best describes the State's current status for the indicator in Column 1.				
Indicators	**No Development or Implementation**	**Limited Development or Partial Implementation**	**Functional Implementation but No Evidence of Impact**	**Full Implementation and Evidence of Impact**
B.1a Waiver/exemption of state rules and regulations	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
B.1b Waiver/exemption of provisions in teacher contracts	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
B.1c Alternate routes to certification	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
B.2a State law that allows formation of charter schools	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
B.2b State law that allows formation of pilot or lighthouse schools	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐

Comments:

C. Summary Appraisal of Building Systemic Capacity

Please check the box in the column that best describes the State's current status for the indicator in Column 1.				
Indicators	**No Development or Implementation**	**Limited Development or Partial Implementation**	**Functional Implementation but No Evidence of Impact**	**Full Implementation and Evidence of Impact**
C.1a Creation of knowledge	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
C.1b Support for the creation of knowledge	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
C.1c Dissemination of knowledge	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
C.2a Increase the supply of teachers and school leaders	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
C.2b Preparation of school leaders and teachers for school improvement	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
C.2c1 Statutes and policies to influence universities that prepare teachers and school leaders	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
C.2c2 Partnerships and agreements that influence universities that prepare teachers and school leaders	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
C.3 Report experience of graduates in the workplace	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
C.4 Channel highly-qualified teachers and leaders to districts and schools in need of improvement	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
C.5 Data system to support school improvement	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐

Comments:

D. Summary Appraisal of Building Local Capacity

| Please check the box in the column that best describes the State's current status for the indicator in Column 1.				
Indicators	**No Development or Implementation**	**Limited Development or Partial Implementation**	**Functional Implementation but No Evidence of Impact**	**Full Implementation and Evidence of Impact**
D.1a Organization of the statewide system of support	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
D.1b Organizational partners in the statewide system of support	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
D.1c Distinguished educators in the statewide system of support	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
D.1d Support teams in the statewide system of support	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
D.1e Other consultants in the statewide system of support	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
D.2a Selection of districts and schools	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
D.2b Intensity and duration of service	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
D.2.c Type of service	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
D.3a Assessing operations, performance, need	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
D.3b Planning for improvement	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
D.3c Implementing the plan	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
D.3d Monitoring progress	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
D.4a Allocating resources for school and district improvement	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
D.4b Analyzing budgets to reallocate resources toward learning goals	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐

Comments:

E. Summary Appraisal of Evaluating and Improving the Statewide System of Support

Please check the box in the column that best describes the State's current status for the indicator in Column 1.				
Indicators	**No Development or Implementation**	**Limited Development or Partial Implementation**	**Functional Implementation but No Evidence of Impact**	**Full Implementation and Evidence of Impact**
E.1a Goals, objectives, benchmarks	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
E.1b Evaluation criteria	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
E.1c Evaluation process	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
E.2a Modification in response to evaluation	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
E.2b Communication of evaluation and modifications	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
E.2c District and school evaluation of services received	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
E.2d Evaluation of effects on student learning	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
E.2e Monitoring and reporting ongoing progress of SOS toward goals, objectives, benchmarks	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐
E.2f Monitoring and reporting progress of districts and schools receiving services	☐ Not a priority or interest. ☐ Will include in plan.	☐	☐	☐

Comments:

Interviews with Principals and Superintendents

If the SEA agrees to include information from districts and schools that have received or are receiving services from the statewide system of support, the SEA will provide contact information for superintendents and principals. Two superintendents and two principals are the suggested number for interviews. The SEA self-assessment team will contact the superintendents and principals to request their participation and inform them that the Comprehensive Center will be contacting them. Allow at least 90 minutes of uninterrupted time for each interview. Use the following interview protocol to guide the interview and to record responses. Use quotation marks to capture poignant remarks.
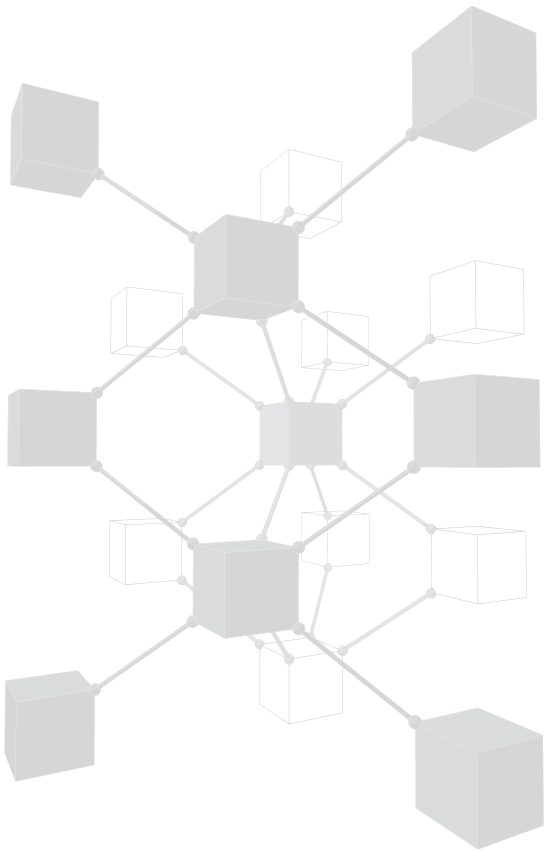
Interview Protocol for Principals and Superintendents

District: _____ Date: _____

School (if principal):_____

City: _____ State: _____

Name of Principal/Superintendent:_____

Number of years he/she has been a principal/superintendent in this district/school: ____

Number of years he/she has been a principal/superintendent in any district/school: ____

Note: Use the term "district" for superintendents when district/school is indicated and the term "school" for principals. Capture poignant quotes.

The [name of Comprehensive Center] is working with the [name of SEA] to assess the statewide system of support and plan for its improvement. No Child Left Behind (NCLB) stipulates that each state will provide a "system of support" to assist schools and districts with their improvement. States typically include intermediate units, distinguished educators, school support teams, and consultants in the system of support. When we ask questions about the "system of support," we mean the state department of education and the intermediate centers and other agencies and individuals the state uses to assist schools with their improvement. We are interested in:

- what your district/school has done to improve,
- how the state and its system of support have helped you in that process.

Background

District/school Improvement

1. We will ask you several specific questions about your school's/district's improvement efforts over the past few years. First we would like to know what you believe are the three most important factors that contribute to a school's/district's improvement in student achievement and why?

    Factor 1:

    Factor 2

    Factor 3:

2. What services has your district/school received from your state system of support to assist with each of these three factors?

Services Impacting Factor 1:

Services Impacting Factor 2:

Services Impacting Factor 3:

Lessons Learned

3. What are three "lessons learned" from your school's experience with school improvement that would be helpful to other schools?

Lesson 1:

Lesson 2:

Lesson 3:

Your Experience with the Statewide System of Support

4. Did you work with an Intermediate Center?

If yes, please explain:

5. Did you work with state education agency staff?

If yes, please explain:

6. Did you work with a Support Team assigned to your district/school?

If yes, please explain:

7. Did you work with Distinguished Educators assigned to your district/school?

If yes, please explain:

8. Did you work with other consultants?

   If yes, please explain:

9. Please describe how your district/school interfaced with the statewide system of support.

State Policies that Support School and District Improvement

Incentives for Improvement

10. States use incentives to motivate school personnel to change or improve. Incentives, then, are pressures or encouragements from the state rather than mandates. They may be pressures that encourage or pressures that discourage certain district or school actions. The following "incentives" are examples of incentives that states may use to encourage schools to improve.

   Which incentives have affected your district/school?

   Of these, did they have a positive effect on your school improvement, have no effect, or have a negative effect.

   POS = Positive Effect   NO = No Effect   NEG = Negative Effect

State Incentives	Your District/ School Affected By	Effect on Your District/School
a. Pressure of public accountability in response to school's assessment scores.	Yes No	Pos No Neg
Comments:		
b. Undesirable consequences to the school for persistent low performance; restructuring would be an example.	Yes No	Pos No Neg
Comments:		
c. Financial rewards to school for improved results.	Yes No	Pos No Neg
Comments:		
d. Financial loss to school for persistent low performance	Yes No	Pos No Neg
Comments:		
e. Financial or other rewards for effective school leaders	Yes No	Pos No Neg
Comments:		

State Incentives	Your District/ School Affected By	Effect on Your District/School
f. Financial or other rewards for effective teachers	Yes No	Pos No Neg
Comments:		
g. Financial or other rewards for principals to work in low-performing schools	Yes No	Pos No Neg
Comments:		
h. Financial or other rewards for teachers to teach in low-performing schools	Yes No	Pos No Neg
Comments:		
i. Pressure of competition for students from charter schools	Yes No	Pos No Neg
Comments:		
j. Pressure of competition for students from public school choice	Yes No	Pos No Neg
Comments:		
What other incentives for improvement, if any, has the state provided your school?		
k. Other:	Yes No	Pos No Neg
Comments:		
l. Other:	Yes No	Pos No Neg
Comments:		

Opportunities for Improvement

11. States create opportunities for districts/schools to improve, and states remove barriers to improvement. The following are some strategies that states may use to create opportunities and remove barriers.

Which strategies have affected your district/school?

Of each of these strategies that your state uses, how would you rate its overall effect on your district's/school's improvement?

POS = Positive Effect   NO = No Effect   NEG = Negative Effect

State Opportunities	Your District/School Affected By	Effect on Your District/School
a. Waiver/exemption processes that allow: Schools/districts to request waivers from state education laws	Yes No	Pos No Neg
Comments:		
b. Waiver/exemption processes that allow: Schools/districts to request waivers from state education rules/regulations	Yes No	Pos No Neg
Comments:		

State Opportunities	Your District/School Affected By	Effect on Your District/School
c. Waiver/exemption processes that allow: Schools/districts to request waivers from provisions in district teacher contracts	Yes No	Pos No Neg
Comments:		
d. Alternate routes to principal certification to bring new leaders into education from other fields	Yes No	Pos No Neg
Comments:		
e. Alternate routes to teacher certification to bring new teachers into education from other fields	Yes No	Pos No Neg
Comments:		
f. Special training for principals to serve as "turnaround specialists"	Yes No	Pos No Neg
Comments:		
g. Legislation allowing creation of new charter schools	Yes No	Pos No Neg
Comments:		
h. Legislation allowing conversion of an existing school to charter school status	Yes No	Pos No Neg
Comments:		
i. Legislation allowing districts to grant greater autonomy to schools designated as "pilot schools" or "lighthouse schools"	Yes No	Pos No Neg
Comments:		
What other opportunities for improvement, if any, has the state provided your school?	Yes No	Pos No Neg
j. Other:	Yes No	Pos No Neg
Comments:		
k. Other:	Yes No	Pos No Neg
Comments:		

State Efforts to Build Systemic Capacity to Support School and District Improvement

12. How has the State provided your district/school with information that is helpful for district/school improvement?

13. How has the State helped prepare school leaders and teachers for school improvement?

14. How has the State helped channel high-quality school leaders and teachers to districts and schools most in need of improvement?

15. How have State data and web-based systems been helpful in your improvement efforts?

State Efforts to Build Local Capacity for School and District Improvement

District/School Improvement Planning

16. Describe the State's district/school improvement planning process.

17. How does the planning process help a district/school identify its strengths and areas that need improvement?

18. What data does the state provide to help a district/school assess its needs and monitor its improvement plan?

19. Can you give us some examples of how you and your staff have used these data?

20. Does the state provide a website to assist districts/schools with their improvement planning?

Yes	No

21. If yes, describe the website and how you and your staff have used the website.

22. How does the statewide system of support assist districts/schools with their planning process? Can you give us some examples?

Resources to the District/School for District/School Improvement

23. Has your district/school received special financial resources or grants to assist your improvement efforts?

24. If yes, what was the source of the grant or resource?

25. If yes, how did you use the grant or resource in your improvement efforts?

26. If yes, did the state department of education or its system of support help you obtain these special resources? How?

27. If you had additional financial resources available for district/school improvement, what would be your first priority in the use of these resources?

28. Beside financial resources, what other kinds of additional resources would help school improvement?

Services Received from the State for School Improvement

29. For which of the following functions has the statewide system of support provided help to your district/school:

	Please check all that apply
Leadership and Decision Making	
Allocation of resources to address learning goals	
Decision-making structures and processes	
Information and data systems	
Curriculum and Instruction	
Alignment of curriculum, instruction, and assessment with standards	
Curriculum	
Formative and periodic assessment of student learning	
Instructional delivery (teaching and classroom management)	
Instructional planning by teachers	
Instructional time and scheduling	
Human Capital	
Performance incentives for personnel	
Personnel policies and procedures (hiring, placing, evaluating, promoting, retaining, replacing)	
Professional development processes and procedures	
Student Support	
English language learners—programs and services	
Extended learning time (supplemental educational services, after-school programs, summer school, for example)	
Parental involvement, communication, and options	
Special education programs and procedures	
Student support services (tutoring, counseling, placement, for example)	

NCLB Sanctions and Provisions

30. Has your district/school been subject to corrective action from the district/state for not making adequate yearly progress (AYP)?

Yes	No

    If yes, please describe the corrective actions applied to your district/school.

31. If yes, do you think the corrective actions have been helpful in achieving improvement in your district/school?

Yes	No

32. Has your school been subject to restructuring? (Or, for superintendents, Have any schools in your district been subject to restructuring?)

Yes	No

33. If yes, what restructuring options were taken?

34. If yes, do you think the restructuring of the school(s) has been helpful in achieving improvement?

Yes	No

35. Does your district offer public school choice apart from the NCLB sanctions?

Yes	No

    If yes, please explain:

36. If yes, has this strategy contributed to district/school improvement?

Yes	No

    If yes, in what ways?

37. Has your school been required to offer public school choice under NCLB?

Yes	No

38. If yes, has this strategy contributed to district/school improvement?

Yes	No

    If yes, in what ways?

39. Does your district/school provide after-school tutoring for students apart from the supplemental educational services provisions of NCLB?

Yes   No

If yes, describe the services and how you determine which students receive the services:

40. Has your district/school provided supplemental educational services as required by NCLB?

41. If yes, how would you describe the effectiveness of these services in contributing to improved student learning?

Very Effective
Somewhat Effective
Not Effective

42. Is in-district conversion to charter school status, other than as a restructuring option, a strategy employed by your district to grant more autonomy to a school?

Yes   No

43. If yes, how would you describe the effectiveness of in-district conversion to charter school status in contributing to improved student learning?

Very Effective
Somewhat Effective
Not Effective

State Processes to Assess and Improve the System of Support

We would like your thoughts on how a state department of education might determine the effectiveness of its "system of support."

44. What criteria would you suggest should be included in evaluating the effectiveness of a state's system of support?

45. What process would be most effective in enabling a state to continuously examine the effectiveness of its system of support and improve it?

In conclusion, is there anything we should know that we have neglected to ask you?

Thank you!

Section 4: The SSOS Self-Assessment Report
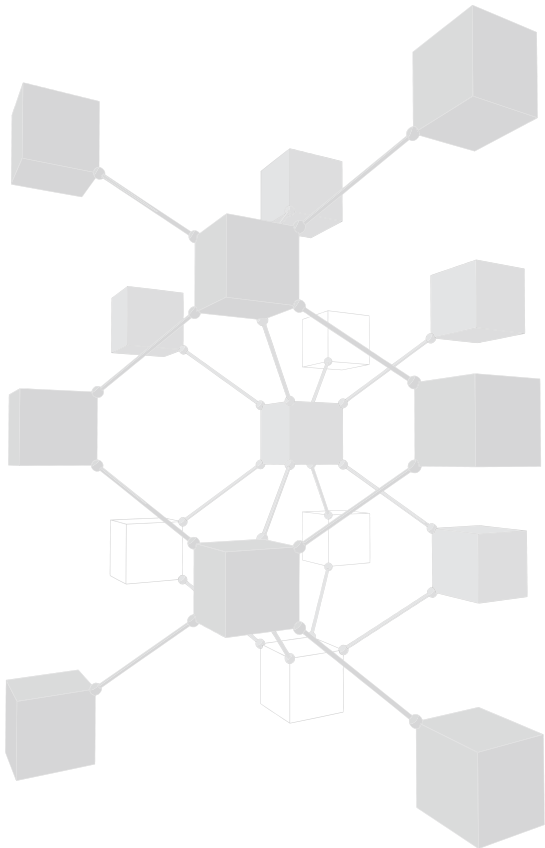
Preparing the SSOS Self-Assessment Report

The Comprehensive Center assistance team develops an *SSOS Self-Assessment Report* with information drawn from:

- Key Documents
- *SSOS Self-Assessment Inventory*
- *SSOS Self-Assessment Interview Form*
- Interviews with Principals and Superintendents

The *SSOS Self-Assessment Report* is primarily a narrative description of the statewide system of support, with key documents and the *SSOS Self-Assessment Inventory* attached as an appendix.

The report is reviewed by the SEA self-assessment team, with revisions made upon their suggestion. The report then provides the basis for a one-day review by a broader group of personnel involved in the statewide system of support, facilitated by the Comprehensive Center. Further revisions are made to the report based on input from this group.

The *SSOS Self-Assessment Report* then provides a thorough description of the existing statewide system of support and indications of where improvement is sought. With this and related documents, the Comprehensive Center staff meet with the SEA self-improvement team to develop a *Plan to Strengthen the Statewide System of Support*.

Table of Contents of the Self-Assessment Report

I. Introduction – Brief description of the process through which the report was prepared, including information from the "Overview of the SSOS Assessment and Planning Process" in this document and names and titles of SEA self-assessment team and Comprehensive Center assistance team.

II. Reflections by SEA Self-Assessment Team – From this section of the *SSOS Self-Assessment Interview Form*

A. Evolution of Statewide System of Support in Your State

B. Factors that Contribute to Improvement and Services that Address Them

C. Lessons Learned

III. SEA Functions – From this section of the *SSOS Self-Assessment Inventory*

IV. Statewide System of Support – The narrative section of the *SSOS Self-Assessment Interview* Form provides the basis for this part of the report, with detail added from key documents and the *SSOS Self-Assessment Inventory*.

A. State Incentives for Improvement

B. State Opportunities for Improvement

Removing Barriers

Creating New Space

C. Building Systemic Capacity

State Creation and Dissemination of Knowledge

State's Efforts to Supply Personnel Equipped for School Improvement

State's Data Systems to Assist School Improvement

D. Building Local Capacity

Coordination of the Structures and Roles in the Statewide System of Support

Statewide System of Support's Differentiation of Services to Districts and Schools

Statewide System of Support's Delivery of Services to Districts and Schools

Allocation of Resources to Enable Districts and Schools to Secure Services for Improvement.

E. Statewide System of Support's Monitoring and Evaluation of its Operations and Effectiveness

V. Views from the Field – A summary synthesis of the interviews with principals and superintendents.

> *District/School Improvement Factors*
>
> *Lessons Learned*
>
> *Experience with the Statewide System of Support*
>
> *Incentives for Improvement*
>
> *Opportunities for Improvement*
>
> *Building Systemic Capacity*
>
> *Building Local Capacity*
>
> *NCLB Sanctions and Provisions*
>
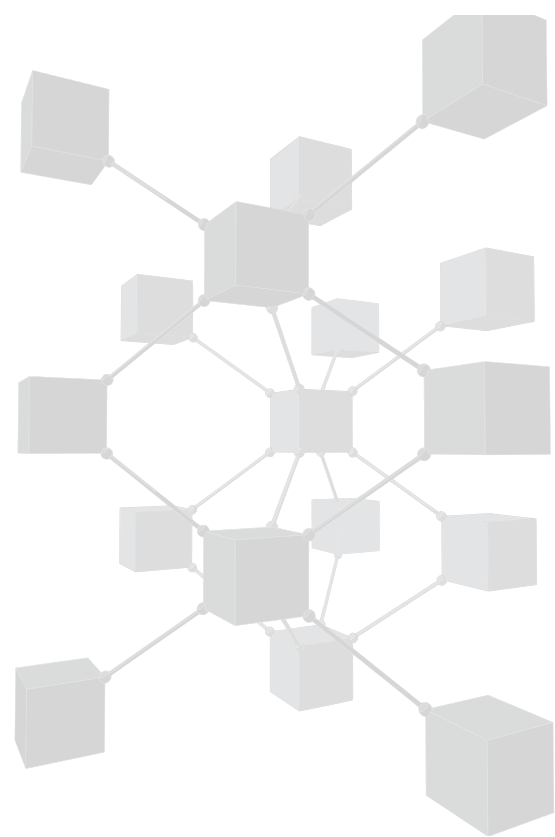> *Evaluating the Statewide System of Support*

VI. Appendix

A. Key Documents

B. Self-Assessment Inventory

C. Summary Appraisal

Section 5: The Plan to Strengthen the Statewide System of Support

Preparing the Plan to Strengthen the Statewide System of Support

With technical assistance from the Comprehensive Center, the SEA self-assessment team develops the *Plan to Strengthen the Statewide System of Support*. This plan is based upon the thorough review of the existing system by the SEA self-improvement team and the broader group of personnel involved in the statewide system of support.

1. Begin the *Plan to Strengthen the Statewide System of Support* with a statement of mission and purpose for the statewide system of support.

2. Identify two sets of objectives to include in the *Plan to Strengthen the Statewide System of Support:* (a) Quick Win Objectives and (b) Longer-Term Objectives. Follow these steps to identify the objectives:

   a. Carefully review the *SSOS Self-Assessment Report*

   b. From each of the five Summary Appraisal tables, select the items marked "No Development or Implementation—Will Include in Plan" and those marked "Limited Development or Partial Implementation." Check these items on the five Priority/Opportunity tables.

   c. For each of the five Priority/Opportunity Index tables, rate each item by priority of importance, scoring 3 for highest priority items; 2 for medium priority; and 1 for lowest priority.

   d. For each of the five Priority/Opportunity Index tables, rate each item by opportunity for improvement, scoring 3 for low-hanging fruit—relatively easy to address; 2 for realistic opportunity—accomplished within current policy and budget conditions; and 1 for challenging—requiring changes in current policy and budget conditions.

e. For each of the five Priority/Opportunity Index tables, calculate a Priority/Opportunity Index score for each item by multiplying the priority score times the opportunity score.

f. With the Index score for each item as a guide, list the items under the following categories for each of the five Priority/Opportunity Index tables:

Priority/Opportunity Index

Category 1: Low-Priority and/or Challenging Opportunity (low scores). These items may be dropped from the plan or put on the back burner.

Category 2: Medium Priority and/or Opportunity (medium scores). These items may be included in Longer-Term Plan.

Category 3: High Priority and/or Opportunity (high scores). These items may be included in the Quick Win Plan.

g. Develop two sets of objectives—Quick Win Objectives and Longer-Term Objectives. The total number of Quick Win Objectives, from all five Priority/Opportunity Index tables, should probably not exceed 3 to 5 items. Relate each objective to a specific item from a table.

3. For each objective, establish an indicator for determining success, develop action steps to lead to its completion, designate persons with primary responsibility, and establish a target date for achievement of the objective. For longer-term objectives, benchmarks toward achievement of the objectives will be useful.

4. Develop a concise narrative of the intent of the plan's objectives, aligned with the framework components.

5. Review the Functions of an SEA from the *SSOS Self-Assessment Report*. For each of the functional categories, consider how the plan's objectives might affect and be affected by the operations of that functional category. How might personnel performing the function for the SEA best support the plan? What can the SEA self-assessment team do to communicate the plan to those personnel and enlist their support? How can the SSOS be optimally coordinated with the overall functions of the SEA?

6. Establish follow-up expectations, including the meeting with the commissioner/superintendent, future meetings of the self-assessment team, and future involvement of the Comprehensive Center.

Priority/Opportunity Index from Summary Appraisal

Note: Record here the results of the previously completed Summary Appraisal. Complete the Priority and Opportunity ratings only for items marked "Will Include in Plan" or "Limited Development or Partial Implementation." Multiply each item's Priority score by its Opportunity score to produce a Priority/Opportunity Index score.

Priority = 3 for highest priority items; 2 for medium priority; and 1 for lowest priority.

Opportunity = 3 for low-hanging fruit—relatively easy to address; 2 for realistic opportunity—accomplished within current policy and budget conditions; and 1 for challenging—requiring changes in current policy and budget conditions.

A. Incentives Priority/Opportunity Index (from Summary Appraisal of Offering Incentives)

Indicators	Will Include in Plan or Limited Development or Partial Implementation	Priority Score	Opportunity Score	Priority/ Opportunity Index Score
A.1 Public disclosure of low performance	☐ Yes ☐ No			
A.2 Consequences for low performance	☐ Yes ☐ No			
A.3a Recognition for accomplishment	☐ Yes ☐ No			
A.3b Funding contingencies for high-leverage strategies	☐ Yes ☐ No			
A.3c Financial rewards for results	☐ Yes ☐ No			
A.3d Financial rewards for working in hard-to-staff districts and schools	☐ Yes ☐ No			
A.3e Greater autonomy for improved results	☐ Yes ☐ No			
A.4 Market-oriented incentives	☐ Yes ☐ No			

Comments:

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B. Opportunities Priority/Opportunity Index (from Summary Appraisal of Providing Opportunities)

Indicators	Will Include in Plan or Limited Development or Partial Implementation	Priority Score	Opportunity Score	Priority/ Opportunity Index Score
B.1a Waiver/exemption of state rules and regulations	☐ Yes ☐ No			
B.1b Waiver/exemption of provisions in teacher contracts	☐ Yes ☐ No			
B.1c Alternate routes to certification	☐ Yes ☐ No			
B.2a State law that allows formation of charter schools	☐ Yes ☐ No			
B.2b State law that allows formation of pilot or lighthouse schools	☐ Yes ☐ No			

Comments:

C. Systemic Capacity Priority/Opportunity Index (from Summary Appraisal of Building Systemic Capacity)

Indicators	Will Include in Plan or Limited Development or Partial Implementation	Priority Score	Opportunity Score	Priority/ Opportunity Index Score
C.1a Creation of knowledge	☐ Yes ☐ No			
C.1b Support for the creation of knowledge	☐ Yes ☐ No			
C.1c Dissemination of knowledge	☐ Yes ☐ No			
C.2a Increase the supply of teachers and school leaders	☐ Yes ☐ No			
C.2b Preparation of school leaders and teachers for school improvement	☐ Yes ☐ No			
C.2c1 Statutes and policies to influence universities that prepare teachers and school leaders	☐ Yes ☐ No			
C.2c2 Partnerships and agreements that influence universities that prepare teachers and school leaders	☐ Yes ☐ No			
C.3 Report experience of graduates in the workplace	☐ Yes ☐ No			
C.4 Channel highly-qualified teachers and leaders to districts and schools in need of improvement	☐ Yes ☐ No			
C.5 Data system to support school improvement	☐ Yes ☐ No			

Comments:

D. Local Capacity Priority/Opportunity Index (from Summary Appraisal of Building Local Capacity)

Indicators	Will Include in Plan or Limited Development or Partial Implementation	Priority Score	Opportunity Score	Priority/ Opportunity Index Score
D.1a Organization of the statewide system of support	☐ Yes ☐ No			
D.1b Organizational partners in the statewide system of support	☐ Yes ☐ No			
D.1c Distinguished educators in the statewide system of support	☐ Yes ☐ No			
D.1d Support teams in the statewide system of support	☐ Yes ☐ No			
D.1e Other consultants in the statewide system of support	☐ Yes ☐ No			
D.2a Selection of districts and schools	☐ Yes ☐ No			
D.2b Intensity and duration of service	☐ Yes ☐ No			
D.2.c Type of service	☐ Yes ☐ No			
D.3a Assessing operations, performance, need	☐ Yes ☐ No			
D.3b Planning for improvement	☐ Yes ☐ No			
D.3c Implementing the plan	☐ Yes ☐ No			
D.3d Monitoring progress	☐ Yes ☐ No			
D.4a Allocating resources for school and district improvement	☐ Yes ☐ No			
D.4b Analyzing budgets to reallocate resources toward learning goals	☐ Yes ☐ No			

Comments:

E. Evaluation Priority/Opportunity Index (from Summary Appraisal of Evaluating and Improving the Statewide System of Support)

Indicators	Will Include in Plan or Limited Development or Partial Implementation	Priority Score	Opportunity Score	Priority/ Opportunity Index Score
E.1a Goals, objectives, benchmarks	☐ Yes ☐ No			
E.1b Evaluation criteria	☐ Yes ☐ No			
E.1c Evaluation process	☐ Yes ☐ No			
E.2a Modification in response to evaluation	☐ Yes ☐ No			
E.2b Communication of evaluation and modifications	☐ Yes ☐ No			
E.2c District and school evaluation of services received	☐ Yes ☐ No			
E.2d Evaluation of effects on student learning	☐ Yes ☐ No			
E.2e Monitoring and reporting ongoing progress of SOS toward goals, objectives, benchmarks	☐ Yes ☐ No			
E.2f Monitoring and reporting progress of districts and schools receiving services	☐ Yes ☐ No			

Comments:

Table of Contents for the Plan to Strengthen the Statewide System of Support

I. Mission and Purpose of the Statewide System of Support

II. Quick Win Objectives

Note: Include at least one objective from E. Evaluation Priority/Opportunity Index.

SSOS Functions Category (Index table title):
SSOS Functions Item (Index table indicator):
Objective:
Indicator of success (measure of evidence of objective's completion):
Action Step 1:
Action Step 2:
Primary Responsibility:
Target Date for Completion:

SSOS Functions Category (Index table title):
SSOS Functions Item (Index table indicator):
Objective:
Indicator of success (measure of evidence of objective's completion):
Action Step 1:
Action Step 2:
Primary Responsibility:
Target Date for Completion:

SSOS Functions Category (Index table title):
SSOS Functions Item (Index table indicator):
Objective:
Indicator of success (measure of evidence of objective's completion):
Action Step 1:
Action Step 2:
Primary Responsibility:
Target Date for Completion:

SSOS Functions Category (Index table title):

SSOS Functions Item (Index table indicator):

Objective:

Indicator of success (measure of evidence of objective's completion):

Action Step 1:

Action Step 2:

Primary Responsibility:

Target Date for Completion:

SSOS Functions Category (Index table title):

SSOS Functions Item (Index table indicator):

Objective:

Indicator of success (measure of evidence of objective's completion):

Action Step 1:

Action Step 2:

Primary Responsibility:

Target Date for Completion:

III. Longer-Term Objectives

Note: Include at least two objectives from E. Evaluation Priority/Opportunity Index.

SSOS Functions Category (Index table title):

SSOS Functions Item (Index table indicator):

Objective:

Indicator of success (measure of evidence of objective's completion):

Action Step 1:

Action Step 2:

Benchmarks:

Primary Responsibility:

Target Date for Completion:

SSOS Functions Category (Index table title):

SSOS Functions Item (Index table indicator):

Objective:

Indicator of success (measure of evidence of objective's completion):

Action Step 1:

Action Step 2:

Benchmarks:

Primary Responsibility:

Target Date for Completion:

SSOS Functions Category (Index table title):

SSOS Functions Item (Index table indicator):

Objective:

Indicator of success (measure of evidence of objective's completion):

Action Step 1:

Action Step 2:

Benchmarks:

Primary Responsibility:

Target Date for Completion:

SSOS Functions Category (Index table title):

SSOS Functions Item (Index table indicator):

Objective:

Indicator of success (measure of evidence of objective's completion):

Action Step 1:

Action Step 2:

Benchmarks:

Primary Responsibility:

Target Date for Completion:

SSOS Functions Category (Index table title):

SSOS Functions Item (Index table indicator):

Objective:

Indicator of success (measure of evidence of objective's completion):

Action Step 1:

Action Step 2:

Benchmarks:

Primary Responsibility:

Target Date for Completion:

SSOS Functions Category (Index table title):

SSOS Functions Item (Index table indicator):

Objective:

Indicator of success (measure of evidence of objective's completion):

Action Step 1:
Action Step 2:

Benchmarks:

Primary Responsibility:

Target Date for Completion:

SSOS Functions Category (Index table title):

SSOS Functions Item (Index table indicator):

Objective:

Indicator of success (measure of evidence of objective's completion):

Action Step 1:
Action Step 2:

Benchmarks:

Primary Responsibility:

Target Date for Completion:

SSSOS Functions Category (Index table title):

SSOS Functions Item (Index table indicator):

Objective:

Indicator of success (measure of evidence of objective's completion):

Action Step 1:
Action Step 2:

Benchmarks:

Primary Responsibility:

Target Date for Completion:

SSOS Functions Category (Index table title):

SSOS Functions Item (Index table indicator):

Objective:

Indicator of success (measure of evidence of objective's completion):

Action Step 1:

Action Step 2:

Benchmarks:

Primary Responsibility:

Target Date for Completion:

IV. Summary of the Plan's Objectives

To draw the objectives together into a succinct, narrative statement of the plan's intent, develop the following three concise paragraphs for each framework component below:

Paragraph 1: the current situation, as summarized from the *SSOS Self-Assessment Report*

Paragraph 2: areas to be strengthened (if any), as addressed in the objectives relative to this topic

Paragraph 3: strategies for change (if any), as expressed in the objectives relative to this topic and including the indicators of success

Framework Components

A. Incentives—State incentives that encourage school and district improvement

B. Opportunities—State policies and SSOS practices that create opportunity for school and district improvement

C. Systemic Capacity—SSOS policies, procedures, and practices that build systemic capacity for improvement

D. Local Capacity—SSOS policies, procedures, and practices that build local capacity for improvement

E. Evaluation of the statewide system of support, including monitoring its operation and assessing its effectiveness

V. Coordination of SSOS with Functions of the State Education Agency

For each of the functional categories, consider how the plan's objectives might affect and be affected by the operations of that functional category. How might personnel performing the function for the SEA best support the plan? What can the SEA self-assessment team do to communicate the plan to those personnel and enlist their support? How can the SSOS be optimally coordinated with the overall functions of the SEA?

A. Provide information.

B. Set standards.

C. Distribute resources.

D. Monitor compliance.

E. Assist with improvement.

F. Intervene to correct deficiencies.

VI. Monitoring Implementation of the Plan

The *Plan to Strengthen the Statewide System of Support* includes target dates for completion of objectives, with benchmarks along the way and indicators of success. To put the plan in place, the following steps are essential:

Step 1: The self-assessment team meets with the commissioner/superintendent to review the drafted plan, make modifications suggested by the commissioner/superintendent, and enlist the commissioner's/superintendent's involvement in communicating the plan to others and establishing a mechanism for monitoring its implementation.

Step 2: The commissioner/superintendent disseminates the plan to SEA personnel, SSOS partners, and other key constituents such as the state board of education, governor's office, and legislators.

Step 3: The monitoring mechanism agreed to with the commissioner/superintendent monitors the plan's implementation and periodically reports on its progress.

The mechanism to monitor implementation of the plan may include, for example, the continued oversight by the self-assessment team or the appointment of a new leadership team consisting of key staff appointed by the commissioner/superintendent. The Comprehensive Center can play a role as critical friend throughout this process, meeting with the team, maintaining telephone and e-mail contact with team, and providing specific technical assistance. The Comprehensive Center can also assist the team in securing the services of consultants within the Comprehensive Center system to provide training, consultation, and additional technical assistance.

To maintain communication between the self-assessment team and the Comprehensive Center, establish below follow-up meeting dates, conference calls, and e-mail exchanges. This schedule can be updated and expanded at regular intervals.

Follow-Up Between Self-Assessment Team and Comprehensive Center

Framework for an Effective Statewide System of Support

Statewide System of Support

Components

Incentives

Capacity

Opportunities

Forms

Under Incentives:
- Public Disclosure
- Negative Incentives
- Positive Incentives
- Market Oriented Incentives

Under Capacity:
- Systemic Capacity
- Local Capacity

Under Opportunities:
- Remove Existing Obstacles
- Create Space for New Schools

Strategies

- Standards, Accountability, Information About Results
- Consequences for Low Performing Schools and Districts
- Contingent Funding, Autonomy, Recognition
- Changing the "Market" Structure of Public Schooling
- Create and Disseminate Knowledge
- Enhance Supply of Personnel
- Create Strong Data Systems
- Coordinate SSOS Services, Components, Personnel
- Differentiate Support to Districts and Schools
- Deliver Services to Districts and Schools
- Provide Waivers/ Exemptions from State Policy
- Repeal/ Reduce Problematic Regulations
- Charter Schools, Pilot Schools

Examples

- Loss of Funds, Corrective Action/ Restructuring
- Grants, Individual Incentives for Teachers/ Principals
- Charter Laws, Inter-district Transfers, Vouchers to Attend Private Schools
- Classroom, School, District, Practices
- Principal Training Pipelines, Turnaround Principal Programs, Credentialing
- Alternate Certification, Legislation to Encourage Teachers to Enter the Profession
- SEAs, Intermediate Agencies, External Partner Organizations
- Distinguished Educators, School Support Teams
- Intensity and Duration of Services, Point of Impact (District vs. Direct Service to Schools)
- Provide Services (Development of Plans, Professional Development)
- Allocate Resources for Services (Funding)

Monitor, Report, Evaluate, and Continuously Improve the Statewide System of Support

Framework for an Effective Statewide System of Support
from *Handbook on Statewide Systems of Support*, Center on Innovation & Improvement
Graphic created by JT Lawrence and Danette Parsley, Great Lakes West Comprehensive Center at Learning Point

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