

COUNCIL OF CHIEF STATE SCHOOL OFFICERS SECONDARY SCHOOL REDESIGN (SSR) **SEA CAPACITY & LEADERSHIP SELF-ASSESSMENT TOOL**

OVERVIEW

This self-assessment tool has been developed to assist SEAs in making important capacity and leadership decisions and planning a cohesive set of strategies for statewide secondary school (middle and high school) redesign. It builds on a theory of change that assumes that at least some components of the statewide SSR work must be centrally developed to ensure clarity, understanding, and a common set of standard expectations for secondary school transformation. A tool of this nature provides a mechanism by which SEAs can gauge their own internal operational coherence and conduct focused activities that involve and engage all key stakeholders in the development of the SSR design and implementation efforts.

A second assumption for the SEA utilization of this tool is that often SEAs may be “out of position” organizationally to effectively support SSR efforts statewide. The ability of SEAs to implement a SSR model and provide technical assistance to districts and secondary schools identified for improvement frequently is inadequate to bring about positive change. Many SEAs have self-reported insufficient organizational capacity and staffing to assist local school districts (LEAs) and secondary schools. Using the SEA CAPACITY and LEADERSHIP SELF-ASSESSMENT TOOL represents a fundamentally sound protocol for SEAs to use in their efforts to reshape their own internal capacity, commitments, and activities relative to SSR.

GUIDING PRINCIPLES FOR USE OF THE TOOL

Support and Technical Assistance

States must take a proactive role if there are to be substantive changes in transforming secondary schools. SEA leadership is necessary in developing both a specific model with clearly articulated components and useful technical assistance that goes beyond monitoring and compliance functions. While a well thought-out, collaboratively developed SSR model is important for statewide systemic transformation of secondary schools, it is vital that SEA leadership support activities and encompass assistance to LEAs and secondary schools identified for improvement. Research on secondary schools that cannot improve student achievement suggests that they will not be able to make gains on their own without support from their district and the state. Technical assistance activities that are disconnected, unfocused, or fragmented can actually hurt secondary school redesign work.

Policy Connections and Stakeholder Engagement

SEAs are obligated to construct a SSR model that is research-based, clear, practical, and useful to their schools as districts work to meet the 21st century learning needs of their students. It is critical that the model mirrors state policy expectation for improving all schools (whole school change) while aligning SEA policy and practices specifically targeting secondary schools. The SSR design should be “seamless” in terms of requirements and evaluation of progress toward implementation with respect to other statewide educational improvement efforts. Other organizations and agencies, such as business and economic development partners as well as postsecondary institutions, should be able to see the relevance of the state SSR model and be able to speak on behalf of the various components as being essential for school improvement at the secondary level. In this respect, several voices, including parents and interest groups who support education, will be heard as the SSR work progresses statewide.

SEA Capacity and Leadership Coherence

SEAs must take an honest look at their own internal organizational commitments in support of the SSR work. Fragmented random “good works” are not a substitute for a dedicated SSR core team that is focused on multiple facets of the central design for the SSR initiative. The SEA/SSR core team should be able to assess organizational capacity, develop a work matrix, conduct a gap analysis, and work with a cross-office/cross-functional team. The “charge” to the SSR core team will be to achieve the strategic and operational goals of the SEA with respect to their overall SSR initiative. The comprehensive work plan developed by the SSR core team must include activities from across the SEA as well as external partner organizations and key stakeholders.

THEORY OF CHANGE

Restructuring secondary schools is a system-change challenge. Many secondary schools are unable to accommodate the needs of all students in their objective of preparing children for the 21st century. High schools in particular have been resistant to change, whether it is through their own internal reform initiatives or by efforts initiated at the district or state level. This “change tool” is geared directly toward assisting SEAs in making their own assessment of their capacity and leadership issues relative to SSR. Once a state has taken the first steps in formulating a collaboratively developed SSR model for its districts and schools to work from (within the contextual parameter of individual state political realities), a shared vision for implementing the model needs to be developed through broad-based engagement of key stakeholder groups and partner organizations. Through this “collaborative change process,” both the SEA and school districts can move forward in a methodical, systematic, and sustained manner to achieve true transformation of secondary schools. The [SEA CAPACITY AND LEADERSHIP SELF-ASSESSMENT TOOL](#) offers a concrete opportunity for SEAs to achieve success with their SSR model.

THEORY OF ACTION

Action steps on the part of the SEA should connect directly to the four strands of the self- assessment tool. While some SEAs have already initiated activities for SSR work, the self- assessment tool is useful in helping an SEA reflect on its action planning and gap analysis for implementing its SSR model. All four strands are equal in their importance in terms of representing a “systems” approach both internally and externally. Each strand targets an essential aspect of planning, development, implementation, and evaluation of the SEA/SSR work. The strands are

- Clarity of Secondary School Redesign (SSR) Model
- Broad-Based Community Involvement
- SEA Organization and Leadership
- Capacity Building/Sustainability

As SEAs use this self-assessment tool, they are free to customize it for their own purposes. Using it as a set of focused areas of importance, however, will assure SEA leadership that a comprehensive SSR effort is underway in their state that is aligned to policy. Once a policy (regulation) direction has been established by the SEA (legislative in some states), the SEA must spend time and effort on clarifying the policy intent and translating that intent into an “actionable” SSR model. Likewise, SEAs must use effective communication strategies to elicit buy-in from the public. This speaks to the need for positive clarity of message through broad-based involvement of key stakeholder groups and parents.

In the final analysis SEAs are responsible for sustaining productive school improvement direction at all levels statewide. Developing a SSR policy framework, building an SEA infrastructure with targeted resources, and getting policy and partner buy-in for a SSR model are all essential elements of a successful SSR statewide initiative.

SUMMARY

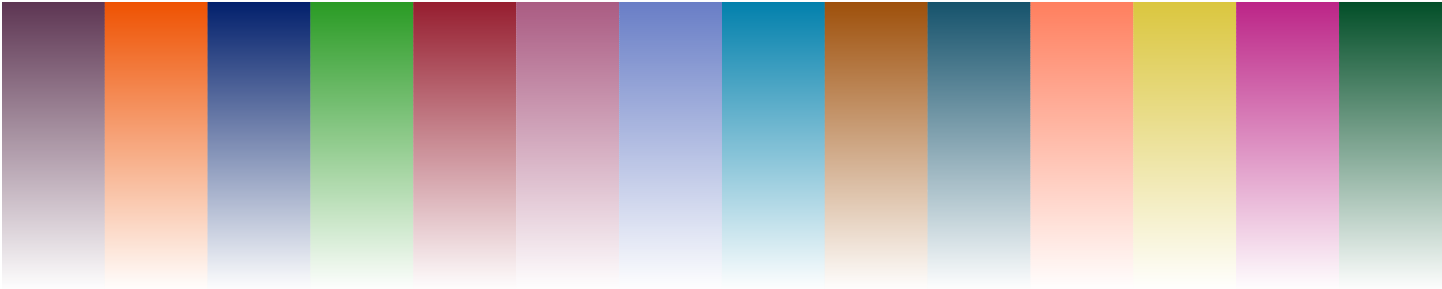
Effectively leading and supporting secondary school redesign work represents a tremendous challenge to all SEAs. In some instances the single greatest obstacle to real systemic SSR is the lack of coherence and leadership at the state level. SEA policies and practices that generally promote school improvement must be adapted more specifically to secondary schools, particularly high schools. As clear policy direction is established, SEAs must commit to spending time developing a detailed model of “what it looks like” in terms of specific SSR components. In conjunction with this activity, SEAs need to engage all key stakeholders in getting feedback. Likewise, a technical assistance plan and best practices network should also evolve as part of the SEA strategy for implementation of the SSR model. Bulletins, guides, and communication documents should provide detailed descriptions of the model and specify the evidence that would suggest successful implementation.

This self-assessment tool should also be used in tandem with other SEA planning tools to ensure coherence and alignment with all other SEA school improvement initiatives that are part of statewide expectations for whole school change and improvement. This is a critical step so that the SSR model is reinforced and supports other SEA school improvement activities.

The non-negotiable effort to guide secondary school work on behalf of students and their families must be seen as the “core work” of all SEAs. The education field is currently saying to SEAs “lead, follow, or get out of the way” with cumbersome regulations which often conflict with positive school change initiatives. As one commissioner put it at the CCSSO SSR conference (Austin, Texas – April 2007): “Simply developing and publishing the standards and new academic expectations for secondary school students does not help schools (districts) that are dysfunctional and ineffective.” States are obligated to play a role in assisting those districts and schools that have shown little capacity to help themselves or to serve their families and students. This leadership self-assessment tool represents a concrete process for SEAs to evaluate their own progress in scaling-up a coherent secondary school redesign effort that will genuinely assist districts in progressing with secondary school transformation.

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SECONDARY SCHOOL REDESIGN
SEA CAPACITY & LEADERSHIP COMPONENT
SELF-ASSESSMENT TOOL



This rubric was written by Todd Flaherty of TDF Consulting and Katy Anthes of The Third Mile Group LLC. The rubric was developed out of meetings hosted by CCSSO on secondary school redesign. The meeting participants were instrumental in providing feedback and ideas for the rubric. Thanks go to Cathy Walker, Kara Schlosser, Marty Bush, and Kelly Hunter for the editing, design, and production of the document. In addition, the writers would like to thank Duke Albanese and David Ruff from the Great Schools Partnership for their thoughtful review and for providing ideas for the format of the rubric.

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COUNCIL OF CHIEF STATE SCHOOL OFFICERS

SECONDARY SCHOOL REDESIGN SEA CAPACITY & LEADERSHIP COMPONENT SELF-ASSESSMENT TOOL

About the Tool

This self-assessment tool is created for the Council of Chief State School Officers' secondary school redesign (SSR) initiative to help state education agencies (SEAs) think about, lead, plan, and discuss their secondary school redesign initiatives from a number of perspectives. Once these discussions take place, and plans are implemented thoughtfully, states will have a much greater chance of seeing success in their SSR efforts. This tool uses a rubric format developed by the Great Schools Partnership. The content of the tool was developed by Todd Flaherty of TDF Consulting and Katy Anthes of The Third Mile Group.

SEA Capacity and Leadership Self-Assessment Tool: Strands and the work elements within the strands.

STRAND 1: Clarity of SSR Model

- 1.1 Rationale and Purpose
- 1.2 Secondary School Redesign Model and/or Components
- 1.3 Policy Coherence and Alignment
- 1.4 Specific Guidance for Implementation Strategies

STRAND 2: Broad-Based Community Involvement

- 2.1 Appropriate Practitioner Involvement
- 2.2 Other Key Stakeholder Involvement
- 2.3 Levels of Partnerships

STRAND 3: SEA Organization and Leadership

- 3.1 Effective and Well-functioning
- 3.2 Support for the Work
- 3.3 Communications Strategy (community)
- 3.4 Designated Leadership and Responsibility

STRAND 4: Capacity Building/Sustainability

- 4.1 Resources and Expertise
- 4.2 Technical Assistance and Networking
- 4.3 Professional Learning and Planning

STRAND 1: CLARITY OF SSR MODEL

1.1 – RATIONALE AND PURPOSE

The SSR model is under discussion in the SEA and with additional partners.	1*	3	5
	Beginning Planning	Developing	Implementation and Evaluation
	The SEA is aware of the need to clarify the purpose for an SSR model and is gathering data to develop the rationale.	The SEA is formulating the elements for the SSR initiative, including specific aspects that respond to the needs of key stakeholders. The SEA works with all state agencies to develop an inclusive state rationale and purpose.	LEAs, secondary schools, and the broader community understand the reason, purpose, and need for implementing the SSR model and are currently part of the SEA effort to evaluate the effects of implementation.

*The numbers above (1,3,5) refer to a “score” that the SEA would receive depending on where they fall within the continuum of “under discussion, beginning planning, developing, or implementing and evaluating.”

Implementation Process 1.1

Actions Reflecting Level 5

- SEA has used data, relevant information, and feedback from state agencies, higher education, the private sector, community-based organizations, and other stakeholder groups to formulate a statewide rationale around the necessity for redesigning secondary schools.
- The SSR design responds directly to the call for increased preparation of all students to meet the demands of 21st century learning.
- A clearly stated outcome or result of the work of a large-scale SSR initiative is well articulated at the outset of this effort.
- Policymakers, families, and students know and understand well the need for increased expectations for secondary school work.

Sample Strategies to Implement Actions:

- Gather data regarding high school completion, student attendance, engagement, and retention to make the case.
- Co-develop the rationale and case for SSR with other state agencies and constituents.
- Use surveys of business sector to determine whether students have the skills necessary to compete in the state.
- Prepare vivid illustrations on what increased expectations “look” like.
- Create a case study on a model redesigned high school.

What evidence demonstrates our actions on this section of the work plan? (SEA to enter here)

Sample Evidence:

- ✓ The SEA has a clear statement of purpose and need.
- ✓ All members of the SEA staff can and do articulate that message.
- ✓ An ongoing communication strategy is occurring (media, newsletters, staff meetings, newspaper articles, etc.) to reach community and stakeholders with illustrations of success.

Scoring: Based on the evidence listed above, we would place our SEA at the “X” on the following scale:



STRAND 1: CLARITY OF SSR MODEL

1.2 – SECONDARY SCHOOL REDESIGN MODEL AND/OR COMPONENTS

The SSR model is under discussion in the SEA and with additional partners.	1*	3	5
	Beginning Planning	Developing	Implementation and Evaluation
	The SEA is in the process of identifying elements of a comprehensive secondary school redesign model.	Potential SSR model components have been identified by both SEA staff and key state and community stakeholder groups. The SEA is in the process of developing a comprehensive research-based secondary school transformation model.	The SSR model is being implemented statewide and data is being gathered, by component, as to its effects.

Implementation Process 1.2

Actions Reflecting Level 5

- SEA has developed a statewide SSR model that represents a concrete set of elements upon which districts and secondary schools can focus their transformation/redesign work.
- The SSR model reflects sound research and whole school change elements relating to best practices such as personalization, transitions, acquiring high standards, supports to students, supports to teachers, and planning/using data and program evaluation.
- SEAs with existing SSR components establish clear connections to overall SSR design.
- All elements of SSR redesign are included such as: adolescent literacy, transforming instruction, and transitions to college.
- Continuous roll-out and statewide stakeholder engagement is ongoing.

Sample Strategies to Implement Actions:

- Cross-functional SEA design teams and practitioners work to determine the necessary components of the SSR model.
- An environmental scan has been conducted to find relevant and high-quality research to inform the model.
- Communication at staff meetings, media briefings, and statewide stakeholder meetings shows the interconnectedness of this work with other education reform efforts.

What evidence demonstrates our actions on this section of the work plan? (SEA to enter here)

Sample Evidence:

- ✓ The SEA has, on paper (and maybe in other media forms as well), a sound SSR model that is easy to understand and deliver to both internal and external constituents.

Scoring: Based on the evidence listed above, we would place our SEA at the "X" on the following scale:



STRAND 1: CLARITY OF SSR MODEL

1.3 – POLICY COHERENCE AND ALIGNMENT

The SSR model is under discussion in the SEA and with additional partners.	1*	3	5
	Beginning Planning	Developing	Implementation and Evaluation
	Initial policy analysis and potential policy and regulation framework activities are planned.	Statewide policy and program alignment and gap analysis is underway and will inform implementation expectations.	Current policy framework is adequate, producing the right level of tension between required implementation and local flexibility.

Implementation Process 1.3

Actions Reflecting Level 5

- SSR work is to be connected to other SEA school improvement initiatives and coordinated across state policy entities.
- SSR work is a clearly delineated facet of the state board's strategic intent for secondary school transformation.
- The SEA has aligned its SSR model (and other related state-level policies) to existing policy, standards, and instructional programs.
- Required elements of the SSR model are converted into a policy/regulation framework.
- SSR policies/regulations reflect requirements but are balanced with or honor local flexibility of implementation.
- SEA work on policy and alignment respects the contextual parameters of the state.

Sample Strategies to Implement Actions:

- An internal SEA meeting occurs where all reform policies and initiatives are “put on the table” to determine alignment and gaps.
- A determination is made regarding the SSR model and how to integrate that model into current reform strategies.
- Policy stakeholders are brought together to discuss needed changes in policy to implement the SSR model.

What evidence demonstrates our actions on this section of the work plan?
(SEA to enter here)

Sample Evidence:

- ✓ A clear document is created to show how the SSR plan is not extra work for school practitioners but a part of other school improvement plans: “One school, one plan.”
- ✓ State and district policies have been changed to allow for sound implementation of the SSR model.
- ✓ Feedback from superintendents and principals indicates this model is helpful and not a hindrance.

Scoring: Based on the evidence listed above, we would place our SEA at the “X” on the following scale:



STRAND 1: CLARITY OF SSR MODEL

1.4 – SPECIFIC GUIDANCE FOR IMPLEMENTATION STRATEGIES

The SSR model is under discussion in the SEA and with additional partners.	1*	3	5
	Beginning Planning	Developing	Implementation and Evaluation
	Internal SEA responsibility has been assigned for planning, guidance development, and roll-out strategies underway.	An inventory of needed guidance documents, bulletins, and suggested implementation strategies are being drafted.	Guidance documents, implementation manuals, and technical assistance processes are published and available online for use with a mechanism for the SEA to solicit feedback on their usefulness and further development.

Implementation Process 1.4

Actions Reflecting Level 5

- SSR model implementation strategies are part of a detailed set of guidance and technical assistance manuals that assist LEAs and secondary schools.
- The SEA has constructed a set of guidelines that outlines the specifics of the technical assistance to be used by schools and districts.
- The SEA has adopted a set of protocols for “walk-throughs” and collection of data relative to specific implementation criteria of secondary school redesign initiatives.
- The SEA has developed a process to review the evidence to assure fidelity of implementation of the SSR model.
- The SEA maintains a rolling FAQ document that responds to stakeholder questions and requests for further detail.

Sample Strategies to Implement Actions:

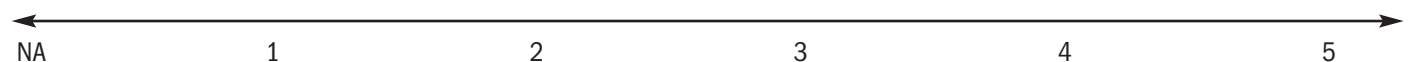
- Create clear workplans and rubrics for implementation of the SSR model.
- Track progress on the implementation.
- Plan for staff meeting times where a “check” on the implementation is made and any mid-course corrections can occur.
- Hold SEA staff accountable to the workplans and goals in the SSR model.

What evidence demonstrates our actions on this section of the work plan?
(SEA to enter here)

Sample Evidence:

- ✓ Feedback from the districts is useful regarding understanding of the SSR goals, actions, and implementation strategies.
- ✓ Site visits to secondary schools (later in the implementation) reveal real changes in structure, culture, and outcomes of the schools.
- ✓ Walk-throughs provide solid evidence of progress; if none is evident, mid-course changes need to be made.

Scoring: Based on the evidence listed above, we would place our SEA at the “X” on the following scale:



1.4 – SPECIFIC GUIDANCE FOR IMPLEMENTATION STRATEGIES (CONT.)

Critical Roles 1.4

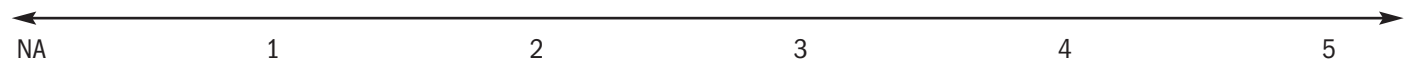
SEA Leadership

- SEA/SSR core team disseminates draft implementation guidance for SSR model to selected partners for feedback and revisions.
- SEA/SSR core team hosts focus groups and face-to-face feedback sessions with key stakeholder groups, expert panels, and professional associations to solicit feedback on design work and guidance.
- Technical assistance sessions are topical by SSR model components (always ensuring “big picture” integration with the whole model) and open to districts and schools for capacity building.

Key Partnerships

- Advisory committees comprised of key stakeholders and professional associations are used in the implementation of the model.
- Parent groups are contacted to provide feedback, and student voice is part of the “reality check” for implementation.

Scoring: Based on the SEA leadership and key partnerships described above, we would place our SEA at the “X” on the following scale:



SEA Reflections on Progress, Actions, and Next Steps 1.4

Reflections (SEA to enter your work and ideas here)

Next steps

✓

STRAND 2: BROAD-BASED COMMUNITY INVOLVEMENT

2.1 – APPROPRIATE PRACTITIONER INVOLVEMENT

The SSR model is under discussion in the SEA and with additional partners.	1*	3	5
	Beginning Planning	Developing	Implementation and Evaluation
	Practitioner involvement in SSR design work has been identified as a priority and initial steps are being taken.	A practitioner involvement plan has been developed and is in the process of being implemented; many educators at multiple levels are involved with the initial SSR design.	Practitioner groups are full partners in development of the SSR design work and have opportunity to provide ongoing and valued feedback on the formation of the final SSR model.

Implementation Process 2.1

Actions Reflecting Level 5

- Practitioners are involved in the work of identifying SSR components.
- SSR draft model and components are vetted/developed in focus groups with teachers and school leaders.
- Internal SEA work with key stakeholder groups, state policy entities, and practitioners has produced a specific SSR model (strand one) for high schools (and middle schools) that is based on research and best practice.
- The SEA allows for meaningful feedback and engagement from practitioners; feedback is taken seriously and incorporated into the model.

Sample Strategies to Implement Actions:

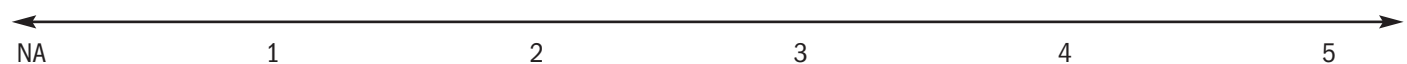
- Meetings and focus groups are scheduled for practitioners and a process for incorporating their ideas into the model and implementation plan is set.
- A follow-up process with practitioners is in place so they know the progress and status of their feedback.
- Minutes of practitioner engagement sessions are used for development of SSR plan.
- Stakeholder groups are wrapped into an ongoing communication loop (listserv, website, etc.) so they always know what is happening on the initiative.

What evidence demonstrates our actions on this section of the work plan?
(SEA to enter here)

Sample Evidence:

- ✓ Stakeholders are engaged and participating in the meetings and SSR design initiatives.
- ✓ Stakeholders are advocating for the changes in SSR to their respective constituents.
- ✓ Stakeholder groups are not alienated by the SSR process (they are not working against the SEA).

Scoring: Based on the evidence listed above, we would place our SEA at the “X” on the following scale:



2.1 – APPROPRIATE PRACTITIONER INVOLVEMENT

Critical Roles 2.1

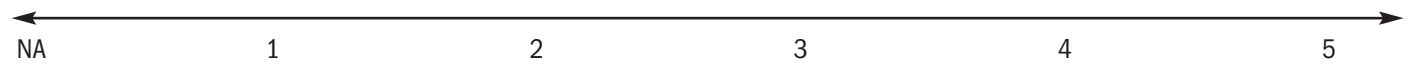
SEA Leadership

- SEA leadership and SSR core team leader have scheduled and carried out a regular series of meetings and feedback sessions for the draft SSR model and implementation guidance. All state entities feel included and take ownership of this statewide SSR plan.
- SEA senior leadership work with leadership from professional organizations to seek buy-in and support for the SSR model and utilize those groups when interacting with policymakers.

Key Partnerships

- Professional groups are used by the SEA leadership and core SSR team to facilitate best practice networks and particular components of the SSR model.
- Interagency collaboration and business partners become part of the ongoing SEA strategy to ensure effective implementation of the SSR work.
- All professional groups have opportunities to interact and provide feedback regarding SSR modification to guidance, implementation, and technical assistance.

Scoring: Based on the SEA leadership and key partnerships described above, we would place our SEA at the "X" on the following scale:



SEA Reflections on Progress, Actions, and Next Steps 2.1

Reflections (SEA to enter your work and ideas here)

Next steps

✓

STRAND 2: BROAD-BASED COMMUNITY INVOLVEMENT

2.2 – OTHER KEY STAKEHOLDER INVOLVEMENT

The SSR model is under discussion in the SEA and with additional partners.	1*	3	5
	Beginning Planning	Developing	Implementation and Evaluation
	A workplan has been developed that includes meaningful stakeholder involvement.	Multiple stakeholder meetings, forums, and work sessions are being held with a variety of key stakeholder groups that inform the development of a plan.	SEA has established relationships and a collaborative dynamic with key stakeholder groups, which leads to a collective understanding of the SSR work and creates a powerful set of supporters for the initiative. Professional learning and planning opportunities are co-led and coordinated to build upon each other rather than compete with each other. At times, financial resources are shared to best support programmatic efforts.

Implementation Process 2.2

Actions Reflecting Level 5

- The SEA ensures that the following key stakeholders are involved in SSR development:
 - PK-16 state panel and various PK-16 subcommittees
 - Stakeholders involved with standards and assessment development, such as higher education and professional organizations
 - Community-based organizations focused on supports to students and families
 - Adult education service providers
 - Nonprofit educational organizations, such as leadership institutes, regional collaboratives, and professional educational associations
 - Policymakers (governor, legislature), school boards, parent organizations, and parent advisory groups
 - Other governmental agencies whose work aligns to secondary school redesign
- Secondary school redesign initiative development is done inclusively to build understanding and support. Adjusting development and outreach schedule is appropriate.
- Over-communication of the message on SSR to all stakeholders and the public is critically important.

Sample Strategies to Implement Actions:

- The state has established an electronic planning calendar available to all organizations to add meetings and events and to all educators to find learning opportunities.
- Each stakeholder group has clear talking points on the messages and purposes of the state’s SSR efforts.

What evidence demonstrates our actions on this section of the work plan?
(SEA to enter here)

Sample Evidence:

- ✓ Almost all educational organizations have a programmatic or financial connection to the effort.
- ✓ Organizations contribute to the initiative in a variety of ways: hosting stakeholder meetings and providing technical assistance, mass communication, staff work, and monetary resources.

Scoring: Based on the evidence listed above, we would place our SEA at the “X” on the following scale:



2.2 – OTHER KEY STAKEHOLDER INVOLVEMENT (CONT.)

Critical Roles 2.2

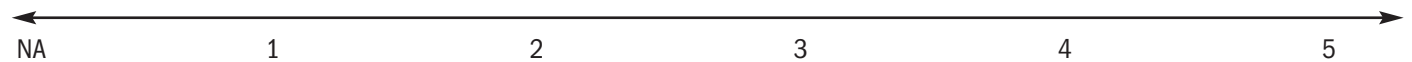
SEA Leadership

- Collaboration with community-based organizations, interagency cooperation, and stakeholder and other public feedback on SSR model is ongoing to ensure support for the reform work.
- Political support and policymaker involvement is part of the ongoing planning and implementation strategy to gain public and community support (governor's office, legislature, key community coalitions).

Key Partnerships

- Higher education institutions, private sector, business leaders, and community-based organizations that ultimately will assist in the support of SSR (many voices will be needed for sustainability).

Scoring: Based on the SEA leadership and key partnerships described above, we would place our SEA at the "X" on the following scale:



SEA Reflections on Progress, Actions, and Next Steps 2.2

Reflections (SEA to enter your work and ideas here)

Next steps

✓

STRAND 2: BROAD-BASED COMMUNITY INVOLVEMENT

2.3 – LEVELS OF PARTNERSHIPS

The SSR model is under discussion in the SEA and with additional partners.	1*	3	5
	Beginning Planning	Developing	Implementation and Evaluation
	SSR planning targets potential useful partner organizations that could become key contributors.	Partnership organizations are participating in both SSR development work and providing feedback on final design.	The SSR model is a result of broad-based feedback and involvement from key partner organizations. Additionally, these organizations are part of the statewide implementation strategies and participate in creating stakeholder and practitioner engagement. Partnership organizations also receive resources to enhance implementation of SSR model.

Implementation Process 2.3

Actions Reflecting Level 5

- Partner organizations that are currently engaged in aspects of the work are contacted and a concerted effort for their involvement is underway.
- Professional organizations, particularly those focused on education that would enhance SEA capacity are part of the planning and implementation process.
- A technical advisory group that includes organizations with particular expertise in components of the SSR design should be created for implementation.
- SSR design work has been integrated with secondary school regional and state accreditation organizations.
- The partner organizations are a part of the broader statewide implementation of the SSR model.

Sample Strategies to Implement Actions:

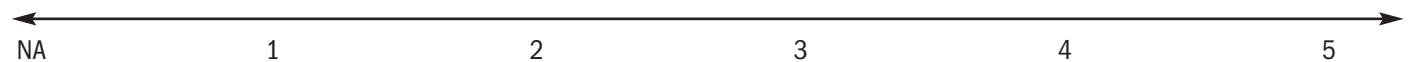
- An environmental scan of potential partner organizations has been conducted on how to engage those organizations in mutually beneficial work around SSR.
- Meetings are held with the potential partner organizations to determine the level of partnership and how to work together.
- A task force of all partner organizations has been created with a meeting schedule.

What evidence demonstrates our actions on this section of the work plan?
(SEA to enter here)

Sample Evidence:

- ✓ MOUs exist between partner organizations explaining the nature of the partnership and how it contributes to the SSR initiative.
- ✓ Professional organizations start to invite the SEA to meetings to engage further on the SSR work and other important initiatives in the state.
- ✓ The SEA has at least three to five active partners that are contributing time and resources to the SSR effort.

Scoring: Based on the evidence listed above, we would place our SEA at the "X" on the following scale:



STRAND 3: SEA ORGANIZATION AND LEADERSHIP

3.1 – EFFECTIVE AND WELL-FUNCTIONING

The SSR model is under discussion in the SEA and with additional partners.	1*	3	5
	Beginning Planning	Developing	Implementation and Evaluation
	SEA has indicated plans to designate a core SSR team responsible for drafting an SSR model and an implementation plan.	The SSR core team is in the process of identifying key components of an SSR model, identifying internal capacity necessary to lead effort, and making recommendations for staffing, resource allocation, and roll-out.	The SEA has a high-functioning SSR core team with cross-office support, resources, and adequate staffing to implement the SSR model. The SEA core team also has identified and is involving as full partners key partnership organizations that are also part of implementation.

Implementation Process 3.1

Actions Reflecting Level 5

- The SEA has designated a core team, as well as cross-office team with essential staff and defined leadership roles.
- The SEA includes other state entities in the development of the state SSR plan.
- SSR team members know their roles and responsibilities and are held accountable for appropriate practitioner and stakeholder involvement.
- The SSR core team is held accountable for setting timelines and implementation of the SSR plan.
- The SSR core team develops strategies for receiving feedback and making suggested modifications to the SSR model.
- SSR core team develops a protocol for determination of adequate implementation by LEAs of the SSR model.
- SSR core team and cross-office teams have designated leadership.

Sample Strategies to Implement Actions:

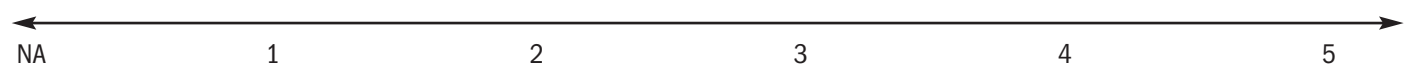
- The SEA has identified the “right” people to serve on the core team for the SSR initiative.
- The SEA has determined how to measure internal progress on the SSR initiative.
- A clear meeting schedule, with facilitator and outcomes, is set up for the year.
- High-level SEA leadership, with decision-making power, is appointed to the SSR core team.

What evidence demonstrates our actions on this section of the work plan?
(SEA to enter here)

Sample Evidence:

- ✓ The SEA's core team is in place and meeting regularly.
- ✓ Evidence for SEA progress on the SSR implementation is reviewed and acted upon.
- ✓ Consequences and celebrations exist for poor or excellent progress on implementation.

Scoring: Based on the evidence listed above, we would place our SEA at the “X” on the following scale:



3.1 – EFFECTIVE AND WELL-FUNCTIONING (CONT.)

Critical Roles 3.1

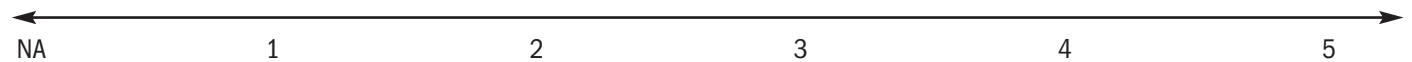
SEA Leadership

- SSR work is directed by deputy, associate, or assistant commissioner.
- Deputy or designated team uses a methodology to ensure congruence of SSR efforts with other related policies and reports progress and connections to appropriate policy boards and committees.
- SSR team with SEA leadership creates internal SEA forums (cross-program, cross-department) and meeting structures to reflect on alignment and congruence.
- Deputy, associate, or assistant commissioner regularly brings the SSR work to an SEA cross-office or functional team within the department.
- SEA leadership ensures that SEA capacity (personnel and staff) and appropriate skill sets are maintained through recruitment of knowledge proficiencies.
- SSR passes through policy/state board leadership for approval.

Key Partnerships

- Key partners and stakeholders are engaged in the drafting of the roll-out plan.
- District- and school-level personnel are involved.
- Other partners such as higher education and nonprofits are involved in the development of the roll-out plan.
- Other important stakeholders that are specific to state context are involved in the design of the SSR plan.

Scoring: Based on the SEA leadership and key partnerships described above, we would place our SEA at the “X” on the following scale:



SEA Reflections on Progress, Actions, and Next Steps 3.1

Reflections (SEA to enter your work and ideas here)

Next steps

✓

STRAND 3: SEA ORGANIZATION AND LEADERSHIP

3.2 – SUPPORT FOR THE WORK

The SSR model is under discussion in the SEA and with additional partners.	1*	3	5
	Beginning Planning	Developing	Implementation and Evaluation
	The SEA is aware of the need from both human and fiscal resources to support the SSR initiative and is planning to activate those resources.	The SEA is in the process of supporting SSR work through its own regular strategic planning, resource allocation, and staffing protocols.	The SEA has clearly defined the SSR work and has allocated human and fiscal resources to support the SSR work over time. The SSR initiative uses multiple funding streams and the established policy infrastructure to be the basis of a long-term implementation strategy to transform secondary schools.

Implementation Process 3.2

Actions Reflecting Level 5

- SEA has appropriate personnel and resources to implement the SSR work, including necessary technical assistance to the field.
- SEA has established a timeline with specific benchmarks for accomplishing SSR work that involves both short-term and long-term timeframes.
- SEA has established multiple funding streams to support the various implementation strategies that are a part of the SSR work.
- SSR work has unqualified support from the state house through the state board.
- The SEA has expertise to support the secondary school redesign initiative or is in partnerships capable of doing the work.

Sample Strategies to Implement Actions:

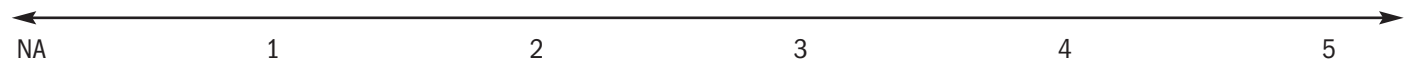
- SEA has analyzed the budget to determine resources for this initiative; reallocations are made if necessary.
- A statewide scan of other possible resources is conducted (state foundations, etc.).
- SEA has determined what other expertise is needed and how to get it (through regional labs, organizations, practitioners in the field, etc.).

What evidence demonstrates our actions on this section of the work plan?
(SEA to enter here)

Sample Evidence:

- ✓ SEA has written successful grants for external funding.
- ✓ SEA has determined a strategy for sustaining the initiative.
- ✓ SEA has enough funds to properly implement the SSR model.
- ✓ The state legislature is on board and providing funds for the work.

Scoring: Based on the evidence listed above, we would place our SEA at the "X" on the following scale:



STRAND 3: SEA ORGANIZATION AND LEADERSHIP

3.3 – COMMUNICATIONS STRATEGY

The SSR model is under discussion in the SEA and with additional partners.	1*	3	5
	Beginning Planning	Developing	Implementation and Evaluation
	The state is aware of the need to develop a communication plan for their SSR model.	A communications strategy has been developed and is in the initial stages of implementation.	The SEA has developed a clear messaging campaign that defines the purpose and rationale for secondary school redesign, including revaluing the diploma and explaining an increase in graduation requirements. The communications message is clearly articulated and relates to multiple constituents. It is universally owned by the general public and policymakers.

Implementation Process 3.3

Actions Reflecting Level 5

- The SEA has completed a needs assessment of students, parents, administrators, teachers, government officials, and community members. What beliefs/practices need to change and how does the SSR initiative address these needed changes?
- The SEA has an effective communication strategy in place for stakeholders and the media. SEA has clearly articulated the expectations of the secondary school redesign initiative (which includes messages to change beliefs) to the statewide education networks, higher education, and business community.
- Media releases are used to help the community understand the coming changes.
- SSR work team and key SEA staff meet with external stakeholder groups periodically to keep information and feedback loops in place.
- SEAs require LEAs to clearly articulate with parents and other community groups related to education on the purpose the SSR work.

Sample Strategies to Implement Actions:

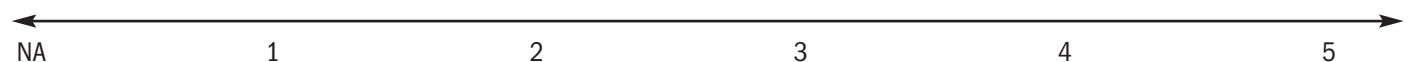
- SEA meets regularly with the legislative education committee to co-plan the messaging strategies on the political level.
- Use intermittent surveys and feedback tools to track belief changes over time. Have we done our job in changing the culture and beliefs in the community and schools that will enable the SSR initiative to take hold?
- A communications strategy is developed and integrated into the large-scale workplan of the SSR initiative.

What evidence demonstrates our actions on this section of the work plan?
(SEA to enter here)

Sample Evidence:

- ✓ The state’s message is universally known and accepted.
- ✓ Three major local papers have agreed to run a series of advertisements communicating the state message.
- ✓ The state principals’ association has provided “messaging workshops” for administrators.

Scoring: Based on the evidence listed above, we would place our SEA at the “X” on the following scale:



3.3 – COMMUNICATIONS STRATEGY (CONT.)

Critical Roles 3.3

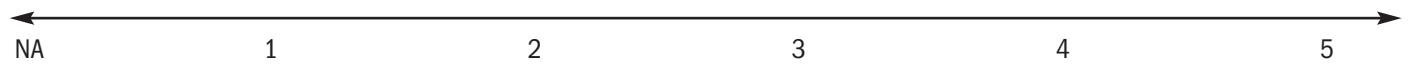
SEA Leadership

- SEA leadership ensures outreach and communication strategies for articulation of the secondary school redesign model.
- SEA leadership has developed a set of guidelines and technical assistance manuals to be used by schools and districts.
- SEA leadership engages in effective communication strategies for public awareness, political support, and parental and family engagement.

Key Partnerships

- Board of regents, state board, and other key education leadership in the state ensure outreach and communication strategies for articulation of the secondary school redesign model.
- Engage local communities in the development of the SSR communication plan and the ongoing implementation of the SSR initiative.
- Ensure engagement from higher education, business, interagency, and community-based organizations.
- Create partnerships with the media; conduct/host meetings and roll-out of stories.
- Determine key change agents and key linkages in the state that will carry and communicate the message.

Scoring: Based on the SEA leadership and key partnerships described above, we would place our SEA at the "X" on the following scale:



SEA Reflections on Progress, Actions, and Next Steps 3.3

Reflections (SEA to enter your work and ideas here)

Next steps

✓

STRAND 3: SEA ORGANIZATION AND LEADERSHIP

3.4 – DESIGNATED LEADERSHIP AND RESPONSIBILITY

The SSR model is under discussion in the SEA and with additional partners.	1*	3	5
	Beginning Planning	Developing	Implementation and Evaluation
	The SEA has the intention of creating a SSR core team and cross-office team to lead the work of the SSR initiative.	The SEA leadership has appointed a key leadership team, core team, and cross-office team and started to plan their roles and responsibilities in the work of the SSR initiative.	The SEA has a functioning SSR core team that has the capacity to move the work forward, is held accountable to the workplan of SSR, and works well with a cross-office team within the SEA.

Implementation Process 3.4

Actions Reflecting Level 5

- The SEA has identified senior leadership and core team leadership and membership who will be held accountable for the planning, development, implementation, and evaluation of the SSR work.
- The senior leadership team regularly connects with key stakeholders, state entities, and partner organizations in support of SSR work through meetings, forums, and focus groups.
- State board and superintendents provide frequent updates to policymakers regarding the SSR work.
- The state board and SEA have as a clearly defined element the strategic importance of the SSR work as defined in the SEA/board plan.
- SEA senior leadership works in tandem with interagency team (governor's cabinet and legislature) in identification of critical needed support.
- Individuals responsible for implementing the SSR plan know they are accountable to make critical connections to other agency school improvement efforts.

Sample Strategies to Implement Actions:

- Meetings, forums, and focus groups are held to provide leadership and vision on this topic with both internal and external stakeholder groups.
- A mechanism for informing and updating constituents and stakeholders is created.
- A mechanism for receiving important feedback from stakeholders and partner organizations is created.

What evidence demonstrates our actions on this section of the work plan?
(SEA to enter here)

Sample Evidence:

- ✓ The SSR work is represented in policy statements of the governor, state board members, and other key constituent groups.
- ✓ SEA leadership gets consistent feedback from key policy entities and stakeholders that the SSR work is supported and moving forward.

Scoring: Based on the evidence listed above, we would place our SEA at the "X" on the following scale:



3.4 – DESIGNATED LEADERSHIP AND RESPONSIBILITY (CONT.)

Critical Roles 3.4

SEA Leadership

- SEA leadership ensures outreach and communication strategies for articulation of the secondary school redesign component.
- SEA has made the SSR work part of its strategic plan and has adopted action plans to support the work.
- SEA leadership and SSR core team have clear responsibilities and are held accountable for implementing the SSR model.

Key Partnerships

- SEA leadership and SSR core team leader have scheduled and carried out regular meetings and feedback sessions for the draft SSR model and implementation guidance. All state entities feel included and take ownership of this statewide SSR plan.
- Board of regents, state board, and other key education leadership in the state ensure outreach and communication strategies for articulation of the secondary school redesign component.
- Engage local communities in the development of the SSR communication plan and the ongoing implementation of the SSR initiative.
- Ensure engagement from higher education, business, interagency, and community-based organizations.
- Create partnerships with the media; conduct/host meetings and roll-out of stories.
- Determine key change agents and key linkages in state that will carry and communicate the message.

Scoring: Based on the SEA leadership and key partnerships described above, we would place our SEA at the “X” on the following scale:



SEA Reflections on Progress, Actions, and Next Steps 3.4

Reflections (SEA to enter your work and ideas here)

Next steps

✓

STRAND 4: CAPACITY BUILDING/SUSTAINABILITY

4.1 – RESOURCES AND EXPERTISE

The SSR model is under discussion in the SEA and with additional partners.	1*	3	5
	Beginning Planning	Developing	Implementation and Evaluation
	The state is aware of the need to assess current expertise and resources for successfully implementing a full-scale SSR initiative.	The SEA leadership has hired key experts and developed partnerships to provide expertise.	The SEA has a full-scale team of experts, partners, and networks that can and do provide technical assistance, advice, and ongoing feedback to the SEA on implementation of the SSR initiative.

Implementation Process 4.1

Actions Reflecting Level 5

- The SEA has the expertise to support the secondary school redesign initiative or is in partnerships capable of doing the work (SEA staff skill gap analysis).
- ∑ Practitioners and organizations are identified to develop a cadre of experts.
- SEA uses best practices networks and other district- and school-level personnel to act as role models.
- The SEA provides resources to staff that allow them to adequately perform their roles.
- The SEA has a plan to acquire (or offer contracts) staffing of specific skill sets needed for the implementation/technical assistance of the SSR plan.
- Multiple sources of funding are being utilized in the deployment of the SSR plan.

Sample Strategies to Implement Actions:

- SEA conducts environmental scans to determine where potential experts are available.
- SEA determines ways to pay for the expertise needed to properly support and implement the SSR initiative.
- SEA staff have clearly communicated the resources they will need to carry out their work.

What evidence demonstrates our actions on this section of the work plan?
(SEA to enter here)

Sample Evidence:

- ✓ Partners are delivering high-quality technical assistance to districts involved in the SSR initiative.
- ✓ Partners are in constant communication with SEA on the fidelity of implementation and the needs of the districts in continuing high-quality implementation of SSR.
- ✓ All districts involved in the SSR initiative participate and are engaged in a best practice network where they can work together, learn new ideas, and share successes.

Scoring: Based on the evidence listed above, we would place our SEA at the "X" on the following scale:



4.1 – RESOURCES AND EXPERTISE (CONT.)

Critical Roles 4.1

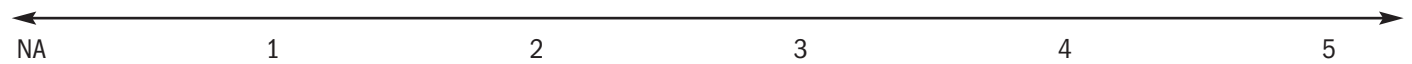
SEA Leadership

- Deputy commissioner or state superintendent deputy and SSR project director must inventory SEA skill sets to determine if expertise is in-house or needs to be contracted through a partnership.
- Designate SEA leadership and oversight team for responsibility over implementation and redesign if necessary.
- SSR model work is directed by deputy, associate, or assistant commissioner.
- SSR model passes through policy/state board leadership for approval.
- SEA has the capacity to support districts in implementation of the SSR model; support to districts is aligned with other SEA technical assistance to districts.

Key Partnerships

- SEA designates key partner agencies, nonprofits, business organizations, and professional organizations to enhance SEA capacity.
- SEA designates “best practice” sites (schools and districts) as exemplars for partnering.
- SEA “purchases” needed capacity and expertise from stakeholders and partner organizations to implement the SSR plan.

Scoring: Based on the SEA leadership and key partnerships described above, we would place our SEA at the “X” on the following scale:



SEA Reflections on Progress, Actions, and Next Steps 4.1

Reflections (SEA to enter your work and ideas here)

Next steps

✓

STRAND 4: CAPACITY BUILDING/SUSTAINABILITY

4.2 – TECHNICAL ASSISTANCE AND NETWORKING

The SSR model is under discussion in the SEA and with additional partners.	1*	3	5
	Beginning Planning	Developing	Implementation and Evaluation
	The state is aware of the need to create a robust technical assistance plan.	The SEA leadership has determined processes and resources for the implementation of technical assistance.	The SEA has a complete technical assistance plan that is fully funded and supported by experts, partners, and key practitioners who will be doing the work.

Implementation Process 4.2

Actions Reflecting Level 5

- The SSR core team has developed a technical assistance plan that offers LEAs opportunities to interact with the SSR model.
- The SEA has a professional development plan that represents cross-office/cross-functional efforts to multiple audiences relative to the SSR work.
- The SEA has designated a number of best practice institutes and role “alike” trainings for high school and middle school personnel.
- The SEA has targeted the most complex components of the SSR work for establishing networks of schools and districts (for example, working with ELL students).

Sample Strategies to Implement Actions:

- Technical assistance plan is co-developed with all partners who will be involved in implementation.
- Technical assistance plan is reviewed by practitioners who will have to redesign their secondary schools.
- The professional development plan is created for both SEA staff and practitioners who are implementing SSR.
- Best practice networks and institutes are created to support the work.

What evidence demonstrates our actions on this section of the work plan?
(SEA to enter here)

Sample Evidence:

- ✓ The technical assistance plan is resourced and feasible.
- ✓ Technical assistance needs of the district are being met by the current implementation of the plan.
- ✓ Feedback from the field suggests that the technical assistance is valuable and helping SEAs move forward in their SSR plans.
- ✓ Evaluation from best practice networks and institutes suggest that SSR plans are of value.

Scoring: Based on the evidence listed above, we would place our SEA at the “X” on the following scale:



STRAND 4: CAPACITY BUILDING/SUSTAINABILITY

4.3 – PROFESSIONAL LEARNING AND PLANNING

The SSR model is under discussion in the SEA and with additional partners.	1*	3	5
	Beginning Planning	Developing	Implementation and Evaluation
	The state is aware of the need to develop a sustainability plan.	The SEA leadership has determined some ideas for sustainability and has begun to communicate these needs to partners.	The SEA has a clear sustainability plan that includes funding sources, phases of ongoing work, and professional learning communities that stay intact for secondary school practitioners.

Implementation Process 4.3

Actions Reflecting Level 5

- SEA has communicated to the LEAs and schools how sustainability for the SSR work will be maintained at the state, district, and school levels.
- Best practices model for establishing high-quality professional practice and professional learning communities will be a well integrated aspect of the SSR work.
- All SSR work connected to key stakeholder groups, such as PK-16, school-to-career, and other interagency work, will be a focal point for collaboratively developed meetings and forums.

Sample Strategies to Implement Actions:

- Assess the sustainability of current efforts regarding SSR.
- Determine future needs for technical assistance and SSR work.
- Write a sustainability plan to incorporate next phases of work and potential funding sources.
- Work with other stakeholder groups and partners to create these sustainability plans.

What evidence demonstrates our actions on this section of the work plan?
(SEA to enter here)

Sample Evidence:

- ✓ The SEA has an SSR sustainability plan.
- ✓ Initial actions have been taken to communicate to stakeholders the basics of the sustainability plan and what will need to happen in future phases of the work.
- ✓ Communities of professional practice around SSR are ongoing and continuous and still provide tremendous value to practitioners.

Scoring: Based on the evidence listed above, we would place our SEA at the "X" on the following scale:

