Machine generated alternative text:  
STUDENT
 
    
Intervention or  Enrichment Number
 
Influence on Achievement
 
ES
 
1.
 
2.
 
3.
 
4.
 
5.
 
6.
 
7.
 
8.
 
9.
 
10
 
PRE-SCHOOL EXPERIENCES - 
Improving early intervention and pre-school programs
 
Early Intervention 
0.47 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Pre-school 
0.45 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
PHYSICAL INFLUENCES - 
ethnicity, exercise, lack of illness, school counseling, etc.
 
Pre-term birth weight 
0.53 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Psychotherapy programs 
0.38 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Drugs 
0.32 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Ethnicity 
0.32 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Exercise/relaxation 
0.28 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Lack of Illness 
0.25 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
School Counseling effects 
0.18 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Diet 
0.12 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Gender 
0.12 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Ethnic diversity of students 
0.05 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
BACKGROUND - 
Improving early intervention and pre-school programs
 
Self-report grades/Student expectations 
1.44 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Piagetian stages of development 
1.28 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Prior achievement 
0.65 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Creativity related to achievement 
0.35 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
ATTITUDES AND DISPOSITION - 
Addressing student concentration/persistence/engagement, motivation and self-concept
 
Concentration/persistence/ 
engagement 
0.48 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Motivation 
0.48 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Self-Concept 
0.47 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Reducing Anxiety 
0.40 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Attitudes to math and science 
0.35 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Personality 
0.18 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
HOME
 
    
Intervention or  Enrichment Number
 
Influence on Achievement
 
ES
 
1.
 
2.
 
3.
 
4.
 
5.
 
6.
 
7.
 
8.
 
9.
 
10
 
HOME - 
Addressing issues related to home environment, socioeconomic status, parental involvement, etc.
 
Home Environment 
0.52
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Socioeconomic Status 
0.52
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Parental Involvement 
0.49
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Home Visiting 
0.29
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Family Structure 
0.18
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Welfare Policies 
-0.12
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Television 
-0.18
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
23


Machine generated alternative text:  
 
Address concerns that the self-assessment required in all 
schools not "exceeding expectations" might not represent an 
improvement in WDE's existing improvement process. 
 
SCHOOL NEEDS ASSESSMENT 
The State Board of Education (SBE) and the WDE maintain an ongoing relationship with 
AdvancED to provide accreditation for Wyoming districts.  AdvancED accreditation benefits 
Wyoming districts by providing an external quality review.  The accreditation indicators are 
closely aligned to Wyoming and federal statute.  AdvancED accreditation provides external 
verification that Wyoming districts and schools are meeting multiple statutory requirements.   
The WDE believes this requirement can be met through alignment of the indicators and 
descriptors in the support framework to accreditation, and through the use of the school 
performance level in the determination of the accreditation score. 
The AdvancED standards and indicators are inclusive of the factors necessary to increase 
achievement.
  
However, AdvancED district accreditation alone is insufficient to improve 
individual schools unless the accreditation indicators are implemented in a sustained, 
ongoing manner.  Whether the accreditation teams have enough time and expertise to 
evaluate individual schools to the extent necessary to determine the cause of low student 
performance is a consideration.   
In a paper titled 
, Craig D. Jerald discusses this 
limitation of accreditation:
 
Some states require or encourage schools to become accredited by one of the five 
regional associations, several of which date back to the 1880s.  To become accredited a 
school must host a team of visiting educators who spend several days reviewing 
records and facilities, meeting with teachers and administrations and observing 
members are volunteers who receive only minimal training, if any, and do not 
participate in enough visits to build solid expertise in evaluating schools. 
The WDE will develop an approach to school evaluation that looks closely at the first four 
areas from the capacity report.  These external evaluations will be used in conjunction with 
-assessed needs from the Effective Practices Inventory, and the AdvancED 
accreditation scores to determine specific needs in these areas.   The book: 
The High 
Performing School 
 Benchmarking the 10 Indicators of Effectiveness
 will be used to 
inform the development of the process and protocols for external school evaluations. 
 
Assessment of specific leading and lagging indicators from the Effective Practices 
Inventory, external evaluations, designation of high reliability learning organization 
based on level of implementation, and research-based resource allocation are 
improvements to existing improvement processes in Wyoming. 
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Machine generated alternative text:  
 
SECTION 3 
 
CAPACITY BUILDING 
PRIORITIES AND 
DESCRIPTORS OF 
EFFECTIVENESS 
25


Machine generated alternative text:  
Provide additional information on how WDE will differentiate 
interventions and support for priority, focus, and other Title I 
schools to ensure that interventions are targeted based on the 
needs of the school and students. 
 
INTERVENTIONS BASED ON NEEDS OF SCHOOL AND STUDENTS 
The data from the accountability model will produce indicator scores for the school and  
specific subgroups will be analyzed by coaches as well as school and district administrators to 
determine deficiencies in content and indicator scores.  
These content and indicator scores, along with the results of the self-assessment of the 
descriptors of effective practice will provide the basis of decision making for the 
improvement plan. 
State support for schools and districts is based on the plan and support framework.  Coaches 
will assist the district and school with analyzing content and indicator scores. Needs will be 
assessed using the Effective Practices Inventory, survey data,  and root cause analysis tools.   
Suggested interventions will be to improve the learning climate, make changes in 
instructional practice, make changes in curriculum and/or make changes in factors that 
impact student engagement.  
After an intervention is determined, the school improvement team with consultation from the 
coach will determine the appropriate strategies.  These will include implementation of 
research-based effective practices specific to one of the three areas of the instructional core, 
and/or  implementation of effective practices associated with organizational supports.   
For example, the root cause of low student performance may be lack of student engagement. 
If the chosen intervention is improving the quality of instruction and improved classroom 
management, professional development may be a necessary organizational support.  The 
extent of district support required would be minimal. However, if later school start times for 
secondary students was the chosen strategy to increase engagement, the impact on and need 
for support from the district as well as families and the community is substantial.   
The intent is to tailor support to the individual school based on content and indicator scores, 
with all of the interventions and strategies aligned to one or more of the Turnaround 
Principles.  Concurrent with this individualized improvement plan, Priority schools will 
implement an ongoing continuous improvement process using Indistar that addresses the 
indicators and descriptors of effectiveness associated with these four areas: 
1. Planning for Continuous Improvement 
2. School Learning Climate 
3. Instructional Guidance and Program Coherence  
4. Student Engagement with Various Subgroups as the Key Enabler  
 
The summaries of these and the other Wyoming Capacity Building priorities are 
included on the pages that follow. 
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Machine generated alternative text:  
Describe the interventions in priority schools that are aligned 
with all of the turnaround principles and how these 
interventions will be delivered in a high-quality manner, 
including specific interventions for English learners, students 
with disabilities and low-achieving students for three years. 
PLANNING FOR CONTINUOUS IMPROVEMENT 
Dunsworth and Billings define strategic planning as critical to school effectiveness in their 
publication, 
The High-Performing School
planning to coordinate improvement initiatives and ensure that they are directed toward a 
planning process, (2) a focus on student learning and refining teaching practices, (3) data 
analysis, (4) research-driven identification of problems and solutions, (5) communication and 
shared decision-making, (6) an action plan, (7) fidelity of implementation, and (8) a 
monitoring and adjustment process (85). 
(1) A Schoolwide Strategic Planning Process in Place  
includes simple templates, annual achievement goals, school data to identify areas of strength 
and challenge, collaboration time for teachers, and teacher-conducted research are all needed 
for a successful planning process (pp.120-22). 
focused schools had developed a planning framework based on both short- and long-term 
-too
-familiar 
vague long
-
 
Dunsworth and Billings go on to conclude from the prior research that schoolwide strategic 
school and district towards the process (87).   
(2) The Plan is Focused on Student Learning and Refining Teaching Practices 
Michael Fullan, who studies collaborative work cultures in education, has found that the new 
policies that stress high standards towards teacher practice may result in change.  He states 
people to examine their day-
to-
 
Schmoker reviewed five significantly improved school districts and noted their 
strategies.  The districts allow teacher collaboration of improved practices.  The 
goals (few in number); using data to identify areas of lowest performance; and then 
the success of these districts (4-5). 
27


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Describe the interventions in priority schools that are aligned 
with all of the turnaround principles and how these 
interventions will be delivered in a high-quality manner, 
including specific interventions for English learners, students 
with disabilities and low-achieving students for three years. 
This idea of collaboration by teachers and other staff members, rather than a few top leaders, 
spectrum of talents who not only tackle projects together, but also engage in real 
 
and refining teaching practices should identify teacher teams responsible for implementing 
the strategies for improving student learning and give built-in opportunities for teachers and 
paraprofessionals to work collaboratively to refine teaching practices (89). 
(3) Student Demographic and Achievement Data Are Reviewed and Analyzed 
With performance-based accountability determining school success and funding, data 
collections are becoming more and more important.  Data now must be used by districts in 
making important school decisions.  Dunsworth and Billings state the importance of accurate, 
reliable, valid, and sufficiently granular data (88-89).   
Dunsworth and Billings make note of a case study by the Northeast and Islands Regional 
Educational Laboratory viewed how data was used by five low performing urban secondary 
schools to make school improvements.  Student performance and demographic data was key 
in assisting school staff in making curriculum changes (89). 
A report from the Data Quality Campaign (DQC) suggests that teachers tailor instructional 
decisions for individual students based on summative assessments and compare student 
achievement results with the results of students in other classes to determine successful 
instructional techniques.  The report also recommends that schools use data to identify 
strong and weak areas compared to other schools, base their school improvement plans on, 
and plan ongoing professional development.  The DQC report notes that schoolwide data 
instruction (Laird 3). 
(4) A Research-Driven Approach is used to Identify Problems and Solutions 
When using data to identify problems and solutions and attempt to improve, a school must 
thoroughly understand the data.  Dunsworth and Billings compare this to hypothesizing.  
members of a school planning team may look at patterns they identify in data and pose 
cause of the problem.  The team considers several different answers to the questions, 
 
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with disabilities and low-achieving students for three years. 
-
learn to ask the right questions about their situation by examining the wide array of factors 
skills and passion to take ownership in the work (11). 
Dunsworth and Billings summarize that in high performing schools the research-driven 
approach is effective when the planning team studies problems identified in the data analysis.  
With input from staff, a hypotheses is developed that will fully address the identified 
problems.   
(5) Communication and Shared Decision-Making    
As stated above, the school improvement plan is not only the responsibility of a few leaders, 
but must be shared among the teachers and staff.  One school involved in a study of 12 
-down management model to a 
grassroots leadership model.  The idea was to gain support of the school improvement 
process from staff members at all levels.  Each staff member was included on a committee 
responsible for researching instructional improvements (Morrison Institute from Public 
50% proficient during the years of the grassroots leadership collaboration (94).  
Strategic planning that gives all stakeholders an opportunity to be involved builds enthusiasm 
and commitment to the school and allows individuals to take ownership of goals and ensures 
future communication and working relationships.  It makes certain that data reflects the 
needs and perceptions of individuals involved and includes objectivity into the process so all 
involved can ask critical questions (Dunsworth and Billings 95). 
(6) An Action Plan Describes the Steps Toward the Goals     
Once the data has been collected and analyzed and goals have been determined, the school 
improvement process identifies a number of actions to move the school towards its goals.  
Learning Point Associates suggest that these actions be clear and measurable.  The actions 
should be directly tied to accomplishing the goals and doable by an assigned person or group 
(15).  
Dunsworth and Billings also note that successful improvement plans identify the 
sequence and responsibilities of actions for specifically stated learning goals (98). 
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with all of the turnaround principles and how these 
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including specific interventions for English learners, students 
with disabilities and low-achieving students for three years. 
(7) The Strategic Plan is Put into Action with Fidelity 
There are three key steps in taking collective action, according to McREL: extablish shared 
ownership, create shared agreements, and develop deep knowledge and skills (Cicchinelli et 
al. 14).  Dunsworth and Billings warn that the planning team must be cognizant of each 
must not only be aware of the goals, but also how to implement them in their own classroom 
(Cicchinelli et al. 14). 
The McREL researchers state seven keys to success in putting the plan into action.  These 
ideas are distributing leadership, getting on the same page, getting hooked on data, staying 
focused, looking to research for answers, building a professional learning community, and 
recognizing that from little things, big things grow (16). 
Resources must be set aside and devoted to this project specifically.  Dunsworth and Billings 
 
Dunsworth and Billings summarize the action plan by affirming that putting the strategic plan 
into action with fidelity must include schoolwide agreement, adherence to schedule, and 
allocations of resources (100).   
(8) Monitoring and Adjustment toward Attainment of Goals 
 Schmoker recommends that each school year begin with a reevaluation of the strategic plan 
as the final step in the ongoing process (100).    The school improvement guide published by 
McREL notes that the school must create a culture where data is used to work through the 
shared vision of school success (Cicchinelli et al, 19).   
Conclusion  
what each and every child should achieve, and then monitor performance against the 
process which continues each and every school year.  As Dunsworth and Billings maintain in 
-103). 
 
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with disabilities and low-achieving students for three years. 
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Machine generated alternative text:  
Provide additional information on how WDE will differentiate 
interventions and support for priority, focus, and other Title I 
schools to ensure that interventions are targeted based on the 
needs of the school and students.
 
SPECIFICS OF THE EFFECTIVE PRACTICES INVENTORY 
Through an electronic survey or  data submission, all schools will mark a list of research-
based descriptors related to each of the 20 indicators as Fully Implemented, Needs 
Improvement, and Not a Priority.  Schools may add descriptors and evidence.  The data 
from exceeding expectations schools will be disseminated statewide.  The indicators and 
descriptors are on the pages that follow:
 
PLANNING
 
Leadership Team
 
School leadership has established team structures for a Leadership Team and teacher 
Instructional Teams with scheduled meetings and clear and specific duties. (PL-07)
 
 
 
ALIGNED TO 
ACCREDITATION 
INDICATOR 1.3
 
 
 
REQUIRED BY 
WYOMING 
STATUTE
 
 
 
STAKEHOLDER 
SURVEYS 
REQUIRED IN 
WYOMING RULE 
AND 
REGULATION
 
 
 
REQUIRED BY 
FEDERAL 
STATUTE
 
Research-Based Descriptor:
 
The leadership team meets regularly (twice a 
month or more for an hour each meeting). 
(ADI)
 
at school performance data and aggregated 
classroom observation data and uses that 
data to make decisions about school 
improvement and professional development 
needs. (ADI)
 
Leadership facilitates a needs assessment 
based on student achievement and the key 
areas of effectiveness (ADI)
 
The leadership team serves as a conduit of 
communication to the faculty and staff. (ADI)
 
Other (Please List): 
Evidence Checklist:
 
The school has a comprehensive 
planning document that details the 
schools current practices, improvement 
strategies and associated evidence 
(WDE)
 
Written statement of purpose and 
bylaws of the leadership team are 
available. (WDE)
 
File with agendas, work plans, work 
products and minutes. (WDE)
 
Analysis of research-based practices by 
school leadership team (WDE)
 
Student performance data (WDE)
 
Stakeholder survey data
 
Other (Please List):
 
INDICATOR AND DESCRIPTOR REFERENCES 
  
ADI - Academic Development Institute  
MRL - Marzano Research Laboratory (From Marzano Levels of School Effectiveness) 
CSE - Massachusetts Conditions for School Effectiveness 
WDE - Wyoming Department of Education 
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Provide additional information on how WDE will differentiate 
interventions and support for priority, focus, and other Title I 
schools to ensure that interventions are targeted based on the 
needs of the school and students.
 
Improvement Goals and Plan
 
The Leadership team identifies action steps, resources, timelines, and persons responsible for implementing the 
activities aligned with school improvement goals and objectives. (PL-09) 
 
 
ALIGNED TO 
ACCREDITATION 
INDICATOR 1.3
 
 
 
REQUIRED OF 
ALL SCHOOLS 
EVERY FIVE 
YEARS FOR 
ACCREDITATION
 
 
 
AN 
IMPROVEMENT 
PLAN IS 
REQUIRED 
ANNUALLY FOR 
SCHOOLS THAT 
ARE NOT 
MEETING, 
PARTIALLY 
MEETING AND 
MEETING 
EXPECTATIONS
 
 
 
  
Research-Based Descriptor:
 
The improvement plan focuses explicitly on 
instructional improvement and student 
learning; the plan drives school-level 
processes and practice. (CSE)
 
Goals are established as a percentage of 
students who will score at a proficient or 
higher level on state assessments or 
benchmark assessments (MRL)
 
Goals are established for eliminating 
differences in achievement for students at 
different socioeconomic levels and 
ethnicities, for eliminating the differences in 
achievement for English language learners, 
and/or for eliminating the differences in 
achievement for students with disabilities 
(MRL)
 
Timelines contain specific benchmarks for 
each goal, including individual(s) responsible 
for the goal (MRL)
 
Improvement goals are assigned to various 
departments and faculty (MRL)
 
School leadership and all staff regularly 
evaluate their progress toward achieving the 
expected impact on classroom practice and 
student performance specified in the plan. 
(ADI)
 
Other (Please List): 
Evidence Checklist:
 
The school annually (by Nov. 1) 
completes and submits an improvement 
plan. (WDE)
 
The plan states the goals, strategies and 
interventions and provides timelines and 
benchmarks. (WDE)
 
School-wide achievement goals are 
posted so that faculty and staff see them 
on a regular basis (MRL)
 
Faculty and staff can describe the school-
wide achievement goals (MRL)
 
School-wide achievement goals are 
discussed regularly at faculty and staff 
gatherings (MRL)
 
Reports, graphs and charts are available 
for overall student achievement. (MRL)
 
Evidence is available showing that 
reports, graphs and charts are regularly 
updated to track growth in student 
achievement. (MRL)
 
Other (Please List): 
33
