



Indistar® & School Improvement
SAMPLE

ADI = Academic Development Institute



Outcomes for Today

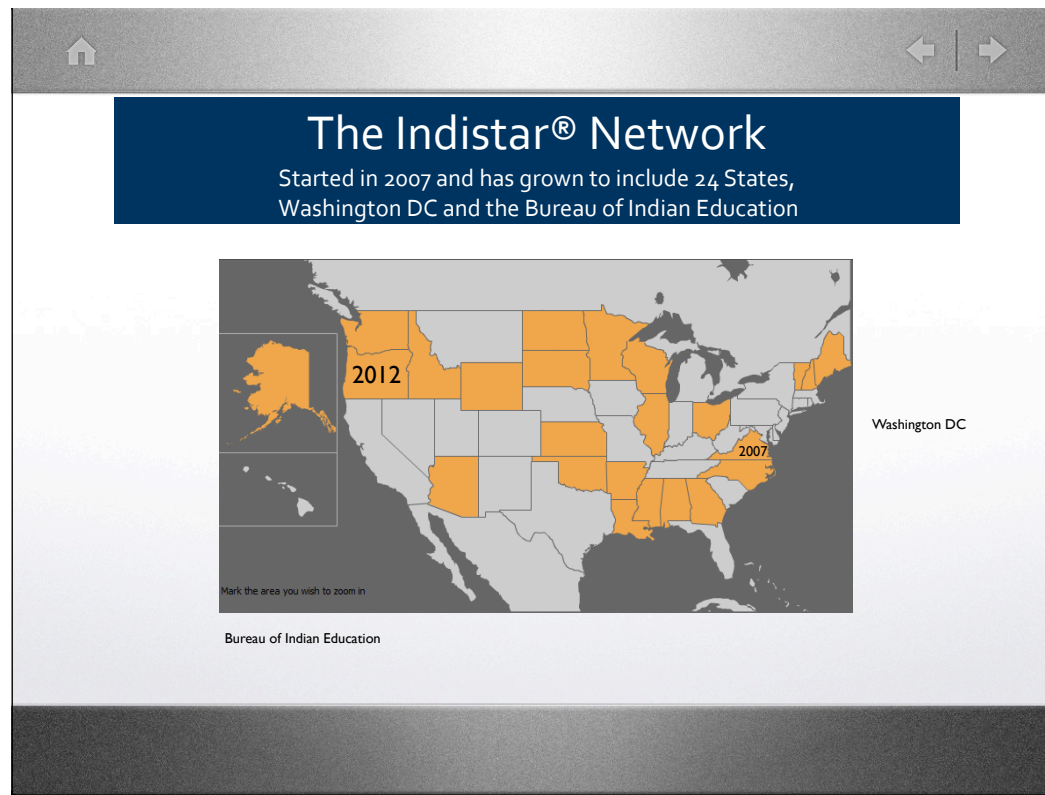
you will have...

- a broad understanding of the Indistar tool
- a general idea of the CAP process
- an opportunity to begin work on the school's self assessment



Indistar® - What is it?

- Web-based system to inform, plan, monitor and report school improvement efforts.
- Grounded in Oregon's Five Key Areas of Effectiveness, which are derived from the USDE Turnaround Principles and are foundational to our Waiver Plan
- Embedded are the necessary steps for developing a Comprehensive Achievement Plan (SIP)
 - Assessing needs
 - Prioritizing needs
 - Developing the plan, including outcomes, tasks and timelines
 - Monitoring the plan



At first, there was the Center on Innovation and Improvement, which was administered by ADI (Academic Development Institute). ADI was funded by the USDE from 2005-2012. The purpose of CII was to assist regional enters and State Education Agencies with systems of support, district/school improvement, restructuring and turnaround and family and community engagement.

In 2007, the American Educational Research Association published a handbook entitled, Restructuring and Substantial School Improvement. This was a synthesis, by experts, and included indicators of effective practice. Virginia was not satisfied with their school improvement planning process and was searching or a new approach; they liked those in the handbook. So, in 2007 Indistar was as a web-based system to help solve Virginia's problem. Since then, 24 states and DC and the National Bureau of Indian Education have adopted Indistar.



Title I Indistar[®] Roll Out

- 2013-2014: All new SWP are going into Indistar
- 2014-2015: all new TAS plans into Indistar
- 2015-2016: last year of transition
- Fall 2016: all SWP and TAS will be using Indistar

NOTE: As SIPs expire, between now and fall 2016, schools will renew plans using Indistar. [This is where you are!](#)

Nice Features

- All aspects of the plan are stored in a single location
- Keeps conversations focused on proven professional practices that transform schools
- Electronic tool, template, process and submission
- Easy to follow process resulting in a clearly defined/outlined plan
- Allows for, and promotes, a collaborative approach
- Accessibility to “real time” work
- Provides reports to communicate and monitor progress toward meeting objectives
- Assists in the planning of meetings (agendas, minutes, tracking of tasks, etc.)

5 Key Areas of Effectiveness
34 Indicators

- Educator Effectiveness (6)
- Teaching and Learning (4)
- Technical and Adaptive Leadership (10)
- School and District Climate and Culture (6)
- Family and Community Involvement (8)

Data and Assessment & Equity are embedded throughout

Before clicking on the red circles, engage staff in a quick activity to read and share each of the 5 key areas. Have clusters of 5 read one key area of effectiveness and come up with a summary statement. Have a spokesperson share out the summary statement to the group.

OR

Have staff count off by 5's, giving each number a key area of effectiveness. Have the 1s, 2s, 3s....meet and read/discuss their indicator. Return to a mixed group that includes numbers 1-5 and have the group share out with each other their particular indicator.

**School Self Assessment:
Input from Stakeholders**

Today's Work

	Teachers	Admin.	CAP Team	Parents
Educator Effectiveness	X	X	X	
Teaching and Learning	X	X	X	
Technical and Adaptive Leadership		X	X	
School and District Climate and Culture	X	X	X	
Family and Community Involvement	X	X	X	X

Distribute color-coded handout of the 34 indicators. This handout provides a visual of “who will assess what” for the individual school.



Share the color coded handout of the 34 indicators, making the connection between the key areas of effectiveness, noting where the indicators fit, and who will be assessing what.



School Self Assessment: Initial Steps

Gather input from stakeholders - **TODAY's work**

- determine the school's level of development or implementation for each indicator
- determine the priority score for each indicator



School Self Assessment: Entering Input into Indistar®

EE2.4 - Instructional teams use a variety of data to assess strengths and weaknesses of the curriculum and instructional strategies and make necessary changes. (3170)

1. Choose your level of Development or Implementation for this Indicator. * required field

*A plan has been created for this Indicator. The level of development or implementation cannot be changed.

No Development or Implementation Limited Development or Implementation Full Implementation

2. Priority Score: * required field

- 3 - highest priority
- 2 - medium priority
- 1 - lowest priority

3. Opportunity Score: * required field

- 3 - relatively easy to address
- 2 - accomplished within current policy and budget conditions
- 1 - requires changes in current policy and budget conditions

Work of SWP

4. Please describe the current level of development or implementation. * required field



Next Steps for the Leadership Team

- Review the survey results
 - Enter a single response into Indistar
 - Determine an opportunity score (how easy/difficult will it be to implement)
 - Describe the current level of development or implementation
- Based on the school's self assessment, along with other needs assessment data, decide which indicators will become a part of the CAP
- Then...
 - describe what each of these indicators will look like when it's fully implemented
 - determine tasks to reach each objective; assign staff to monitor and complete the work



Remember, this is a multi-year





Let's get started on the
School Self Assessment