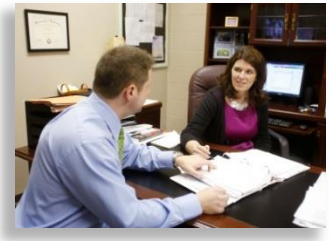

Next Generation Support Systems Delivery Plan

Kentucky Department of Education

We count students because every student counts

EVERY CHILD PROFICIENT & PREPARED FOR SUCCESS KENTUCKY DEPARTMENT OF EDUCATION

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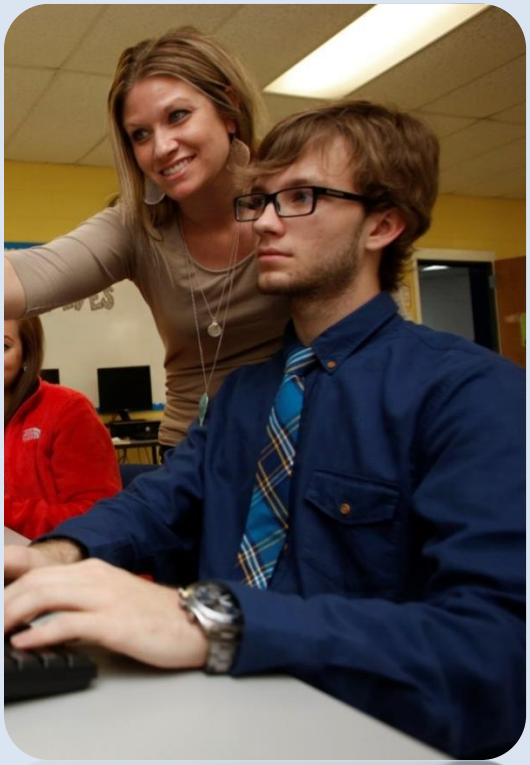


Strategy 1: Stakeholder Engagement

Milestones for Timeline

2013-14 School Year

- Identify stakeholders and communication vehicles.
- Develop stakeholder engagement visual representation.
- Develop common structures and processes around who should be engaged and when (feedback loops).
- Develop stakeholder engagement process and consistent ways to communicate.
- Publish framework on internet.
- KDE training on framework/process and feedback loops.

2014-15 School Year

- Monitor for full implementation of framework/process by all strategy lead.

Theory of Action

If a process (including a framework/template) is established to effectively work with stakeholders;

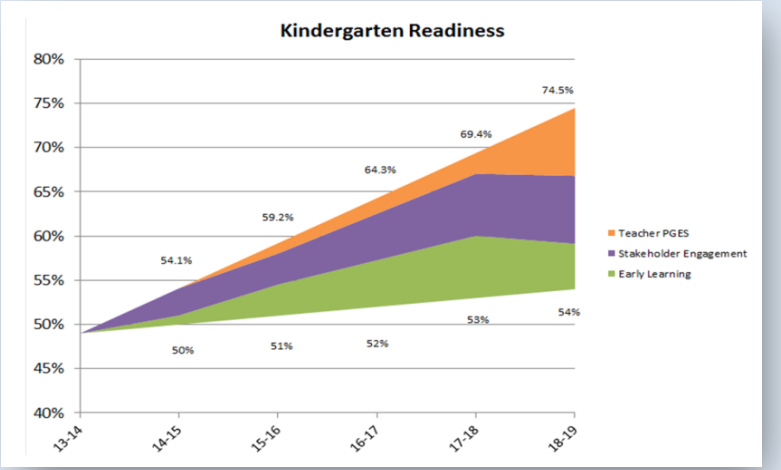
And if the process includes stakeholders engaged in planning the work;

And if the process includes KDE and stakeholders developing common communication strategies;

And if the process incudes KDE and stakeholders identifying and analyzing the evidence to determine the effectiveness of the work;

And if changes are made to KDE's work as a result of these collaborative efforts;

THEN more schools and districts will have the information and support they need to be proficient or distinguished as demonstrated by scores in the Unbridled Learning Accountability Model.


Kindergarten Readiness
80%
75%
70%
65%
60%
55%
50%
45%
40%
13-14
14-15
15-16
16-17
17-18
18-19
54.1%
59.2%
64.3%
69.4%
74.5%
50%
51%
52%
53%
54%
Teacher PGES
Stakeholder Engagement
Early Learning

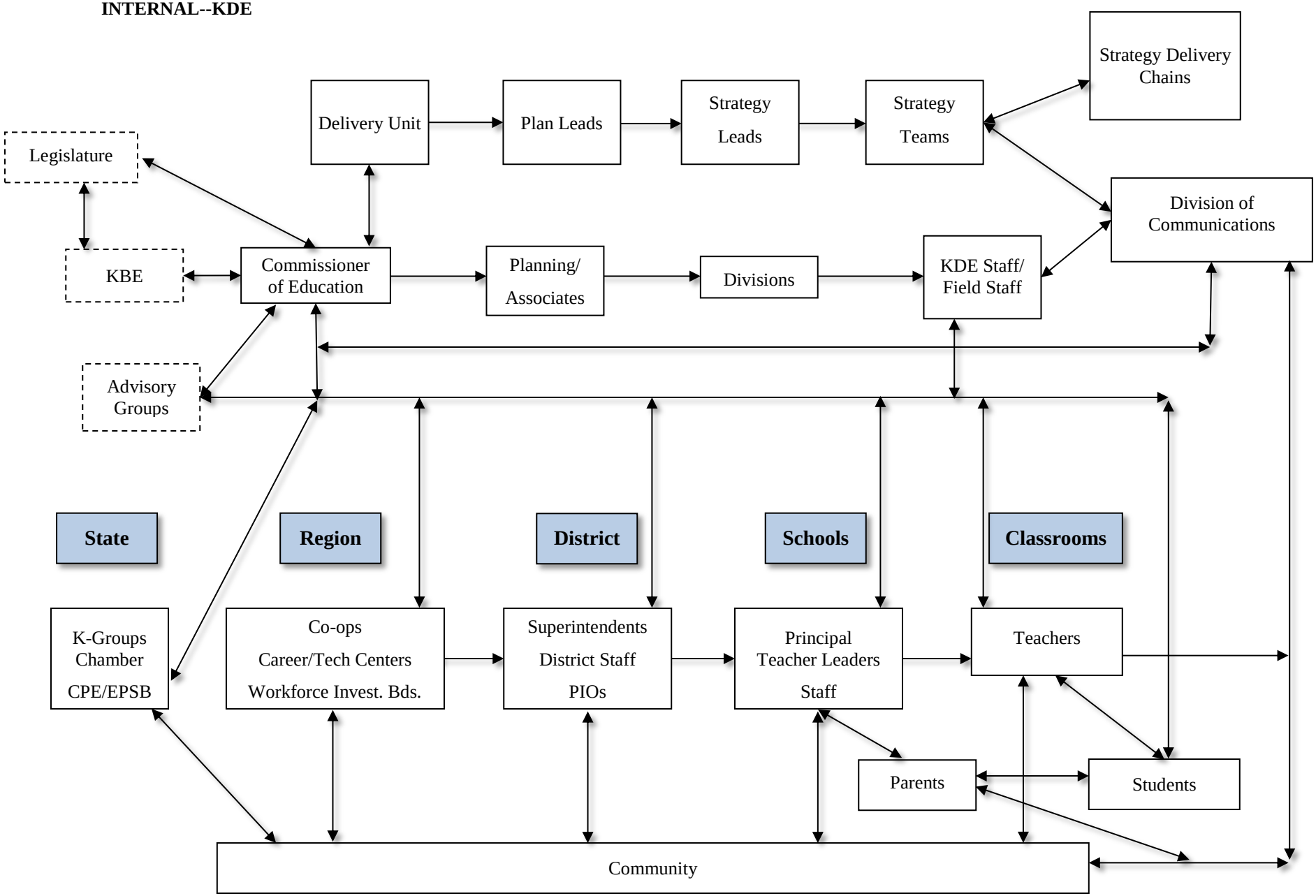
Strategy Research Questions

Stakeholder Engagement: Indicators and Methods to Meet Evaluation Questions and Goals

Evaluation Phase	Goal	Evaluation Questions	Performance Indicators	Data Collection Methods
Development		› Who are our stakeholders?	› Common list of stakeholders.	› Open House
		› How do we define engagement?	› Increased consistency of engagement measure.	› Engagement Feedback surveys
		› In what areas are stakeholders most engaged? › Are stakeholders most engaged in the CCR work? The PGES work?	›	›
Process Implementation		› How effective are KDE's communications to stakeholders?	› Increased agreement on perception data.	› Survey data. › Focus group data › Call logs
Fidelity Implementation		› How often is communication directed toward stakeholders?	› Increased frequency of communication directed at stakeholders. › Alignment of messaging from KDE. › Streamlined communications sent to stakeholders from one source.	›
Progress Monitoring		› Are stakeholders able to communicate the goals of the work that is going on at KDE?	› Increased agreement on perception data.	› Survey data › Focus group data › Call logs
Outcomes		› Does stakeholder engagement impact student outcomes?	› Stakeholder engagement is positively correlated with student outcomes.	› Stakeholder engagement metric › Student data
		› Does stakeholder engagement impact teacher/leader outcomes?	› Stakeholder engagement is positively correlated with educator effectiveness outcomes.	› Stakeholder engagement metric › TPGES and PPGES data

2.1 Stakeholder Engagement Delivery Chain

INTERNAL--KDE



Strategy 2: Management Systems

Milestones for Timeline

Superintendent Focus:

2013-2014 School Year

- Second Submissions of Superintendent Evaluation Diagnostic - June 2014
- Rubric developed – June 2014
- SPGES Statewide pilot details completed – June 2014
- Training Plan Created for boards and superintendents (created by KSBA board members)
- Data Collection

2014-2015 School Year

- Training by summer 2014
- 173 Letters of Choice sent by mid-July 2014
- 173 Letters of Choice responses received by October 14, 2014
- Statewide Pilot 2014-15
- Data Collection (focus on completion of CDIP components)
- Progress Monitoring

2015-16 School Year

- Statewide implementation 2015-2016
- Data Collection (focus on completion of CDIP components)
- Progress Monitoring

Principal Focus:

2014-2015 School Year

- PPGES statewide implementation
- Leverage resources (fiscal, human, time, space)
- Data Collection

2015-2016 School Year

- Data Collection

Productivity & Efficiency Focus relative to Principal Effectiveness:

2013-14 School Year

- Transition Best Practices Application System to KIDS Team
- Develop District Financial Report Card

2014-2015 School Year

- Monitor district progress of grant winners
- Implement second round of KASA / APQC grants

Theory of Action

IF the superintendent leadership standards are used to hold superintendents accountable to their stakeholders;

AND IF best practices that impact productivity and efficiency are identified, implemented with fidelity, measured, and recognized within the district;

AND IF best practices provide capacity for superintendents and principals to achieve and maintain fiscal stability;

AND IF the systems are in place to effectively analyze and use gap data to improve instruction and monitor student progress at both the district and school level;

AND IF communication systems are effectively implemented by superintendents and principals;

THEN more principals will become effective as defined in the Principals Professional Growth and Effectiveness System standards.

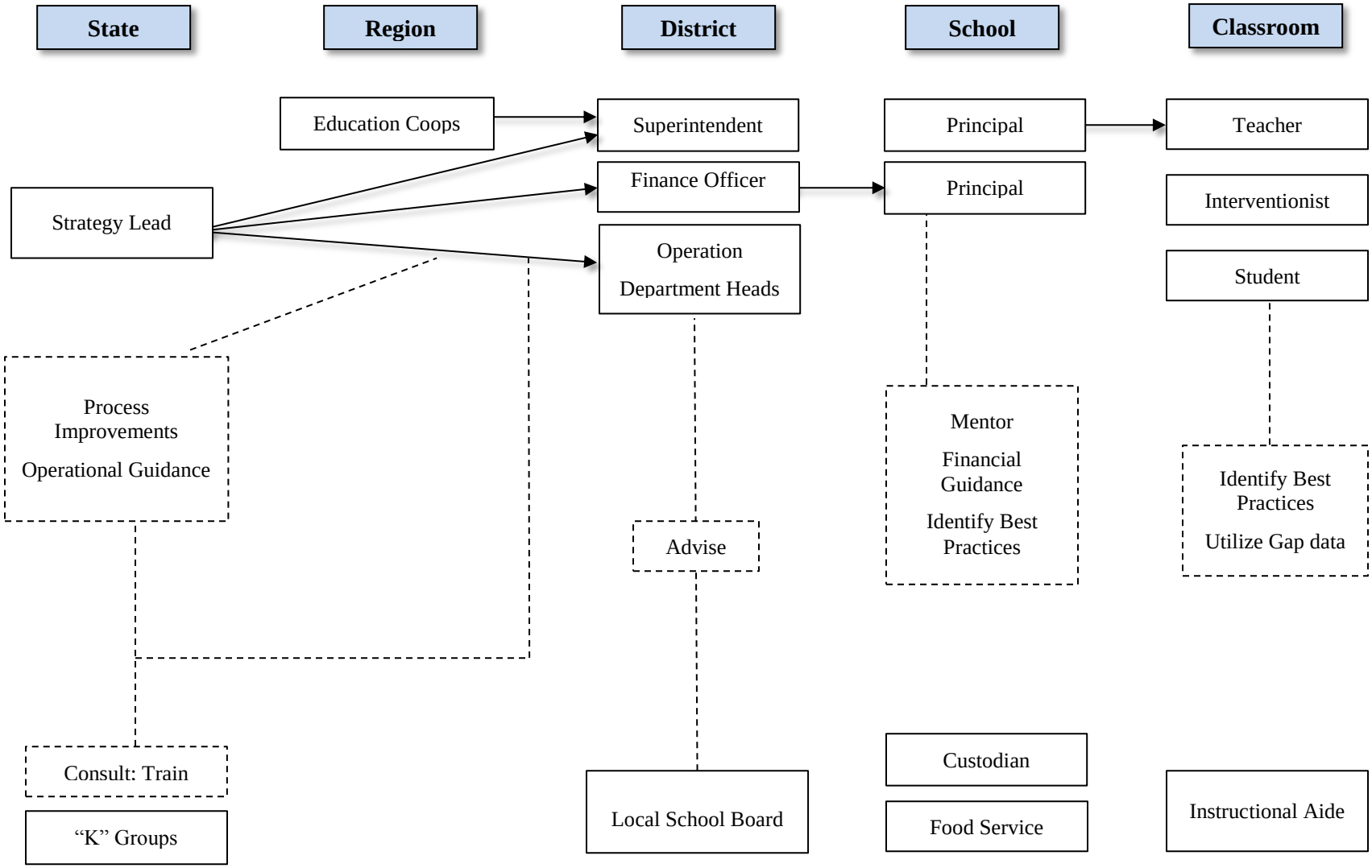
Strategy Research Questions

Management Systems: Indicators and Methods to Meet Evaluation Questions and Goals

Evaluation Phase	Goal	Evaluation Questions	Performance Indicators	Data Collection Methods
Development	District School Prof Teacher Principal	› How do we measure superintendent effectiveness?	› Increased accountability scores for districts. › Increased fiscal responsibility as measured by districts.	› School Report Card › Measures in Assist › Superintendent feedback (method tbd) › CDIP – Superintendent Needs Assessment & Assurances › TELL Survey data
	District School	› How do we measure productivity and efficiency?	› Increased number of operational Best Practices submissions. › Increased number of operational Best Practices utilized. › Cost / Benefit Analysis of grant recipients. › Self-evaluation rubric (resulting from grants) – long term.	› Best Practices Application website › KASA/APQC grant deliverables › CDIP – Superintendent Needs Assessment & Assurances
	District School	› How do we measure fiscal stability?	› Improved financial values (fund balance, ratios, contingency, etc) for districts.	› Financial Report Card
	PgmRev Prof Gap	› How do we monitor student progress?	› Benchmark attainment within time periods.	› CIITS (MAP, Discovery Ed) › Cascade, when appropriate › Program Review data
	Teacher Principal PgmRev	› How do we monitor improved instruction?	› Improved formative evaluations of teachers.	› PGES (EDS) › Student Voice Survey
	District School	› How do we measure effective communication systems?	› Consistency in feedback from advisory groups.	› TELL Survey data
Process Implementation		› Have districts adopted the guidelines for superintendent effectiveness created by KDE and KSBA?	› All 173 school boards send in their approved superintendent effectiveness guidelines.	› Correspondence from districts
		› Have school boards received the proper training in implementing the Superintendent PGES?	› All 173 school boards receive training on the SPGES.	› KSBA Report
		› Do districts and local school boards post their superintendent evaluation measures publicly?	› Number of superintendent evaluation rubrics (steering committee or locally defined) identified and available for KDE review and approval.	› Rubrics filed with KDE
Fidelity Implementation		› Do school boards follow the guidelines for the superintendent PGES that are set out by KSBA and KDE?	› Superintendents are evaluated based on the rubrics determined by their school boards.	› Assist

Progress Monitoring		› How many districts have superintendents that are non-renewed?	› Fewer districts have superintendent turnover due to non-renewal.	› Munis › Superintendent contracts
		› How many districts have financial difficulties?	› Fewer districts have financial difficulties.	› Financial Report Card
Outcomes	District School Prof Gap PgmRev	› Does increased superintendent effectiveness lead to higher district and school accountability scores?	› Positive correlation between superintendent evaluations and district/school accountability scores.	› School Report Card › Open House
	Teacher Principal	› Does increased superintendent effectiveness lead to higher principal and teacher effectiveness?	› Positive correlation between superintendent evaluations and teacher/leader effectiveness.	› School Report Card › Open House › TELL KY › PGES data
	Teacher Principal	› Does increased superintendent effectiveness lead to higher principal and teacher retention?	› Positive correlation between superintendent evaluations and teacher/leader retention.	› School Report Card › Open House › TELL KY › PGES Data › Financial Report Card
	Gap Teacher Principal	› Does increased superintendent effectiveness lead to principals assigning teachers to schools and classrooms based on student needs (equitable distribution of human capital)?	› Positive correlation between superintendent evaluations and proportion of classrooms led by effective teachers.	› School Report Card › Open House › TELL KY › PGES Data
	District School Prof Gap PgmRev	› Does increased productivity and efficiency lead to higher district and school accountability scores?	› Positive correlation between productivity and efficiency measures and district/school accountability scores.	› School Report Card › Open House

Management Systems Delivery Chain



Strategy 3: Learning Systems

Milestones for Timeline

2014-15 School Year

- Dissemination of information and resources and implementation of capacity-building professional learning for effective formative assessment processes/practices, emphasizing KSI/RtI (Tier 1: Core Instruction).
- Dissemination of guidance and resources to LEAs to enhance the creation of and provide equitable access to well-rounded varied, safe, and culturally responsive educational environments, including extended learning opportunities in afterschool and summer learning programs that allow students to learn and thrive through the implementation of multi-tiered systems of supports. (Multi-tiered Systems of Support-MTSS)
- Dissemination of resources to LEAs to increase awareness of behavioral health issues among youth and connect youth and families who may have behavioral health issues with appropriate services through the implementation of multi-tiered systems of supports (MTSS).
- Dissemination of guidance and models for districts on the design and implementation of dynamic college, career, and civic ready student learning systems built on a foundation of highly effective teaching and learning practices, preK-12, emphasizing partnerships to fill the gaps between school, community and home.

Theory of Action

IF KDE can provide systemic support to schools and districts that enables them to envision and create a next generation teaching and learning environment that takes into account multiple factors (e.g., location, modality, time, access to expertise, interest, real-world connections, etc.) that impact student learning, not limited by the resources, expertise or location that characterize a school;

And if schools and districts ensure that ALL students have equitable access to well-rounded educational experiences (e.g., the arts, health and physical education, career/technical pathways in addition to core academics);

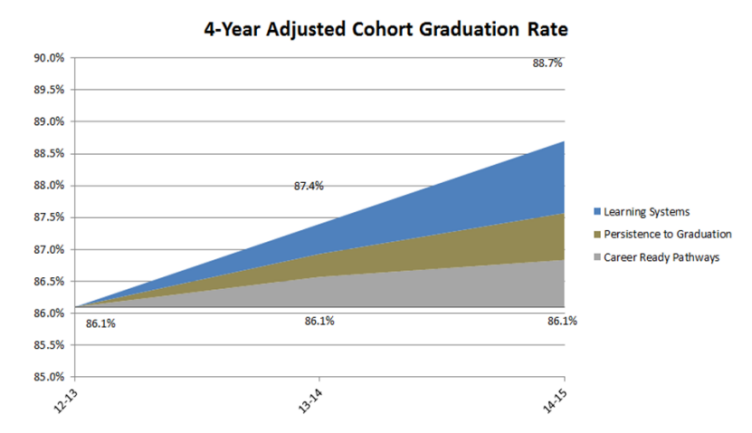
And if KDE provides guidance to districts on the design of a dynamic system for student learning based on college, career, and civic readiness expectations;

And if a consistent vision of highly effective teaching and learning practices underpins expectations for all teaching and learning experiences;

And if formative assessment practices/processes are used consistently and with fidelity to effectively monitor and adjust services in response to students' demonstrated learning, regularly guiding students toward their next targets/goals;

And if schools and districts provide multiple and varied opportunities to engage students in learning in safe and culturally responsive environments;

THEN schools and districts will have the capacity to grow and sustain comprehensive and equitable personalized learning systems that produce greater student, school, and district success as indicated by measures found on the school and district report cards.


4-Year Adjusted Cohort Graduation Rate
90.0%
89.5%
89.0%
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86.0%
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86.1%
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86.1%
12-13
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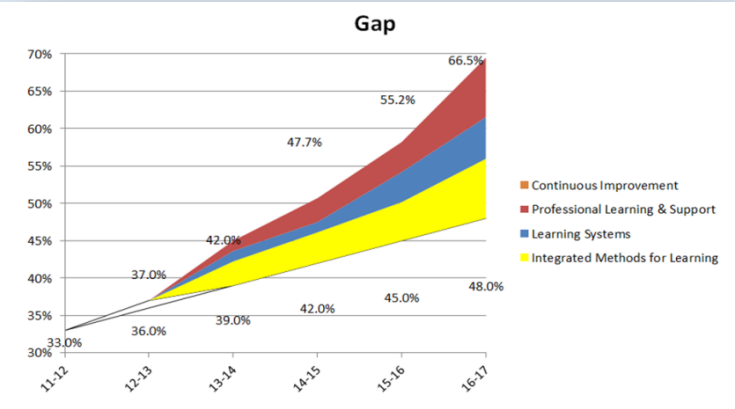
14-15
Learning Systems
Persistence to Graduation
Career Ready Pathways


Gap
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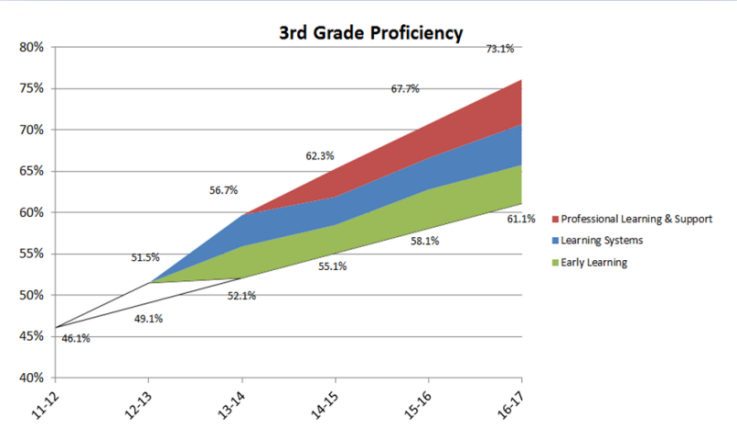
16-17
Continuous Improvement
Professional Learning & Support
Learning Systems
Integrated Methods for Learning


3rd Grade Proficiency
80%
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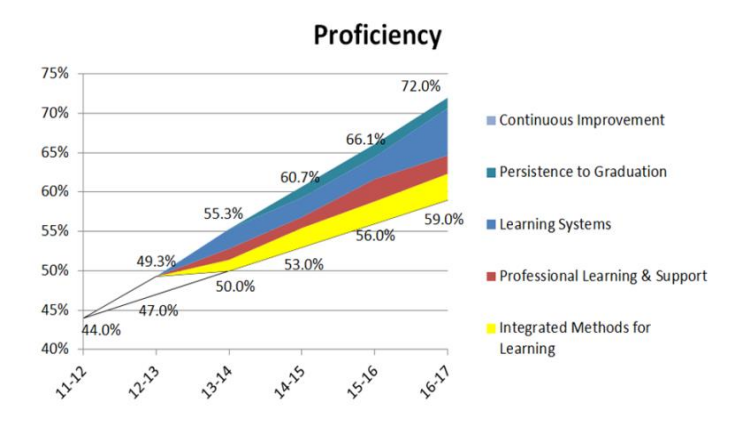
16-17
Professional Learning & Support
Learning Systems
Early Learning


Proficiency
75%
70%
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45%
40%
72.0%
66.1%
60.7%
55.3%
49.3%
44.0%
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56.0%
59.0%
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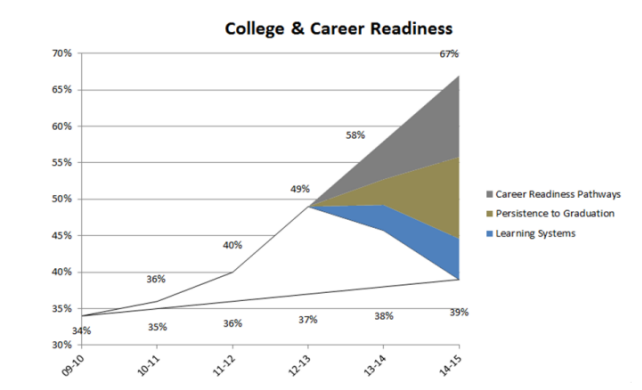
15-16
16-17
Continuous Improvement
Persistence to Graduation
Learning Systems
Professional Learning & Support
Integrated Methods for Learning


College & Career Readiness
70%
65%
60%
55%
50%
45%
40%
35%
30%
67%
58%
49%
40%
36%
34%
35%
36%
37%
38%
39%
09-10
10-11
11-12
12-13
13-14
14-15
Career Readiness Pathways
Persistence to Graduation
Learning Systems

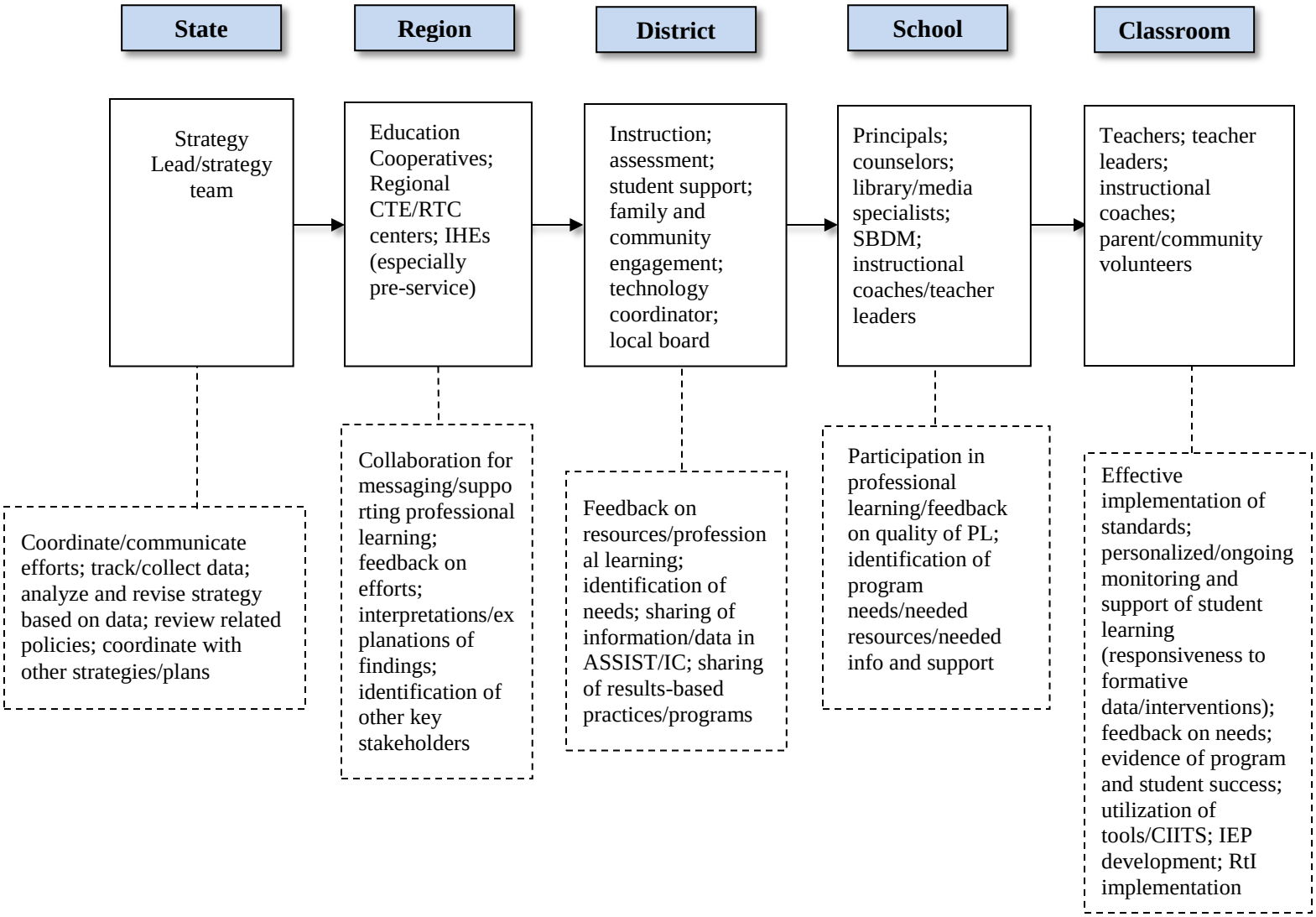
Strategy Research Questions

Learning Systems: Indicators and Methods to Meet Evaluation Questions and Goals

Evaluation Phase	Goal	Evaluation Questions	Performance Indicators	Data Collection Methods
Development	PROF CCR	› How can we determine that reading and math curricula are aligned to standards?	› Increased alignment between school-district curriculum and standards as measured by common alignment methods.	› Alignment studies
	PROF CCR GAP	› How can we determine that reading and math curricula are vertically aligned between grade levels?	› Increased grade level linkages between enacted curricula.	› Alignment studies
	PR GAP	› How can we measure the accessibility of quality programs/well-rounded curricula to all students?	› Increased differentiation in curricula for all students. › Student access to rigorous courses/electives/extended learning opportunities.	› Universal design/alignment study › Analysis of ESS participation › Analysis of enrollments in AP/Dual Credit/rigorous, higher level courses—including electives
	GAP GRAD	› Is there a correlation to improved access to behavioral health services and student progress/achievement?	› PL and support provided to schools/teachers on behavioral health issues/services.	› YRBS indicators related to behavioral factors › Suspension rates related to behaviors
	GAP GRAD	› Does an increased emphasis on PBIS in focus and priority schools improve overall behavioral issues?	› Participation in web-based PBIS training by focus and priority schools' staff. › Focus and priority school behavioral incidences reports (including R/S).	› PBIS participation rates › PBIS annual training feedback
Process Implementation	PR CCR	› How are schools/districts ensuring access to well-rounded and varied educational programming for all students?	› Parent/Student reports of access to varied programming (including electives and after school opportunities). › Variety of Course Offerings.	› Course Code Analysis
	3rd Gr PROF GAP	› To what extent are schools/districts providing professional learning for effective CORE INSTRUCTION (KSI tier 1) for all students?	› Professional Learning in EDS indicates focus on Core Instruction. › TELL KY shows teachers reporting increased opportunities for PL in their content and around strategies for diverse learners.	› PD 360/CIITS › TELL KY
	GAP	› How do we measure the use of the intervention tab?	› Increased Use of Intervention Tab.	› Intervention Tab Analytics
Fidelity Implementation	PROF CCR	› What percentage of teachers is using curricula aligned to KCAS standards?	› Increased proportion of teachers with Strongly Agree responses on Common Core items.	› TELL KY survey
	PROF CCR	› What percentage of teachers is trained on KCAS standards?	› Increased proportion of teachers with Strongly Agree responses on Common Core items. › Participation of Teachers in Leadership Networks. › #s of teachers that the field-based Instructional Specialists work with in Fall/Spring semesters.	› TELL KY survey › IS Logs

	3rd GR GAP GRAD	› How effectively are teachers implementing formative assessment PROCESSES in order to keep students engaged and on track with their learning?	› Ratings of teachers in FfT Domain 3as accomplished. › Program Reviews indicate Proficient for Formative/Summative Assessment.	› Networks Annual Survey › Program Reviews ratings for Formative Assessment › FAL implementation data › Focus Group Interview with Commissioner's Student Council members
	PROF CCR GAP	› Do participants in Leadership Networks feel they've learned new info/strategies/etc. that build their capacity to lead?	› District Leadership Teams are growing in capacity to scale effective practices, particularly around HETL/assessment FOR learning.	› Monthly Feedback Forms › Annual Surveys › IC Map Reporting
	CCR	› Do more Career Pathway options (and apprenticeships) engage more students and promote greater college and career readiness?	› Number of and types of pathways increases enrollment and subsequent career readiness.	› number of career pathways offered throughout KY schools/districts › # of students enrolled in career pathways/completing the career pathway › Partnerships formed with local industry as relative to identified industry sector needs. › # of apprenticeships/#participating students › high school pathways formed in areas of industry need
Progress Monitoring	PR	› How is student achievement correlated with Program Review results?	› Increased correlation between student achievement scores and Program Review scores.	› School report card
	PROF CCR	› How are teachers/administrators being supported/impacted by our field-based Instructional Specialists each month?	› Field specialists are utilized to support key work on HETL and its connection to student growth/achievement.	› Instructional Specialists' logs of numbers impacted and key areas being supported
	PR GAP CCR	› How are schools/districts ensuring access to well-rounded and varied educational programming for all students?	› Participation by typically underrepresented students/gap students in range of educational programs during and after school.	› ESS participation data › Program Reviews ratings (particularly PLCS, Arts, WL)
	GAP GRAD CCR	› How are all schools building a safe environment for students and teachers particularly through PBIS?	› Positive correlations between increased behavioral/mental health services/supports [and resulting student incidences (lower)] AND increased academic achievement.	› TELL KY questions related to school safety, professional learning for differentiation/diverse learners, and leadership › KSI/RtI for Behavioral Interventions data
Outcomes	3rd GR PROF	› How does student achievement in reading and math compare longitudinally (i.e., 3rd to 4th grades)?	› Increased achievement scores across grade levels per cohort. › Decreased proportion of Novice and Apprentice students over time.	› K-PREP › ACT
	GAP 3rd GR	› How do we measure the impact of interventions (especially FORMATIVE ASSESSMENT as a component of effective core instruction) on student proficiency and gap reduction?	› Effective intervention strategies reduce gaps; more effective core instruction reduces tier 2/3 interventions and reduces gap.	› KSI/RtI data for gap groups › KPREP/EPAS data for gap groups › PR rating on Formative/Summative Assessment › PGES ratings on Domain 3
	CCR GRAD	› How effective is Operation Preparation in impacting students' focus on success?	› Increasing School/Student participation in OP correlates to lower drop-out rate/higher graduation rate.	› Resources are developed to support more effective implementation › # schools/students participating › Drop Out rates › Graduation Rates

Learning Systems Delivery Chain



Strategy 4: Continuous Improvement

2014-2015

- Submit recommendations to expand the capture of effective and promising practices. Implement a system of consistent communication across KDE that will provide information concerning available best practices to schools and districts with fidelity.
- Develop rubric for identifying effective tools and processes for addressing school culture and climate.
- Expand the implementation of present processes for reviewing relevant data for schools and districts based on needs assessment.
- Develop a "search process", utilizing report card data, to supplement the practice of self-submission of best practices.

2015-2016

- Demonstrate the process of continuous improvement by maintaining, altering, updating and/or removing tools and practices as needed Number of focus schools using Best Practices and PD360.
- Data at school/district level to validate/verify improved outcomes.
- Number of best practices in use.
- Number of Best Practices and/or strategies from PD360 identified in CSIPs/CDIPs.
- Number of other practices identified through the "search process" to be developed.
- Feedback from strategies indicating effectiveness of support. provided by continuous improvement strategy

Theory of Action

IF KDE clearly defines and/or creates the process and measures to be used in identifying and evaluating effective and promising practices;

And if KDE captures those practices through monitoring and evaluation of schools and districts;

And if KDE implements a process for sharing scalable and effective locally-led innovative practices which have been identified as practices that improve student outcomes;

And if KDE creates a system for communicating and marketing effective practices internally and to all schools and districts;

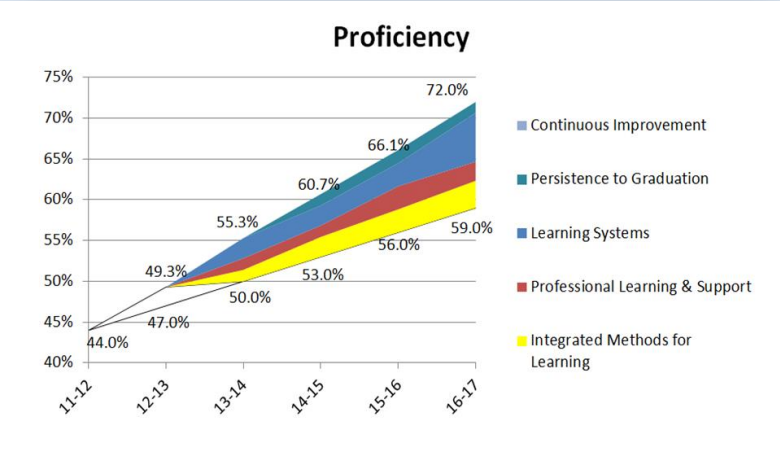
And if KDE guides schools and districts in the use of data to evaluate needs;

And if schools and districts utilize the data that drives change;

And if schools and districts support a culture and climate to implement change;

And if schools and districts receive the support they need from KDE to implement these changes with fidelity;

THEN more schools and districts will be proficient or distinguished as measured by the Unbridled Learning Accountability Model.


Proficiency
75%
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16-17
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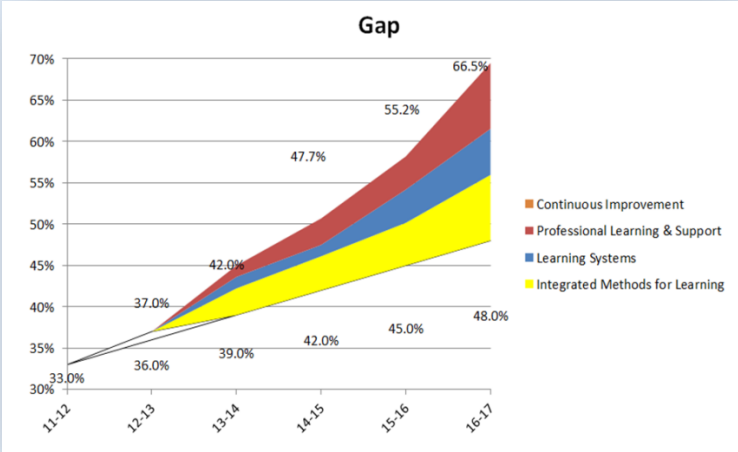
72.0%
Continuous Improvement
Persistence to Graduation
Learning Systems
Professional Learning & Support
Integrated Methods for Learning


Gap
70%
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37.0%
39.0%
42.0%
42.0%
45.0%
47.7%
48.0%
55.2%
66.5%
Continuous Improvement
Professional Learning & Support
Learning Systems
Integrated Methods for Learning

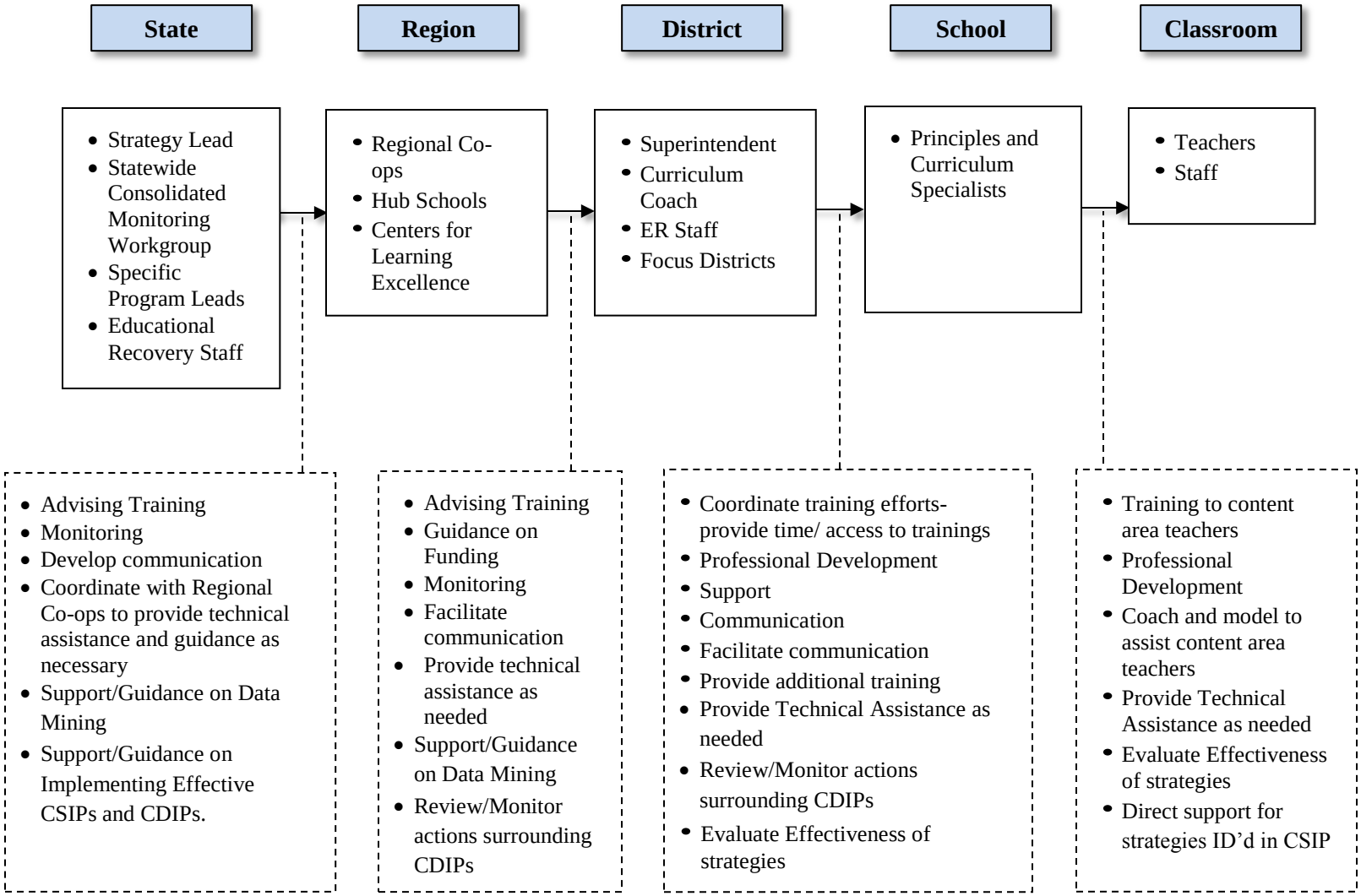
Strategy Research Questions

Continuous Improvement: Indicators and Methods to Meet Evaluation Questions and Goals*

Evaluation Phase	Evaluation Questions	Performance Indicators	Data Collection Methods
Process	1. How do we define Effective Practices?	• Provide evidence of increased understanding of purpose of Best Practices website for both districts and KDE • Definitions gleaned from identified Practices that have been used with fidelity resulting in positive impact on student achievement or another factor related to improved student achievement in a particular setting. * These practices may or may not be replicable in other settings.	• Survey of districts and other stakeholders • Data collected from submitted Best Practices applications.
	2. To What sources of effective, research-based strategies do we have access?	• Implementation of "search process" to supplement the practice of self-submission of best practices • Evidence of shared information between KDE, Education Cooperatives, universities and other outside resources	• Collected list of "other" resources • Number of other practices identified through the "search process" to be developed • Confer with Student Leadership to incorporate student input/feedback into the process of identifying effective practices
	3. How can we identify the needs of individual Delivery goal strategies	• Review of strategy plans • Notes/Minutes from meetings with strategy leads in order to verify/validate their specific needs.	• Meeting attendance • Development of Survey/Needs Assessment for strategies • Review evidence based data from school districts, administrators, teachers and KDE employees associated with strategic tasks •
Fidelity Implementation	1. How do we find/discover effective practices and share with other schools and districts?	• Increased use and Fidelity of implementation for effective strategies identified in the Best Practices website • Increased awareness of PD360 offerings and how they can be used • Follow up on any effective practices identified in Statewide Consolidated Monitoring process • KDE staff should encourage school and district staff to submit best practices online and provide assistance if needed to help fill out the online report?	• Hit counts and other data from website • • Number of submissions to BP site • Collect/monitor communications and responses to communications about site
	2. Can we develop additional processes to discover more effective practices?	• Determine ways to gather additional feedback from districts without "Survey overload". • Provide self-audit tools to help schools and districts better determine needs. • Review CSIPs and CDIPs for best practice activities and strategies.	• Excel reports • Survey on quality and use of self-audit tools. • Evidence of dissemination of data collected from CSIPs and CDIPs to schools and districts

		• Identify other offices' identification processes for noting and sharing best practices.	
Progress Monitoring	1. How are we demonstrating continuous improvement through the development and improvement of the tools offered to other strategies?	• Documentation of effectively run schools and districts • Level of response to strategy requests for assistance coupled with implementation of provided tools	• Utilize all reports presently available to KDE • Record of all strategies/processes utilized by schools and districts identified as effective
	2. How do we use feedback from strategies, schools and districts to know we are meeting their needs and ensure there is always a "next step"?	Develop a means to share effective activities and strategies from CSIP and CDIP gathered in ASSIST as best practice. Demonstrate the process of continuous improvement by maintaining, altering, updating and/or dropping tools as needed	• Monitor number of CSIP/CDIP-identified strategies submitted to best practices • Revised tools based on identified needs
Outcomes			

Continuous Improvement Delivery Chain



RISKS/MITIGATIONS

	RISKS	MITIGATIONS
Relationships	School districts operate in silos. KDE often seen as hindrance rather than support.	Provide more public access to financial information. Provide support (face-to-face and electronically) while ensuring consistent message.
Complexity	Best Practices may be in direct conflict with regulations. Lagged data and data anomalies occur Managing ever increasing number of schools and districts implementing innovative strategies. Moving districts from "small" change to system change will be difficult.	Utilize waiver process; change regulations; provide better feedback loops. Utilize 3-year aggregate data. Shifting of human resources at KDE to Division of Innovation. More frequent monitoring of co-pilot. Promote successful districts like the Districts of Innovation serving as models.
Funding Flows	No funding for "innovation" . Limited knowledge of finances at local level beyond CFO.	The Fund for Transforming Education in Kentucky. Provide additional finance training to other district staff.
Feedback Loops	Communication between state actors and "K" groups. Communication between agencies and schools can cause confusion. Inability to get people to share their innovative strategies.	Attend Continuous Improvement Summit; (survey participants before and after). Develop detailed communication plan between groups. Create multiple pathways for strategies to be shared and create process inside Innovative Practices milestone for communication of promising strategies.
Choke Points	Huge turnover within operations causes loss of institutional knowledge. Lack of time and knowledge about Best	Ensure process documentation exists within districts. Provide "cross training" to ensure no information resides in only one place.

	Practices Application System. Site visits to hub schools. Hub school capacity could be an issue if student achievement declines.	Provide recognition to users; implement grant. Constant monitoring of strategy through SharePoint to ensure high percentage of districts are sharing strategies and level of implementation is increasing in ALL districts. Monitor the plan-do-study-act. Monitor progress through quarterly reports and be able to put interventions in place during the 13-14 school year.