



REQUEST FOR APPLICATIONS

AASA/TDS Networked Improvement Community (NIC)

Background & Overview:

Talent Development Secondary (TDS) and AASA, The School Superintendents Association, have embarked on a unique partnership to support local districts in meeting their ESSA requirements to improve their CSI (5% lowest performing) secondary schools. We will partner with up to 20 districts and 40 schools over a three-year period in a collaborative learning community using an evidence-based school improvement framework.

The NIC will provide the following Learning Supports:

1. Two community- and capacity-building meetings per year for school teams and district leadership.
2. Quarterly tracking and monitoring of key outcome data
3. Continual learning and opportunities to improve from the field and other participating NIC schools
4. An evaluation by Dr. Robert Balfanz of Johns Hopkins University

The NIC will provide the following implementation supports:

1. On-site training, capacity-building and implementation support from skilled and experienced TDS facilitators (12 onsite TA days per year per key evidence-based practice chosen for implementation).
2. Dedication implementation support facilitator

The validated framework involves the layering in of a needed set of evidence-based practices that have proven effective in substantially improving high-needs secondary schools. They are:

Evidence-Based School Improvement Practices



While some of these practices are frequently in place at many schools, they are not often interwoven into a strategic package of evidence-based structures and complementary actions. Just as often, school leaders find that some of these practices are operating well, but they realize they must layer in key additional practices over time. TDS, in partnership with AASA, will provide an assessment, training, customized technical support, and the networked learning platform to help districts take inventory of what is already in place and then co-create a school plan to layer in additional needed practices of choice over the coming three years.

The following simple time-table will help us develop the plan of phased-in implementation depending on which practice(s) each district selects.

Timeline Worksheet for Practice(s) of Choice

Implementation Phase	Year 1	Year 2	Year 3	Notes
Build Buy-In and/or Develop Capacity				
Pilot Test and Customize				
Scale with Quality Schoolwide				

Team Members:				
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We will work on this implementation plan together once we meet with you and decide together how to phase in practices over time. This is just a guide sheet to show you how we tend to approach the process. There is no need to fill it out now unless you have a very clear idea of your implementation plan already.

Costs

Total Cost = NIC Base Price plus chosen practice(s) price per school per year:

- 1. NIC plus one practice = \$85,000 per year total**
- 2. NIC plus two practices = \$125,000 per year total**
- 3. NIC plus three or more practices = \$175,000 per year total**

District Commitments Depending on Components

- For an instructional component, we require a math or ELA coach (depending on chosen content area) with 70% of their time dedicated to this effort
- For all other components we would need an existing staff person dedicated
 - ✓ 50% of their time for one component
 - ✓ 75% of their time for two components
 - ✓ 100% of their time for three components or more

APPLICATION

The following information will enable both interested districts and AASA/TDS to assess if a district and its targeted schools are a good match for this effort. We will start accepting applications on Wednesday, February 13 all the way through the final date of March 30, 2019. Within two weeks of submitting, we will notify the district about the status of its submission and may need to ask clarifying questions in some cases. The following information is required for us to make an effective assessment of your district's capacity to meet the requirements of the project.

I. Basics

- a. District Name: _____
- b. District Superintendent: _____
- c. Point Person - phone and email: _____
- d. District Address: _____
- e. District Enrollment: _____
- f. Number of Schools in District: _____
- g. Number of Schools on the 5% Lowest Performing List: _____
- h. Schools Proposed for Participation in NIC (only middle and high schools):
 - 1. A. (name)_____ B. (enrollment) _____ C. Upload school info/report card data
 - 2. A. (name)_____ B. (enrollment) _____ C. Upload school info/report card data
 - 3. A. (name)_____ B. (enrollment) _____ C. Upload school info/report card data
 - 4. A. (name)_____ B. (enrollment) _____ C. Upload school info/report card data
 - 5. A. (name)_____ B. (enrollment) _____ C. Upload school info/report card data

II. Timing

- a. Can you identify schools for orientation by March 30? Yes ____ No ____
If no, please explain.
- b. Can you facilitate orientations for district leaders, selected school leaders, selected school staff and community members by April 30? Yes ____ No ____
If no, please explain.
- c. Can you confirm school participation (including support from targeted school leadership team and staff) and execute a contract with TDS by May 30? Yes ____ No ____
If no, please explain.

- d. Can you commit to a 2-3-day off-site kickoff training in early July involving two district leaders, and up to five school leaders (principal, assistant principal, identified STF, district-provided coach in Math and ELA if you have decided to implement an instructional practice)?

Yes _____ No _____

If no, please explain.

- e. Can the participating schools commit to a three-year partnership (costs and levels of support may change year to year)?

Yes _____ No _____

If no, please explain.

III. Evidence Based Framework: Components, Structures and Practices - participating schools and districts in the AASA/TDS CSI Secondary School NIC commit to choosing and then implementing elements of a common evidence-based framework and the core components of that framework are shown below. For each practice please identify: a) if it is currently in place; b) if it isn't but your team is committed to implementing it in partnership with our proposed NIC; and c) what challenges do you anticipate in implementing this?

- a. Interdisciplinary teacher teams with common planning time working with a shared and manageable cohort of students.

- it is currently in place _____
- It isn't in place and our team is not interested in implementing it _____
- it isn't in place and our team is committed to implementing it _____
- what challenges do you anticipate in implementing this? _____

- b. Small Learning Communities including 9th grade academies, career academies and pathways to post-secondary success.

- it is currently in place _____
- It isn't in place and our team is not interested in implementing it _____
- it isn't in place and our team is committed to implementing it _____
- what challenges do you anticipate in implementing this? _____

- c. Restorative practices and platforms for student voice.

- it is currently in place _____
- It isn't in place and our team is not interested in implementing it _____
- it isn't in place and our team is committed to implementing it _____
- what challenges do you anticipate in implementing this? _____

- d. Early Warning Systems to track the most predictive variables for high school graduation (attendance, behavior and core course performance – the ABCs).

- it is currently in place _____
- It isn't in place and our team is not interested in implementing it _____

- it isn't in place and our team is committed to implementing it _____
 - what challenges do you anticipate in implementing this? _____
- e. Accelerated Learning (extra help) Courses for those that are two or more years behind grade level, and the instructional support to implement them well.
- it is currently in place _____
 - It isn't in place and our team is not interested in implementing it _____
 - it isn't in place and our team is committed to implementing it _____
 - what challenges do you anticipate in implementing this? _____
- f. Professional Learning Communities (PLCs) with embedded instructional coaching and support
- it is currently in place _____
 - It isn't in place and our team is not interested in implementing it _____
 - it isn't in place and our team is committed to implementing it _____
 - what challenges do you anticipate in implementing this? _____
- g. School Success Skills and Social/Emotional Learning – including skill building classes for middle grades and freshmen.
- it is currently in place _____
 - It isn't in place and our team is not interested in implementing it _____
 - it isn't in place and our team is committed to implementing it _____
 - what challenges do you anticipate in implementing this? _____
- h. This evidence-based framework and the practices we have chosen to implement are aligned with the needs of our participating secondary school(s), and fit within our state's ESSA requirements? Yes _____ No _____

If "No" is there an element(s) that is problematic?

- i. Cost – please check off which option best suites your needs and indicate that your district can pay for that option.
1. NIC plus One Practice = \$85,000 per year total _____
 2. NIC plus two practices = \$125,000 per year total _____
 3. NIC plus three components or more = \$175,000 per year total _____
 4. Our district can pay for the option we have selected. _____
 5. Which components are you choosing to implement:
 - Year I: _____
 - Year II: _____
 - Year III: _____

- j. District Commitments
 - 1. We can commit to a math or ELA coach dedicated 70% of his/her time if we selected an instructional practice for implementation. _____
 - 2. We can commit to a staff person dedicated 50% of his/her time for the one non-instructional practices we selected for implementation. _____
 - 3. We can commit to a staff person dedicated to 75% of his/her time based on the two non-instructional practices we selected for implementation. _____
 - 4. We can commit to a staff person dedicated 100% of his/her time based on the three or more components we selected to work on. _____
 - 5. Use this space if you have any concerns or qualifications. _____

IV. Network Learning Meeting Structure

- a. Superintendent and/or designee attends AASA/TDS Precon annually at the National Conference on Education (NCE)
- b. Superintendent or his/her designee, Principal(s), Assistant Principal(s), Selected School Coordinator(s), and district coaches as needed attend annual summer conference with TDS and a winter skill building conference.
- c. Principal joins Principals Network and in addition to summer/winter conferences participates in bi-monthly conference calls/virtual convenings of an hour in length.

We would be able to participate in these Network Learning meetings? Yes _____ No _____

If no, please explain.

V. Barriers:

What additional challenges do you see for your school community, district and stakeholders to implementing this evidence-based approach to school transformation, and how do you plan to address them? Please use this final section to describe any other barriers that you have not already identified.

THANK YOU!

For more information, visit <http://www.tdschools.org/aasa-tds-networked-improvement-community/>

If you need to speak to someone directly about this opportunity or this application process, please do not hesitate to reach out directly to Charles Hiteshew, Talent Development Secondary, Executive Director at chiteshew@tdschools.org; or 301-956-3986.