NEBRASKA Department of Education reportcard.nde.state.ne.us

2007-2008 State of the Schools Report
A Report on Nebraska Public Schools

SCHOOL DISTRICT: LINCOLN PUBLIC SCHOOLS
SCHOOL BUILDING: ELLIOTT ELEMENTARY SCHOOL

▸ School Profile

School Profile

2007 - 2008

School Characteristics

School Data	State Statistics	District Statistics	School Statistics
Poverty Percentage	37.33%	38.18%	90.45%
English Language Learners Percentage	6.47%	9.16%	35.56%
Mobility Percentage	12.38%	15.54%	45.82%
Enrollment	290,767	33,464	419

Percentage of Students Meeting Standards - Reading

Grades	03	04	05	06
All Students (including ELL and Special Education)	74.24%	74.14%	69.81%	N / A
Special Education Students	46.67%	81.82%	41.67%	N / A
English Language Learners	65.22%	48.00%	55.00%	N / A
Gender				
Male	68.75%	71.43%	68.18%	N / A
Female	79.41%	76.67%	70.97%	N / A
Race / Ethnicity				
American Indian / Alaska Native	*	*	*	N / A
Asian or Pacific Islander	*	*	*	N / A
White, Not Hispanic	75.00%	90.00%	75.00%	N / A
Black, Not Hispanic	74.07%	93.33%	61.54%	N / A
Hispanic	68.75%	46.15%	61.54%	N / A
Free / Reduced Priced Meals	72.88%	73.08%	66.67%	N / A
Migrants	*	*	*	N / A

Percentage of Students Meeting Standards - Mathematics

Grades	03	04	05	06
All Students (including ELL and Special Education)	76.92%	86.21%	78.85%	N / A
Special Education Students	66.67%	81.82%	63.64%	N / A
English Language Learners	63.64%	80.00%	73.68%	N / A
Gender				
Male	71.88%	82.14%	72.73%	N / A
Female	81.82%	90.00%	83.33%	N / A
Race / Ethnicity				
American Indian / Alaska Native	*	*	*	N / A
Asian or Pacific Islander	*	*	*	N / A
White, Not Hispanic	75.00%	85.00%	95.00%	N / A
Black, Not Hispanic	80.77%	93.33%	61.54%	N / A
Hispanic	68.75%	69.23%	66.67%	N / A
Free / Reduced Priced Meals	75.86%	84.62%	76.60%	N / A
Migrants	*	*	*	N / A

Percentage of Students Meeting Standards - Science

Grades	02	03	04	05	06
All Students (including ELL and Special Education)	91.53%	76.92%	74.14%	68.00%	N / A
Special Education Students	60.00%	60.00%	*	*	N / A
English Language Learners	96.15%	63.64%	68.00%	38.89%	N / A
Gender					
Male	96.43%	75.00%	75.00%	57.89%	N / A
Female	87.10%	78.79%	73.33%	74.19%	N / A
Race / Ethnicity					
American Indian / Alaska Native	*	*	*	*	N / A
Asian or Pacific Islander	90.91%	*	*	*	N / A
White, Not Hispanic	100.00%	75.00%	90.00%	83.33%	N / A

Black, Not Hispanic	93.75%	84.62%	60.00%	58.33%	N / A
Hispanic	81.25%	62.50%	46.15%	58.33%	N / A
Free / Reduced Priced Meals	90.91%	77.59%	71.15%	66.67%	N / A
Migrants	*	*	*	*	N / A

Percentage of Students Meeting Standards - Writing

	04
All Students (including ELL and Special Education)	83.87%
Special Education Students	*
English Language Learners	91.67%
Gender	
Male	77.42%
Female	90.32%
Race / Ethnicity	
American Indian / Alaska Native	*
Asian or Pacific Islander	*
White, Not Hispanic	78.26%
Black, Not Hispanic	82.35%
Hispanic	91.67%
Free / Reduced Priced Meals	82.14%
Migrants	*

* Data was masked to protect the identity of students using one of the following criteria:
1) Fewer than 10 students were reported in the grade or standard.
2) All students were reported in a single performance category.

Student Performance Decision used for AYP

AYP	Elementary
Reading	
All students	NOT MET
American Indian/Alaska Native	*
Asian or Pacific Islander	...
White, Not Hispanic	MET
Black, Not Hispanic	MET
Hispanic	NOT MET
Students eligible for free and reduced lunch	NOT MET
Special Education Students	NOT MET
English Language Learners	NOT MET
Math	
All students	MET
American Indian/Alaska Native	*
Asian or Pacific Islander	...
White, Not Hispanic	MET
Black, Not Hispanic	MET
Hispanic	MET
Students eligible for free and reduced lunch	MET
Special Education Students	MET
English Language Learners	MET
No Child Left Behind Qualified Teachers	100.00%

* Data was masked to protect the identity of students using one of the following criteria:
1) Fewer than 10 students were reported in the grade or standard.
2) All students were reported in a single performance category.

... To be included for AYP determinations, a group must have at least 30 students.

NEBRASKA Department of Education

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SCHOOL BUILDING: ELLIOTT ELEMENTARY SCHOOL

School Profile

School Profile

2008 - 2009

School Characteristics

School Data	State Statistics	District Statistics	School Statistics
Poverty Percentage	38.35%	39.73%	90.71%
English Language Learners Percentage	6.31%	7.73%	37.65%
School Mobility Rate	12.02%	15.45%	31.78%
Enrollment	292,030	34,057	409

Percentage of Students Meeting Standards - Reading

Grades	03	04	05
All Students (including ELL and Special Education)	80.65%	69.35%	68.52%
Special Education Students	33.33%	44.44%	33.33%
English Language Learners	83.33%	52.38%	57.14%
Gender			
Male	87.10%	66.67%	61.54%
Female	74.19%	71.88%	75.00%
Race / Ethnicity			
American Indian / Alaska Native	*	*	▲
Asian or Pacific Islander	81.82%	*	*
White, Not Hispanic	94.44%	62.50%	68.75%
Black, Not Hispanic	86.67%	66.67%	71.43%
Hispanic	66.67%	68.75%	70.59%
Free / Reduced Priced Meals	78.95%	67.27%	65.96%
Migrants	*	*	*

Percentage of Students Meeting Standards - Mathematics

Grades	03	04	05
All Students (including ELL and Special Education)	75.41%	62.07%	73.08%
Special Education Students	30.77%	22.22%	41.67%
English Language Learners	78.26%	52.94%	68.42%
Gender			
Male	78.13%	65.52%	69.23%
Female	72.41%	58.62%	76.92%
Race / Ethnicity			
American Indian / Alaska Native	*	*	▲
Asian or Pacific Islander	*	*	*
White, Not Hispanic	88.89%	50.00%	85.71%
Black, Not Hispanic	75.00%	65.22%	50.00%
Hispanic	60.00%	66.67%	76.47%
Free / Reduced Priced Meals	73.21%	56.86%	71.11%
Migrants	*	*	*

Percentage of Students Meeting Standards - Science

Grades	02	03	04	05
All Students (including ELL and Special Education)	89.29%	78.69%	73.77%	72.92%
Special Education Students	88.24%	50.00%	72.22%	*
English Language Learners	75.76%	82.61%	65.00%	57.89%
Gender				
Male	88.64%	83.87%	80.65%	77.27%
Female	90.00%	73.33%	66.67%	69.23%
Race / Ethnicity				
American Indian / Alaska Native	*	*	*	▲
Asian or Pacific Islander	*	*	*	*
White, Not Hispanic	91.67%	94.44%	71.43%	84.62%
Black, Not Hispanic	88.89%	73.33%	66.67%	*
Hispanic	95.00%	66.67%	88.24%	76.47%

Free / Reduced Priced Meals	89.33%	76.79%	72.22%	70.73%
Migrants	*	*	*	*

Percentage of Students Meeting Standards - Writing

	04
All Students (including ELL and Special Education)	93.65%
Special Education Students	80.00%
English Language Learners	100.00%
Gender	
Male	90.32%
Female	96.88%
Race / Ethnicity	
American Indian / Alaska Native	*
Asian or Pacific Islander	*
White, Not Hispanic	87.50%
Black, Not Hispanic	91.30%
Hispanic	100.00%
Free / Reduced Priced Meals	92.98%
Migrants	*

* Data was masked to protect the identity of students using one of the following criteria:
1) Fewer than 10 students were reported in the grade or standard.
2) All students were reported in a single performance category.

▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

Student Performance Decision used for AYP

AYP	Elementary
Reading	
All students	MET
American Indian/Alaska Native	*
Asian or Pacific Islander	..
White, Not Hispanic	MET
Black, Not Hispanic	MET
Hispanic	MET
Students eligible for free and reduced lunch	MET
Special Education Students	NOT MET
English Language Learners	MET
Math	
All students	NOT MET
American Indian/Alaska Native	*
Asian or Pacific Islander	..
White, Not Hispanic	MET
Black, Not Hispanic	NOT MET
Hispanic	MET
Students eligible for free and reduced lunch	NOT MET
Special Education Students	NOT MET
English Language Learners	NOT MET
No Child Left Behind Qualified Teachers	N / A

* Data was masked to protect the identity of students using one of the following criteria:
  1) Fewer than 10 students were reported in the grade or standard.
  2) All students were reported in a single performance category.

.. To be included for AYP determinations, a group must have at least 30 students.

Making Good Schools Great

Lincoln Public Schools is the second largest of Nebraska's 375 school districts, with more than 34,000 students. Our goal is to give every student a superb learning environment by providing:

- Quality teaching
- Personal attention
- Excellent facilities and equipment
- Academic support

How do we measure success?

Each year, we evaluate our students' performance on nationally standardized tests, and measure parent and community satisfaction with Lincoln Public Schools. We are proud of how we measure up–but we are striving to do even better.

MEASURE	2009-10 PERFORMANCE
3rd grade reading	**67%** (at or above Nat'l ave.)
7th grade math	**59%** (at or above Nat'l ave.)
ACT scores	LPS Average: **23.3** (US average: 21.1)
Average elementary class size	21

Meeting Our Goals in a Changing Community

Our students reflect Lincoln's changing population:

- 38% of LPS students participate in the free or reduced price lunch program.
- 15% of LPS students participate in Special Education.
- More children who are learning to speak English (in 2009-10, more than 2,152 students from 51 countries who spoke 49 languages).

Although this changing population creates new challenges, we are continuing to improve our test scores and other measures of success. Community support is essential.

How can the community help?

Be an advocate

- Volunteer in your schools. Read to kids, be a tutor, work in the library or share another skill.
- Get to know your neighborhood school. Attend school activities and ask how you can help.
- Support efforts to attract and keep quality teachers.

Be a donor

- Fund-a-Need or plan a gift today for tomorrow's children: www.FoundationForLPS.org.
- Provide books, materials, volunteers or other resources.
- Participate in business-school partnerships.
- Provide internships and work-study programs.
- Volunteer to speak at schools or invite an LPS volunteer to speak at your business or community organization.
- Support specific LPS projects designed to increase reading, math skills and school attendance.

This public engagement initiative is funded by the Foundation for Lincoln Public Schools with the generous support of the Realtors Association of Lincoln.

REALTOR® *Serving the Community* www.LincolnREALTORS.com

FOUNDATION LINCOLN PUBLIC SCHOOLS

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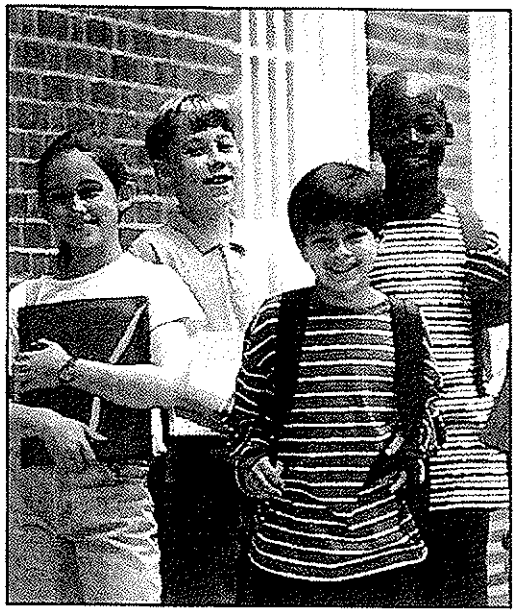
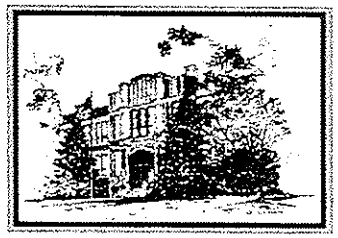
LEA
Lincoln Education Association

Elliott
ELEMENTARY SCHOOL

Profile





Principal: Dr. De Ann Currin
225 South 25th Street
Lincoln, NE 68510
402-436-1136 • Fax: 402-458-3234
http://elliott.lps.org

LINCOLN PUBLIC SCHOOLS

SCHOOL SNAPSHOT

Students

- 387 Students, grades K-5
- Average student class size: 18
- 59% Minority Students
- 4% Gifted
- 32% English Language Learners
- 17% Special Education
- 30% Mobility rate
- 90% Eligible for free/reduced meals
- 93% Average daily attendance rate

Staff

- 48 Teachers: 76 total staff
- Full-time counselor, psychologist family liaison, and specialists in library media, art, music, physical education, computer, science and reading
- 2 Administrators and 1 Special Education Coordinator

What's unique about Elliott?

- Music
- Incredible volunteers
- Mastering learning and life skills for today and tomorrow
- Diversity-Linguistic and cultural
- Open and inclusive
- Connecting with the community
- Unconditional love

Special Programs

- Differentiated Curriculum
- Reading Recovery
- Child Guidance
- Lincoln High Practicum
- Lincoln High–Work Study
- UNL, Doane, Wesleyan and Union College Practicums and student teachers
- Indian Education
- Junior Achievement
- English Language Learners
- Reading and Math Intervention
- Computer(s) in classrooms
- Computer lab
- Positive Behavior Support
- Strings
- Band
- Back Pack Food Program
- B.I.S.T.
- Multicultural Liaisons
- Vitamin Program
- Toyota Family Literacy Program

Community Learning Center

- Youth–YMCA City Impact
  - YMCA Youth Academy
  - Impact Reading Center
  - ELL Tutoring–BEST
  - Academics and Enrichment
  - Chorus
  - (Boys and Girls) Scouts
  - Piano Project
  - Free Before, After School and Summer Programs
  - UNL Athletes Connection
- Adult
  - Clothing Bank
  - Lincoln Tax Assistance
  - SCC–Adult ELL
  - Housing Fair
- Family
  - SCC-GED Classes
  - Monthly family activities
  - Family Advisory Board (SNAC)
  - Children's performances
  - Toyota Family Literacy Program
  - PIRC (Parental Involvement Resource Center)

School Day

- 9:00 a.m.-3:38 p.m.
- Breakfast Program 8:30-8:55 a.m.
- Office 7:30 a.m.-4:30 p.m.
- CLC 8:00-8:50 a.m. and 3:38-5:30 p.m.

Partners

- 1st Choice Credit Union
- Anderson, Creager, & Wittstruck PC
- Asian Community and Cultural Center
- Dietze Music
- Ideal Grocery
- IRS
- Junior Achievement
- Lincoln Music Teacher's Association
- McDonald's
- Office Max
- Kiwanis
- Piano Project
- University Sertoma
- YMCA
- Burger King
- Zoo School–Key Club
- TeamMates
- 4-H
- Health Department
- Rotary
- Mills Squeege
- Office Max
- First Plymouth Church

Student performance requires a community-driven comprehensive system of supports

**Students and staff numbers are taken from the 2009-2010 LPS Statistical Handbook.*

Lincoln Public Schools External Team Visit
February 11-13, 2009

School: Elliott
Team Members: Monica Jochum, Pat Roschewski

School Improvement Goals:

All children will improve their reading achievement across the curriculum.
All children will improve their math achievement across the curriculum.
All children will improve their writing achievement across the curriculum.

Introductory Comments:

Lincoln Public Schools must be commended for the many accomplishments and impressive improvements in the continuous improvement process since the last visit. Direct evidence of the district accomplishments was found during the building visits. Among the whole district accomplishments are the following three:

- The process is **continuous,** and has become "business as usual." Authenticity was evident; the CIP was not about "looking good," but rather about "being good."

- The CIP process in LPS is focused on individual students. Teachers have direct knowledge of each and every student, how each is progressing, and the targets to be achieved by each individual.

- Conversations within and across the district have been built to allow both vertical and horizontal conversations. Not only is this found in the buildings through the PLC process but it has been **modeled** by the district through the sharing fair through the Tri Fold process. Vertical and Horizontal conversations are not easy to accomplish in any district, but in a district of LPS size, this is amazing. And, staff are very receptive of these opportunities.

Suggestion for the District:

- Data analysis support for principals might be helpful. Do all principals really know how to help staff analyze data or ask appropriate questions about data?

Do they know how to display data? Are data only provided at the building level? If the building has a well prepared principal in this way, they have an advantage over a building whose principal might not be prepared.

- The district might consider presenting K-12 data first. If buildings see themselves "inside" the district data first, it lends itself to building a K-12 system. The buildings are doing a wonderful job of creating "building systems" but LPS wants buildings to also see their role in the district. Data is one way to do that. There is great power in seeing K-12 data first, then seeing a building's "place" inside that data. Start data broadly,(K-12) then narrow,(building) then narrow (disaggregated, student, etc)....

Successes, Strengths, and/or Accomplishments – Elliott School

The environment in Elliott School spotlights the district commendations highlighted above and provides evidence of so much more. The climate in this building is nothing short of amazing as evidenced by everyone in the building: the principals, the coordinators, the staff, and the students and the parents. The visiting team was not only welcomed but captivated by the sincere enthusiasm; we were swept into the positive energy by the sense of community within the building, and by the caring, intense focus on each and every child. Each adult in the building is focused on contributing to the welfare and learning of each child, and each child was committed to giving back to the opportunities provided by the adults around them.

Specific successes and strengths:

- Building Mission – often thought too time consuming and a "waste of time" by some, there are many teams and buildings that bypass this important step. But not the Elliot staff! Led by their amazing leader, the Elliott staff spent two arduous years building their mission statement together. This important step, including everyone – staff and support personnel has created their building focus. Even more importantly, this process has created an internalization and an ownership of the agreed-upon mission. Everyone is on the same page and **wants to be there**. The leadership and the staff in this building, to a person, see their role in the support of students and their learning. These are

professionals who love what they do and want to work together, committed to their students.

- "Connecting the Dots" – at the last visit, there was evidence of many strategies. During this visit, the staff and strategies have been connected by vertical and horizontal conversations through the "PLC plus" process. This building has done more than the district-required process; they have taken the district PLC process and enhanced it so that staff have multiple opportunities to work together, sharing strategies, aligning a total building curriculum, and building a community where these strategies are matched to each and every child's needs. The sharing across grades and within grades was enthusiastically embraced by all staff. And, the respect for each other was so obvious. These staff members are working as a solid unit with a clear focus on the district goals.

- Over and Beyond – Elliott takes every opportunity for adult learning that the district office provides and customizes it for Elliott use. They go "over and beyond" by extending district opportunities and extending them in the building. Examples include the PLC process – maximized, and curricular opportunities that are brought back, shared, and extended for use with Elliot students. Staff shared multiple examples from math, reading, and writing strategies where these district staff learning opportunities created new ideas for Elliott students and were implemented.

- Community – internal and external: Not only was the sense of community overwhelmingly apparent in the building from the daily morning assembly with the students chanting the student mission, the collaboration and communication that exists between Elliott and external agencies was impressive. Elliott, in working with the CLC, various community agencies, and the parent groups is worthy of commendation because together they are providing seamless opportunities for students. Each group is ready to work with each other in watching over the welfare and learning of all students.

- Tier of Interventions – Each and every student matters at Elliott and each and every teacher including those who teach students with disabilities and the teachers of those learning the language work together to determine the best approach for each student. Through the teaming process, there is no child who is not provided attention and concern. Each student's progress matters, and each child receives whole group

instruction first, and then, if needed, additional tiers of intervention. This was true for all students whether challenged by language, culture, or disabilities.

- An amazing principal – Although the principal welcomed us, she did not tell the Elliott story. The staff did. She and her assistant have created the environment for teacher leadership to flourish. The principals listened along with the team, only occasionally adding a clarification or answering a question. As the principal took the team on a tour of the building, and we would remark positively about a staff member or a student, DeAnn would respond, "That is her gift." She made that remark about many individuals. Clearly the principal of Elliott sees the gifts in others and has many gifts herself. One of her most obvious gifts is the ability to match and complement the strengths of all in her building to create a most impressive team.

Recommendations for Consideration

- Perhaps there are still avenues Elliott has not yet tapped to utilize the parent connections for more academic support. The building has so many parental connections in place, but might ask the question – "Do these connections tap into the academic...'things parents can do'?? Do the parents know the SMART goals? Newsletter? Brochure? Things parents can do???

- The leadership and staff in this building are doing so many things so well, that they must not let their focus switch from student learning to the externally applied federal accountability, AYP. The focus must remain where it is now – first on learning. Keeping staff positive and focused is not an easy task especially in these times of misunderstood and often misinformed headlines. No one could more effectively lead a building than the current principal, and no staff could be any more committed. The recommendation is to keep on doing exemplary work. You are making a difference to students, and your process for keeping it that way is truly of quality. Bravo!

Lincoln Public School District
Implementation Audit™

For Elliott Elementary School

A Collaborative Project
Between the
Lincoln Public School District and
The Leadership and Learning Center

November, 2009

The Leadership and Learning Center™

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1.0 Executive Summary

Elliott is a complex and thriving school that not only believes but operates on the idea that learning is built on strong relationships. Elliott's strength and culture are founded in the recognition and celebration of diversity. A significant percentage of Elliott students are refugees from the Middle East, Eastern Europe, and Africa, not necessarily "of color" but representing diverse cultures. With over 91% of the students classified as living in poverty, a 35% mobility rate, and 26 languages spoken by the student population, Elliott is committed to building relationships quickly with both students and parents in order to begin the academic learning process. The staff at Elliott have been described "incredible community builders" who learn and adapt quickly to provided positive and powerful learning experiences for their students.

Although Elliott has not met AYP for the past two years, this does not accurately represent the multiple seamless best practices of the school. In 2007–08 Elliott focused on math as a result of not meeting AYP in 2006–07. As a result, all sub-groups met AYP in math that year. Last year Elliott focused on reading, and as a result, met AYP in reading in all areas except special education. This is clear evidence that when there is focus and commitment of resources (time, money, people) to a content area, there are results. With such diversity in the population and mobility rate high, these results are impressive.

The principal has been at Elliott for 18 years and has developed a strong foundation to ensure that instruction, communication, leadership and community connection support high levels of learning for every student. As nearly half the teaching staff was new to Elliott last year, the school's systems ensuring best practice have been put to the test for consistency of quality teaching. The results demonstrate the strength of the collaborative culture that ensured effective teaching and learning.

A significant partnership with the YMCA provides extended day and year programs. YMCA staff collaborate daily with Elliott teachers to provide consistent support for at-risk students academically and behaviorally. Community commitment to education is evident in the development of the new grounds project costing over half a million dollars.

1.1 Purpose of the Study

The Implementation Audit™ process considers three essential questions. First, what initiatives are in place in the Lincoln Public School District? Second, what is the range of implementation for each initiative? Third, what is the relationship between each initiative and student achievement? The purpose of this study is to provide practical information for teachers, administrators, and policymakers in the Lincoln Public School District so they can identify and capitalize on their strengths, and directly confront their greatest challenges.

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1.2 Methodology

The analysis and conclusions in the following pages are based on the results obtained from interviews, focus groups, an online survey, observations, and document reviews for more than ten prioritized initiatives in the District. Additionally, a multivariate analysis was performed in which rubric scores were compared to student achievement data.

A few words about the limitations and opportunities of correlation analysis are important as you consider the results of our analysis. Any analysis that relies upon associations (correlations) between variables has undeniable limitations. First and foremost, correlation is not causation. Some things that are associated are causal, such as thunderclouds and rain. Other things may be associated, but not logically linked from cause to effect. Our illustration of this principle with an important educational example is the widely observed correlation between high poverty and low achievement. A facile analysis would conclude that the former is the exclusive cause of the latter. There is an almost equally strong correlation, however, between high poverty and a large proportion of schools that lack the knowledge and skills to be effective in the classroom (Prince, 2002), and in this latter instance, poverty cannot be said to cause a school's ineffectiveness.

Our methodology also examines the data through a process of triangulation, where the degree of implementation for each initiative is compared to reveal how the initiatives interact to improve student achievement. The Leadership and Learning Center utilizes a simple wagon wheel graphic (White, 2005a) to depict how the initiatives interact to offer a practical but multivariate function to the analysis. Each report invites readers to draw their own inferences by comparing current student achievement levels with implementation.

The Lincoln Public School District staff members who participated were candid and forthright, offering a blend of praise and constructive criticism in a safe atmosphere of confidentiality and anonymity.

The present study examined correlations between the specific Implementation Audit™ Rubric variables in implementation and student achievement. Specifically, the school's percentage of proficient student achievement scores for the past year from assessments such as the Iowa Test of Basic Skills, the Metropolitan Achievement Test, and multiple formative assessments were used for the purposes of this study. The achievement scores are the results indicators, while the Implementation-Audit™ measures of reporting progress of use, commitment of time to implement, cognitive knowledge and skills of the user, collaborating with others, and monitoring and evaluating are the cause variables.

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It is important to note that we need not wait for perfect research or randomized trials, as no principal will ever be randomly assigned to engage in poor planning and implementation practices. Rather, we can use what we now know: improvement in the quality of planning, monitoring, and implementation is strongly associated with improvements in student achievement. The challenge for leaders and teachers in the year ahead is to take the most effective initiatives and encourage broader use.

Conversely, for those initiatives that are least effective you may want to consider:

- Possibly abandoning the initiative, because regardless of fidelity of implementation, sustained time of implementation, and a high percent of diffusion within the system, these efforts have failed to produce the hypothesized desired results in student achievement.

OR

- Possibly staying the course with the initiative regardless of its present relationship to student achievement to ensure that quality implementation efforts are rigorously applied to implementation along with strategies to promote a more wide-ranging diffusion of the initiative throughout the impacted parts of the system.

1.3 Findings

School systems, like living organisms, are dynamic, and change with time, student population, and leadership. Therefore, the observations in this report are subject to change. Indeed, as a result of our interviews and observations, some teachers and administrators have already expressed a willingness to improve their practices. Therefore, these findings are as we observed them during the first few weeks of the 2009 school year school and not necessarily the case at the time the reader is looking at these paragraphs.

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2.0 Implementation Initiative Inventory

The Implementation Audit™ is a powerful tool for leaders, teachers, and policymakers. It provides locally relevant research evidence to minimize waste and redundancy and maximize every dollar invested in education. The Implementation Audit™ addresses three essential questions:

- What are we implementing?
- What is the range of implementation?
- What is the relationship between implementation and student achievement?

The process is interactive, consisting of several steps. The first step involves creating an Initiative Inventory. Listing these paints a picture of "What are we implementing?" Working with Lincoln Public Schools' District administrators, we identified the initiatives in instruction, assessment and other areas that system leaders believed to be important to their success. Exhibit 2.1 identifies priority initiatives as well as a brief description of key expectations for each.

2.1 Lincoln Public Schools Priority Initiatives Focus Initiatives & Description of Purpose

2.1.1 Raising the Achievement of Underperforming Students/Pyramid of Interventions

Description of Response to Intervention (RTI): "Response to Intervention" (RTI) is an emerging approach to the diagnosis of learning disabilities that holds considerable promise. In the RTI model, a student with academic delays is given one or more research-validated interventions. The student's academic progress is monitored frequently to see if those interventions are sufficient to help the student to catch up with his or her peers. If the student fails to show significantly improved academic skills despite several well-designed and implemented interventions, this failure to 'respond to intervention' can be viewed as evidence of an underlying learning disability. One advantage of RTI in the diagnosis of educational disabilities is that it allows schools to intervene early to meet the needs of struggling learners. Another advantage is that RTI maps those specific instructional strategies found to benefit a particular student. This information can be very helpful to both teachers and parents.

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Purpose of Response to Intervention: The purposes of RTI may vary with the implementing agency. Broadly, RTI has three purposes: prevention of learning failure, intervention to ameliorate learning difficulties, and determination of learning disabilities. The prevention aspect of the RTI framework begins with high-quality core instruction to ensure that any problems students may be experiencing are not related to ineffective teaching practices. For students having academic or behavioral problems, the idea is to promote success before a cycle of failure begins. RTI seeks to intervene before student gaps in learning become so large that a student is labeled as having a learning disability, often needlessly. Prevention is addressed within an RTI framework by employing screening of all students. Student progress is then continuously monitored throughout the school year. Once a student is identified as not meeting predetermined benchmarks after receiving high-quality core instruction, additional supports are provided to the student. Academic issues, such as in literacy or math, as well as behavioral issues may be addressed. This instruction is designed to meet the needs of the student. Initial intervention often occurs in small groups and may take place in the regular education classroom or elsewhere. The person who leads small- group instruction may be the teacher, speech-language pathologist, resource or reading specialist, or other qualified professional unique to each school's environment. The student's responsiveness to this intervention is closely monitored through data collection and analysis. The frequency and duration of interventions can be altered depending on student progress. Then, if the student is showing little progress, the intervention program may increase in intensity to focus on individual needs. If insufficient progress is seen after a predetermined period of time, the student may be referred for further evaluation and possible special education placement.

2.1.2 Professional Learning Communities

Description of Professional Learning Communities (PLCs): A Professional Learning Community (PLC) is a collegial group of administrators and school staff who are united in their commitment to student learning. They share a vision, work and learn collaboratively, visit and review other classrooms, and participate in decision making. The benefits to the staff and students include a reduced isolation of teachers, better-informed and committed teachers, and academic gains for students. Hord (1997) notes, "As an organizational arrangement, the professional learning community is seen as a powerful staff-development approach and a potent strategy for school change and improvement."

Purpose of Professional Learning Communities: Professional Learning Communities are designed to create a process to facilitate teacher collaboration around essential outcomes, instructional strategies, assessments, and student achievement.

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2.1.3 School Improvement

Description of School Improvement (SI): School Improvement (SI) is a continuous improvement model ensuring policies, practices, and procedures are aligned district-wide and focused on increased student achievement. This initiative also includes state and regional accreditation processes (AdvancEd for High Schools). In April 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and the National Study of School Evaluation (NSSE) came together to form one unified organization under the name AdvancED.

Purpose of School Improvement: The purpose of School Improvement is to improve the collective capacity of adults and schools to increase student achievement

2.1.4 Grading Reporting and Assessment Literacy

Description of Grade Reporting (GR) and Assessment Literacy (AL): The Grade Reporting (GR) initiative consists of three components. First, a standards-based assessment with rubrics at the elementary level; second, separating academic assessment from work-study habits and social behavioral skills at the middle level; and third, beginning discussions on effective grading practices at the high school level. The Assessment Literacy (AL) initiative consists of formative and summative assessment training along with understanding the purpose and use of classroom, school, district, and state assessment.

Purpose of Grade Reporting and Assessment Literacy: The purpose of Grade Reporting and Assessment Literacy is to improve the collective capacity of adults and schools to increase student achievement.

2.1.5 Reading Recovery

Description of Reading Recovery (RR): This pullout intervention program provides early struggling readers, primarily first grade; one-on-one tutoring by rigorously trained reading recovery teachers. This intense intervention is designed to have these struggling readers develop and apply strategies to increase fluency and make meaning of text. The Reading Recovery teachers are there to provide individual instruction, ongoing assessment through running records, and continuous coaching as the targeted students progress in their reading. These teachers also serve as resources to classroom teachers working with these struggling readers as well as with other students. Students exit the program when teachers find these students are ready to read proficiently in the regular classroom without this one-on-one support. The Reading Recovery Council provides a wide variety of programs and services, including publications, annual conferences, advocacy, technical assistance, and special institutes.

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Purpose of Reading Recovery: The program is designed to have early readers exit the program ready to perform successfully as readers and learners through their school years and beyond; to increase teachers' ability to apply effective instructional strategies to improve student reading through direct training of teachers and having these teachers share their learned skills with other teachers.

2.1.6 Continuous Curriculum Improvement Process

Description of Continuous Curriculum Improvement Process (CCIP): Continuous Curriculum Improvement Process (CCIP) is a systematic approach to improving instruction through a continuous improvement process of assessing content-area needs, researching best practices, providing appropriate materials, promoting sound instructional strategies, and providing assessments focused in the area of reading and math.

Purpose of Continuous Curriculum Improvement Process (CCIP): The program is designed to be able to provide appropriate curriculum in order for students to learn, and for teachers to deliver good instruction.

2.1.7 Multicultural Education

Description of Multicultural Education (ME): Multicultural Education not only draws content, concepts, paradigms, and theories from specialized interdisciplinary fields such as ethnic studies and women's studies (and from history and the social and behavioral sciences), it also interrogates, challenges, and reinterprets content, concepts, and paradigms from the established disciplines. Multicultural education applies content from these fields and disciplines to pedagogy and curriculum development in educational settings. Consequently, one definition of multicultural education is a field of study designed to increase educational equity for all students that incorporates, for this purpose, content, concepts, principles, theories, and paradigms from history, the social and behavioral sciences, and particularly from ethnic studies and women's studies.

Purpose of Multicultural Education: Multicultural Education is a field of study and an emerging discipline whose major aim is to create equal educational opportunities for students from diverse racial, ethnic, social-class, and cultural groups. One of its important goals is to help all students to acquire the knowledge, attitudes, and skills needed to function effectively in a pluralistic democratic society and to interact, negotiate, and communicate with people from diverse groups in order to create a civic and moral community that works for the common good.

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2.1.8 Positive Behavior Support

Description of Positive Behavior Support (PBS): Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. School Wide Positive Behavior Support (SWPBS) provides an operational framework for achieving these outcomes. More importantly, SWPBS is NOT a curriculum, intervention, or practice, but IS a decision-making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

Purpose of Positive Behavior Support: The purpose of Positive Behavior Support (PBS) is twofold. First, to provide an integrated system of school-wide, classroom management, and individual student supports designed to give schools simple but effective tactics and strategies to improve behavioral outcomes for students. Second, to provide a school-wide behavior management plan for all students that emphasizes schools partnering with students and parents through caring relationships and high expectations to increase student learning time, to stop disruptive and hurtful behavior, and to teach skills that will lead to school and life success

2.1.9 Flexible Professional Development

Description of Flexible Professional Development (FPD): Flexible Professional Development is a systematic approach to providing professional development in which teachers are able to choose from a wide selection of professional development offerings that will fit their needs and also meet the needs of each school and the district. Teachers are able to choose sessions at various times throughout the summer and school year outside of the school day.

Purpose of Flexible Professional Development (FPD): The purpose of Flexible Professional Development is to help principals, curriculum specialists, and supervisors plan opportunities for their staff that meet varying needs and that allows staff to have an opportunity to participate in developing their own professional development. It is an attempt to meet the needs of the district as well as the teachers.

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Initiative(s)	Elementary	Middle School	High School	Year Started	Data-Gathering Methods				
					Survey	Interview	Observation	Focus Group	Document Analysis
1. Raising the Achievement of Underperforming Students/Pyramid of Intervention—RTI	√	√	√	1998 2006				X	
2. Professional Learning Communities	√	√	√	2006	X		X		X
3. School Improvement	√	√	√	2004		X			X
4. Grade Reporting	√			2005		X			
5. Assessment Literacy		√		2008		X			
6. Reading Recovery (Ist Grade Only)	√			1996		X	X		X
7. Continuous Curriculum Improvement Process	√	√	√	Ongoing		X			
8. Multicultural Education	√	√	√	1994	X				
9. Positive Behavior Support	√	√	√	2003				X	
10. Flexible Professional Development	√	√	√	2007		X			X
	9	8	7						

Exhibit 2.1 Implementation Audit™ Data-Gathering Matrix for Lincoln Public Schools

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Next, we created an implementation rubric, essentially a map (Hall & Hord, 2006), for each of these initiatives. A rubric is a means of describing what an initiative "looks like" when fully implemented. The Implementation Audit rubrics developed for Lincoln Public Schools paint a series of "word pictures" of the adult behaviors and practices and also describes the behaviors and practices as school personnel move from the "Not Proficient" variation toward the "Exemplary" variation, the behaviors and practices described increasingly approach the more ideal practices viewed by the school district.

For each initiative we assessed the degree of implementation at every school using a combination of feedback mechanisms including focus groups, interviews, observations, and document analysis. Results of our assessments are described in the next section.

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3.0 Range of Implementation

Change scholars stress the importance of leaders not falling prey to the mistaken belief that change will be accomplished by declaring the adoption of a new program (e.g., Behavior Intervention Support Team), or the purchase of a new curriculum or set of textbooks, or even the professional development seminar at the beginning of school. Rather, change must be seen as an incremental process through which people and organizations move as they slowly acquire the knowledge and skills in the use of new ways (Fullan, 2003).

Toward that end, Gene Hall and Shirley Hord have been contributing to the developing understanding of the educational change process for more than three decades. Their research has been instructive in helping organizations appreciate the fact that successful change begins and ends with understanding the importance of implementation. For example, one of the dozen principles of change described in their book *Implementing Change; Patterns, Principles, and Potholes* state, "there will be no change in outcomes until new practices are implemented" (Hall & Hord, 2006, p. 9). That is, they believe in order for change to be successful, an "implementation bridge" (p. 10) must be constructed to help each member of the organization move from current to desired practice.

While Dr. Doug Reeves supports the idea that organizations change only after individuals within it change, he adds to the research of Hall and Hord (2006) results from his own research in which he found that student achievement results are dramatically higher "when 90 percent or more of a faculty was actively engaged in the change initiative" (Reeves, 2009, p. 86). Therefore, while individuals are important variables in the equation as they implement the intended change, district leadership must make certain a critical mass of potential implementers, nine out of every ten, must be vigorously working to apply the practices of the initiative; or put another way, cross the "implementation bridge" in order to significantly change organizational outcomes.

Thus, the purpose of this section is to depict and to describe the passage of Elliott Elementary School in an effort to depict where the school is in its "bridge" journey as the school strives to implement the instructional and leadership practices associated with Lincoln Public Schools' nine priority initiatives.

3.1 School-Wide Range of Implementation

Using instructional and leadership strategies associated with new initiatives is not a simple case of, "Yes, school staff are using it," or "No, school staff are not using it." In any given change effort, implementers of the change will be functioning in very different ways with the new practices (Hall & Hord, 2006), consequently, the real question is, "What is the degree to which schools are using it?"

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Thus, we begin with a visual perspective of the degree to which implementers are using the instructional and leadership practices associated with the nine priority initiatives based on the data gathered from our observations, interviews and survey of Elliott Elementary School.

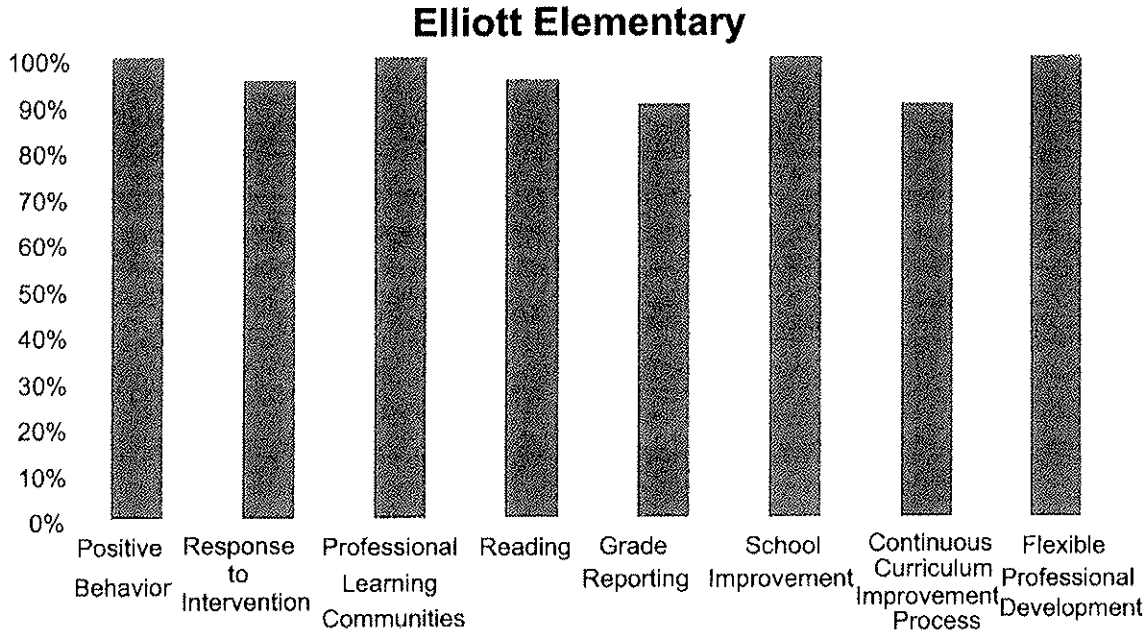

Exhibit 3.1 Range of Implementation at Elliott Elementary School

3.1.1 School-Wide Range of Implementation for Response to Intervention

Elliott does universal screening four times per year focusing on reading comprehension and fluency. This data is used to identify individual needs and groupings. Interventionists provide Tier 2 intervention, and flexible groupings allow classroom teachers provide Tier 2 intervention as well. Tier 2 students are monitored weekly for progress and this data is charted to share with classroom teachers and specialists as well to ensure the intervention is effective. Nearly 25% of Elliott students are on Tier 2. Further, 72 out of 409 students qualify for special education services at Elliott, (one third of the fourth grade students).

There are multiple levels of monitoring systems in place. There are two intervention teams (K-2 and 3-5) that meet monthly to monitor grade span student progress. There is also an administrative leadership team including the principal, assistant principal, special education co-coordinator, the instructional co-coordinator, and school psychologist that meet weekly to problem solve, evaluate progress, and develop action

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plans to ensure progress. This team also meets once a month with the intervention teams to collaborate on effective practice. The Student Assistant Team (SAT) monitor students who either do not fit the criteria for RTI (e.g., 504 students with health issues) or have almost completed the intervention process and are not realizing adequate progress. Teams are fluid based on student needs.

Other layers of monitoring include instructional conferences that the principal holds with every grade level team and the integrity checks done by the school psychologist monitoring for other issues, such as attendance. An instructional specialist added last year provides on-going professional development and support for all teachers focusing on improving instruction.

Concerns regarding time for interventions are on-going.

3.1.2 School-Wide Range of Implementation for Professional Learning Communities

At Elliott, PLCs occur weekly and both the agenda and the minutes are available to all staff. Further, the instructional coordinator meets with all PLCs to focus the use of data on improving instruction. Each PLC creates SMART goals based on the school goals and develops an action plan, identifies essential outcomes, and develop formative assessments to align with the goal. Collaborative scoring, data analysis, differentiation, strategic planning, and focusing on an agreed upon learning goal are the format for all PLCs at Elliott. At the early release PLC day that occurs monthly, PLCs meet vertically to work on articulation and alignment. Further, at that time they share a "struggle" and how they overcame it, using data as evidence of success.

As evidenced by the past two years of data (CRT's) when Elliott focuses on a particular content area, Elliott students realize progress. The vehicle for this focus is the PLC. Ongoing professional development to improve instruction occurs during each PLC to target specific student needs.

3.1.3 School-Wide Range of Implementation for the School Improvement Process

School Improvement is the "umbrella" under which *all* initiatives fall, according to the building principal. As noted, PLCs, RTI, BIST all occur on an on-going basis monitoring student needs, successes, teaching strategies and progress. Elliott has a volunteer leadership team that has been trained in PLCs and establishes a year-long focus determined through data analysis. The 2009-10 focus is on formative assessments hence the PLC meetings, book studies, and professional development all commit to improvement in the area of formative assessment. School Improvement is not a one-time event at Elliott. It is a deeply-embedded integrated process in which all staff is involved daily. Teams (Leadership, PLC, BIST, RTI, SAT, etc) meet regularly and on an as-needed basis to monitor progress building-wide as well as at grade levels and for individual students. Continuous school improvement is an evident commitment at Elliott.

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3.1.4 School-Wide Range of Implementation for Grade Reporting

Lincoln Public Schools implemented a standards-based electronic grade reporting system at the elementary school level five years ago. Based on the Nebraska State Standards, the grading system has a 4-point rubric. Both summative and formative assessments are aligned with the State Standards and students are evaluated based on their level of proficiency on each standard. All teachers new to the district are trained on how to use the rubric. There are also on-line trainings during the school year to support consistent and effective implementation. Detailed rubrics allow teachers to increase their consistency in the assignment of grades, especially at the team level. At Elliott, building level mentors are also provided as well as grade-level team support to ensure reliability. Collaborative scoring of formative assessments ensures greater reliability. Parents are provided with guidelines to the reporting system at parent teacher conferences and/or they can access the guidelines and rubrics on line. The reporting form is easy to read and understand. Student attitudes, dispositions and attendance are reported separately from academics.

There is concern that the progress of the special education students who are evaluated on the same grading system is not an accurate reflection and/or may be misinterpreted by the student and/or the parents. (Special education students generally receive 1'S and 2'S on the regular report card.) Students in the ELL and GT programs have a separate report card specific to their progress in those programs.

3.1.5 School-Wide Range of Implementation for Reading Recovery

Given the allocated resources for Reading Recovery at Elliott, the program is realizing some success, a 56% discontinue rate in 2008-09. However, given the at-risk population at Elliott and the mobility, the resources are inadequate. Generally students scoring below level 3 do not qualify for Reading Recovery. However, by the time they do reach a level 3, first grade is nearly over and they cannot enter the Reading Recovery program. The need for a similar intervention (1:1) to accelerate very low students to prepare them for entry into Reading Recovery is essential. Further, Reading Recovery FTE allocation is based on population not need. More Reading Recovery teachers to serve the at-risk population would improve the early intervention program.

3.1.6 School-Wide Range of Implementation for Continuous Curriculum Improvement Process

Continuous Curriculum Improvement Process is a central-office based approach to continuous curricular improvement. There is clear evidence that the implementation of the process is at the proficient to exemplary level. At the school level, teachers are encouraged to participate in every step of the process for input, research, development, piloting and training. Liaisons, teachers who participate in the curriculum review process, also serve as building level experts to guide and train within the school. Pacing charts, Essential Outcomes and clear expectations are inherent in the process.

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Special Education and English Language Learners programs are also provided with support and materials for implementation.
This year's district focus is the new writing curriculum. The teachers and administrator report that the process of identifying the needs of the District as well as the decision-making process to determine the adopted program has been inclusive and effective in terms of ensuring al teachers are invested and trained.

3.1.7 School-Wide Range of Implementation for Positive Behavior Support

In its second year, the BIST program has been implemented at Elliott with obvious and evident commitment. During the first week(s) of school the stage is set, procedures are taught in all classes, and expectations clarified and reinforced. All students receive core instruction in classroom. There are multiple layers of BIST, including common language and processes, tiered intervention of disruptive behavior, and managing chronic behavior challenges ("protective plans"). Every day the entire school starts the day in the gym where expectations are reinforced, students connect with adults, and the tone is set for the day.

The master schedule is designed to develop relationships: students go to one specials class everyday for two weeks rather than a different special every day. Specialists focus on the positive and collect data to identify what's working with which students. Data is collected to monitor student needs and the office maintains a notebook with students on behavior plans.

The BIST team meets monthly (or sooner if necessary) to review the effectiveness of the student plans. The students self assess daily when they walk in the door (have to be a '3' to walk in). Triage is ongoing and everyone has a BIST buddy. Office data indicates behavior referrals have decreased since the implementation of BIST. The primary concern is the great number of students missing social/life skills. It's often not a case of a student misbehaving, rather they do not know how to behave.

3.1.8 School-Wide Range of Implementation for Flexible Professional Development

Professional development is deeply embedded in all aspects of Elliott. FPD at Elliott is based on the three building goals. The PLC Action Plan (due the end of September from teachers) must include professional development to support the three goals and must be approved by the building principal. At the District level, training occurs before students start school, is scheduled multiple times throughout the school year and at Elliott, is embedded in the PLCs with the support of the instructional coach. Writing is a focus this year as well as on-going BIST training (for new teachers) and continued focus on effective interventions in math. There are multiple teams at Elliott, including PLCs, BIST, RTI, SAT, and Vertical Teams, and in each team professional development is embedded either formally (scheduled) or informally (embedded in the collaborative process) to ensure progress toward meeting the identified building level goals.

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4.0 Relationship Between Initiative Inventory and Student Achievement

The ability to draw correlations between implementation and student achievement is limited by the availability of evidence linking professional practice (causal factors) and student achievement results. Because some of the implementation initiatives reviewed in this report represent first and second year changes, the relationships identified may serve as leading indicators, but they are in no way conclusive or well-established. This review attempts to identify patterns and trends that can draw attention to emerging best practices.

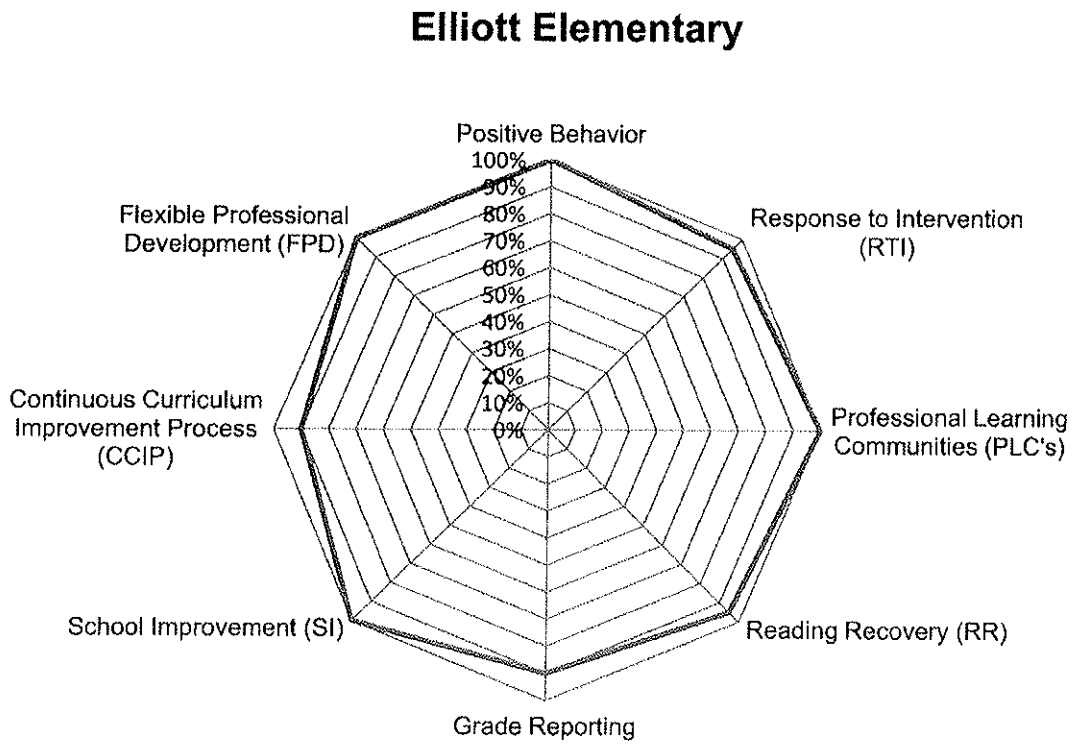

Exhibit 4.1.1 Range of Implementation at Elliott Elementary School

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Mike Schmoker, in his book entitled, *Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning,* underscores how important it is for school and district leaders to:

> Focus on *learning*, on assessment results [that] become the leverage for improvements in *teaching*, which is only as good as its impact on learning. When leadership is focused on results, on urging a formal, frequent review of the impact of instruction, teaching improves. (Schmoker, 2006, p. 126)

As teaching improves, so too does student achievement (e.g., Mortimore & Sammons, 1987; Marzano, 2003; Haycock, 2005). For example, researcher Allen Odden and his colleague conclude, "improved classroom instruction is the prime factor to produce student achievement gains" (Odden & Wallace, 2003, p. 64). By looking closely and analytically at teaching as well as leadership and at how teaching and leadership affect learning on an ongoing basis is foundational to this study and the specific focus of this section of our report.

This section compares the relationship between the degree to which the prioritized initiatives were implemented at Elliott and student achievement. In other words, this section addresses the third and final question of the Implementation Audit™, "What is the relationship between implementation and student achievement?"

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Elliott Elementary

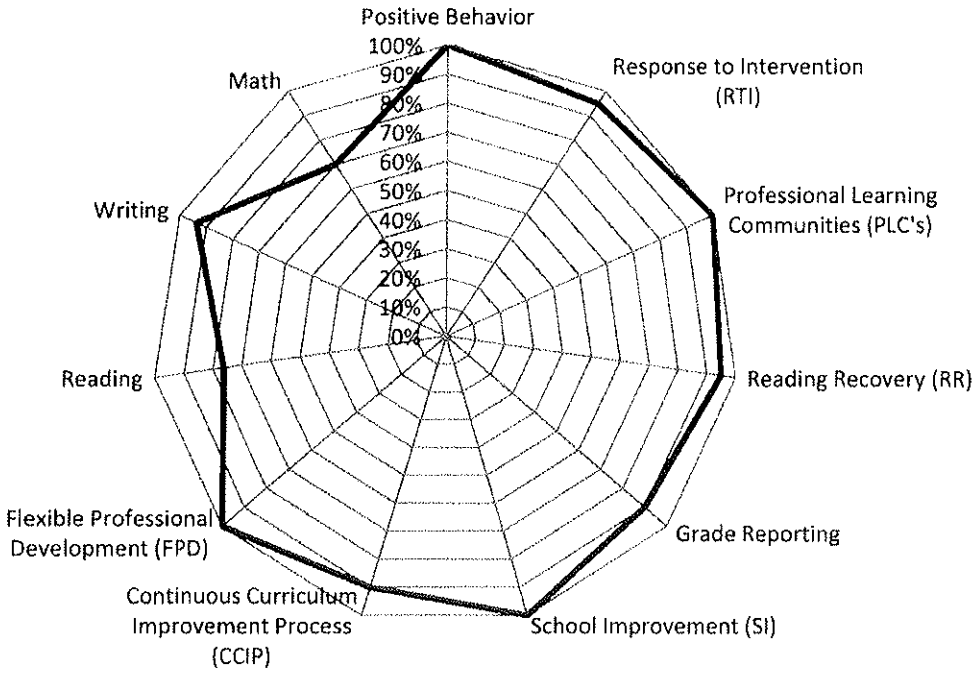

Exhibit 4.1.2 Triangulation of Composite of Student Achievement Results with Lincoln Public Schools Initiatives at Elliott Elementary School

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Exhibit 4.1.2 is provided to represent the investigation of the question "to what degree were these outcomes related to the initiatives?" as it captures in one graphic both the composite CRT performance in reading and math by grades 3, 4, and 5, as well as 4th grade writing on the state assessment, and the degree of implementation assessed in the current audit by each of the eight initiative areas. Eight factors ("spokes" on the "wagon wheel") represent the degree to which the initiatives are implemented with fidelity and three factors ("spokes") represent the achievement by overall school performance in math, reading and writing. Each spoke of this "wagon wheel" depicts performance at Elliott Elementary with the optimum performance found on the perimeter of the wheel by spoke. As indicated, with the exception of math, indicators of both implementation of priority initiatives and performance exceed 80%.

Elliott demonstrated inconsistent performance in achievement in 2009 as measured by the Lincoln Public Schools Criterion Referenced Test (CRT) in all core content areas—reading, math and writing. Elliott did not achieve adequate yearly progress (AYP) in either reading or math for two consecutive years and is in the Needs Improvement category. However, closer scrutiny of the data as well as multiple factors of both implementation and achievement reveal that with focus and commitment, progress is evident. In 2008–09 Elliott focused on reading, and with the exception of special education students, saw progress overall in 2009. However, math performance declined last year, in fact decreased significantly in 4th grade math (-14%). Writing increased significantly from 84% in 2008 to 94% in 2009. In terms of value-added performance by students at Elliott, emphasis on district initiatives resulted in gains in reading and writing.

Although the RTI progress indicated by the LPS At-A-Glance 2008-09 Report suggests insignificant progress in the area of interventions, the multiple variables make accurate correlation difficult. Rather the overall performance at grade levels as well as the results of formative assessments are strong indicators that the interventions have had a positive impact on overall student achievement. Intervention has proven to be highly effective in first grade. The Reading Recovery "discontinue" rate in the 2008-09 school year was 56% indicating moderate results from the intervention effort.

Elliott is encouraged to examine other formative assessment results, particularly in the area of math, to answer the question as to whether correlations exist between initiatives and the reading and math scores at these grade levels. For example, are all initiatives supported with the same levels of focus, resources, time, or quality of instruction by grade level? Elliott professionals are encouraged to examine the relationship between the RTI interventions and subsequent achievement. Are best practices shared across grade levels? Do faculty participate in professional development or coaching at comparable levels?

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As this year's school improvement plan is implemented, Elliott Elementary School has an excellent opportunity to gather additional data from formative assessments currently being generated as well as measures of implementation in terms of strategies demonstrated, their frequency, and how consistently they are demonstrated as best practices.

The Professional Learning Communities initiative seems to be emerging as having great impact on student achievement providing strategic opportunities and focus on effective instruction across all content areas. Collaborative teams focusing on Essential Outcomes, identifying powerful teaching strategies within a differentiated framework, and using (in)formative assessments to monitor and adjust instruction are critical to ensuring all students are progressing. This process is an essential practice, a daily part of the teaching routines and not an event (controlled by "others"). PLCs truly empower teachers to deeply understand why and how to develop responsive instruction for each and every student.

The RTI process replicates these tenets as well, and, not surprisingly, mirrors initiatives which clearly focus on improving teachers' abilities to provided multiple learning opportunities specific to each student's need, collaboratively practice high leverage instructional strategies, and provide students with specific feedback (one on one conferences, oral and written feedback, back and forth journals, etc.). As these initiatives directly impact effective teaching, the implementation of these priority initiatives are clearly associated with progress when implemented with integrity and consistency at Elliott.

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5.0 Recommendations

Emerging patterns from this Implementation Audit study closely align to the research detailed *Reframing Teacher Leadership* (Reeves, 2004). Without 90% implementation of any given initiative, we do not see the hoped for/expected positive impact on student achievement (envisioned in the original planning of bringing the initiative into their teaching-learning community). Often, an initiative is launched with enthusiasm and earnest intentions but the necessary follow through is often forgotten. While initiatives are often started with gusto, their potential and power is quickly diluted because an initiative leadership team does not keep such initiative on the school's front burner.

Real curriculum improvement, similar to implementation of any new initiative, is contingent on the degree to which teachers and leaders act on what they know works and what doesn't work. *The Knowing-Doing Gap* (Pfeffer & Sutton, 2000) makes a compelling case that most organizations avoid acting on what they know, assuming instead that the attractiveness of the change to a few will translate, unassisted, into enthusiasm for the proposed change by all. In their sequel, *Hard Facts, Dangerous Half-Truths, & Total Nonsense*, Pfeffer and Sutton (2006) explain how confidence in the power of selected innovations often overshadows the need for precise, granular implementation strategies. The result is that many improvement efforts have a correct focus, but end up being executed in the wrong way.

Leadership is critical to successful implementation. Here are six essential functions that we know work to successfully implement an initiative/curriculum:

- Leaders of the initiative must be purposeful in sharing mental images or pictures of what classroom and/or school practice will look like when the initiative is implemented with fidelity. That is, leaders must clearly describe the "proficient" practices of both teachers and leaders throughout the system. This step is essential in order to reduce the variability that always occurs during implementation efforts.

- Leaders need to create an implementation plan and a description of allocated resources, the most important being time: time for planning, time for staff development, time for sharing. Specifically scheduling time for teachers as well as leaders to meet together to discuss successes and problems during implementation is essential to success.

- Leaders must answer the question, "What is it that staff need to know and be able to do to implement this initiative with fidelity?" That is, sustain or design formal training to support implementation of the initiative.

- Leaders of this initiative must routinely (monthly) check on the progress of each implementer: gathering data about the implementer's needs; collecting information about the knowledge and skills of the implementers; collecting feedback at the end of workshops and providing feedback on the feedback;

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systematically measuring, analyzing, and interpreting levels of use data; and talking informally with users about their progress. Additionally, leaders of this initiative should use the data collected during routine checks to provide continuous assistance to those implementing the initiative. This link to checking on progress is called coaching, consulting, or follow-up.

- Leaders of this initiative will need to routinely pay attention to the context, climate, and/or culture of the district and its schools and how this factor influences the workplace of the professionals involved and subsequently their responses to change.

- Leaders of this initiative must keep individuals and groups external to the implementation sites informed about the initiative (describing its purpose). Further, efforts must be made to share information about the new program and to let others know of its value and positive impact.

5.1 School-Specific Implementation Recommendations

Implementation efforts and results are both strong at Elliott Elementary. As the improvement process continues to unfold at Elliot, here are some things to consider in relation to implementation of the priority initiatives:

1. **Response to Intervention**
   The greatest challenge at Elliott is finding time for adequate support and/or intervention for the significant number of at-risk students. Because of the population of Elliott, more time daily and during the school year is essential to ensure adequate student progress behaviorally and academically. Consider on-site summer school for all Tier 2 students.

2. **Professional Learning Communities**
   Use the PLC process to focus on improving Tier 1 instruction. Formalize the discussion of teaching practices to ensure that effective strategies and interventions are shared and replicated.

   - Encourage classroom-based coaching specific to the instructional focus of the PLCs to offer opportunities for modeling of effective strategies, and observations with "essential/critical friend" feedback.

   - Collaborative scoring of student work is a powerful professional development strategy. Push the discussion to include conversations about teaching strategies as well as lesson planning—what high impact instructional strategies will cause kids to move to the next level of success?

   - Continue to work toward short cycle, common formative assessments based on Essential Outcomes that can be used as interim measures toward the monthly SMART goals.

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- Train staff members to write quality formative assessments based on skills and concepts embedded in priority standards.

3. Reading Recovery

Because of the significant number of students who are at-risk for reading failure, increasing the Reading Recovery resources for early intervention is essential. Develop one to one interventions similar to Reading Recovery for the students who do not qualify (level 3 and below) for Reading Recovery.

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6.0 References

The Leadership and Learning Center's Implementation Audits™ are built upon a foundation on cutting-edge research. The following bibliography outlines our cornerstone Implementation Audit™ research texts as well as report references.

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Use this budget for only one school implementing the Transformation Model.

Additional Transformation Budgets are provided for additional schools that will be implementing this model.

TRANSFORMATION MODEL BUDGET FOR YEAR 1 (2010-11)

NDE County District No.:	55-0001						
District Name:	Lincoln Public Schools						
NDE School No.:	55-0001-022						
School Name:	Elliott Elementary						
Activity	100	200	300	400	500	600	
(See Instructions for Full Descriptions of Required and Permissible Activities)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)	31,532	8,198					$39,730
Required Activities							
(d)(1)(i)(A) replace principal							$0
(d)(1)(i)(B) evaluation systems for teachers & principals	8,880	725	4,000				$13,605
(d)(1)(i)(C) reward school leaders	70,048	11,583					$81,631
(d)(1)(i)(D) ongoing professional development	119,730	31,132	35,000			32,500	$218,362
(d)(1)(i)(E) recruit/retain staff with necessary skills				111,000			$111,000
Permissible Activities:							
(d)(1)(ii)(A) attract/retain staff with necessary skills							$0
(d)(1)(ii)(B) institute a system for measuring changes							$0
(d)(1)(ii)(C) mutual consent for hiring teachers							$0
Required Activities							
(d)(2)(i)(A) use of data for implementing program				50,000			$50,000
(d)(2)(i)(B) continuous use of student data				40,000			$40,000
Permissible Activities:							
(d)(2)(ii)(A) conducting periodic reviews							$0
(d)(2)(ii)(B) implementing schoolwide RTI model	137,347	35,710					$173,057
(d)(2)(ii)(C) provide additional supports/prof. Development							$0
(d)(2)(ii)(D) technology based supports/interventions							$0
(d)(2)(ii)(E)(1) increase rigor in secondary schools							$0
(d)(2)(ii)(E)(2) student transition							$0
(d)(2)(ii)(E)(3) increase graduation rates							$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students							$0
Required Activities							
(d)(3)(i)(A) strategies to increase learning time			73,000	15,000			$88,000
(d)(3)(i)(B) ongoing family/community engagement	8,190	1,310	26,000	17,500			$53,000
Permissible Activities:							
(d)(3)(ii)(A) partnering to create safe school environments							$0
(d)(3)(ii)(B) restructuring the school day							$0
(d(3)(ii)(C) improve school climate and discipline							$0
(d)(3)(ii)(D) full-day kdg or pre-kdg							$0
Required Activities							
(d)(4)(i)(A) flexibility to increase graduation rates							$0
(d)(4)(i)(B) ongoing, intensive TA/support							$0
Permissible Activities:							
(d)(4)(ii)(A) new governance arrangement	36,548	6,045		20,000			$62,593
(d)(4)(ii)(B) budget weighted based on student needs							$0
Totals by Object Code	$412,275	$94,703	$138,000	$253,500	$0	$32,500	$930,978

TRANSFORMATION MODEL BUDGET FOR YEAR 2 (2011-12)							
NDE County District No.:	55-0001						
District Name:	Lincoln Public Schools						
NDE School No.:	55-0001-022						
School Name:	Elliott Elementary						
Activity	100	200	300	400	500	600	
(See Instructions for Full Descriptions of Required and Permissible Activities)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)	66,216	17,216					$83,432
Required Activities							
(d)(1)(i)(A) replace principal							$0
(d)(1)(i)(B) evaluation systems for teachers & principals	42,879	6,313	8,000	180			$57,372
(d)(1)(i)(C) reward school leaders	73,552	12,165					$85,717
(d)(1)(i)(D) ongoing professional development	125,716	32,689	35,000			32,500	$225,905
(d)(1)(i)(E) recruit/retain staff with necessary skills				111,000			$111,000
Permissible Activities:							
(d)(1)(ii)(A) attract/retain staff with necessary skills							$0
(d)(1)(ii)(B) institute a system for measuring changes							$0
(d)(1)(ii)(C) mutual consent for hiring teachers							$0
Required Activities							
(d)(2)(i)(A) use of data for implementing program				50,000			$50,000
(d)(2)(i)(B) continuous use of student data				40,000			$40,000
Permissible Activities:							
(d)(2)(ii)(A) conducting periodic reviews							$0
(d)(2)(ii)(B) implementing schoolwide RTI model	144,215	37,495					$181,710
(d)(2)(ii)(C) provide additional supports/prof. Development							$0
(d)(2)(ii)(D) technology based supports/interventions							$0
(d)(2)(ii)(E)(1) increase rigor in secondary schools							$0
(d)(2)(ii)(E)(2) student transition							$0
(d)(2)(ii)(E)(3) increase graduation rates							$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students							$0
Required Activities							
(d)(3)(i)(A) strategies to increase learning time			73,000				$73,000
(d)(3)(i)(B) ongoing family/community engagement	8,190	1,310	26,000	2,500			$38,000
Permissible Activities:							
(d)(3)(ii)(A) partnering to create safe school environments							$0
(d)(3)(ii)(B) restructuring the school day							$0
(d(3)(ii)(C) improve school climate and discipline							$0
(d)(3)(ii)(D) full-day kdg or pre-kdg	122,586	31,875	15,000	37,000		1,000	$207,461
Required Activities							
(d)(4)(i)(A) flexibility to increase graduation rates	38,375	6,346		20,000			$64,721
(d)(4)(i)(B) ongoing, intensive TA/support	8,190	1,310	26,000	2,500			$38,000
Permissible Activities:							
(d)(4)(ii)(A) new governance arrangement							$0
(d)(4)(ii)(B) budget weighted based on student needs							$0
Totals by Object Code	$629,919	$146,719	$183,000	$263,180	$0	$33,500	$1,256,318

TRANSFORMATION MODEL BUDGET FOR YEAR 3 (2012-13)							
NDE County District No.:	55-0001						
District Name:	Lincoln Public Schools						
NDE School No.:	55-0001-022						
School Name:	Elliott Elementary						
Activity	100	200	300	400	500	600	
(See Instructions for Full Descriptions of Required and Permissible Activities)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)	69,530	18,076					$87,606
Required Activities							
(d)(1)(i)(A) replace principal							$0
(d)(1)(i)(B) evaluation systems for teachers & principals	9,780	800	3,500				$14,080
(d)(1)(i)(C) reward school leaders	77,228	12,776					$90,004
(d)(1)(i)(D) ongoing professional development	132,001	34,321	35,000			32,500	$233,822
(d)(1)(i)(E) recruit/retain staff with necessary skills				111,000			$111,000
Permissible Activities:							
(d)(1)(ii)(A) attract/retain staff with necessary skills							$0
(d)(1)(ii)(B) institute a system for measuring changes							$0
(d)(1)(ii)(C) mutual consent for hiring teachers							$0
Required Activities							
(d)(2)(i)(A) use of data for implementing program				50,000			$50,000
(d)(2)(i)(B) continuous use of student data				20,000			$20,000
Permissible Activities:							
(d)(2)(ii)(A) conducting periodic reviews							$0
(d)(2)(ii)(B) implementing schoolwide RTI model	151,425	39,371					$190,796
(d)(2)(ii)(C) provide additional supports/prof. Development							$0
(d)(2)(ii)(D) technology based supports/interventions							$0
(d)(2)(ii)(E)(1) increase rigor in secondary schools							$0
(d)(2)(ii)(E)(2) student transition							$0
(d)(2)(ii)(E)(3) increase graduation rates							$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students							$0
Required Activities							
(d)(3)(i)(A) strategies to increase learning time			73,000				$73,000
(d)(3)(i)(B) ongoing family/community engagement	8,190	1,310	26,000	2,500			$38,000
Permissible Activities:							
(d)(3)(ii)(A) partnering to create safe school environments							$0
(d)(3)(ii)(B) restructuring the school day							$0
(d(3)(ii)(C) improve school climate and discipline							$0
(d)(3)(ii)(D) full-day kdg or pre-kdg	128,715	33,465	15,000	8,000		1,000	$186,180
Required Activities							
(d)(4)(i)(A) flexibility to increase graduation rates	40,295	6,664		20,000			$66,959
(d)(4)(i)(B) ongoing, intensive TA/support							$0
Permissible Activities:							
(d)(4)(ii)(A) new governance arrangement							$0
(d)(4)(ii)(B) budget weighted based on student needs							$0
Totals by Object Code	$617,164	$146,783	$152,500	$211,500	$0	$33,500	$1,161,447

DO NOT ENTER INFORMATION IN THE BUDGET BELOW. IT IS DESIGNED TO TOTAL THE BUDGET FROM ALL 3 YEARS.							
TRANSFORMATION MODEL COMBINED BUDGET FOR YEARS 1, 2, & 3 (2010-13)							
NDE County District No.:	55-0001						
District Name:	Lincoln Public Schools						
NDE School No.:	55-0001-022						
School Name:	Elliott Elementary						
Activity	100	200	300	400	500	600	
(See Instructions for Full Descriptions of Required and Permissible Activities)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)	167,278	43,490	0	0	0	0	$210,768
Required Activities							
(d)(1)(i)(A) replace principal	0	0	0	0	0	0	$0
(d)(1)(i)(B) evaluation systems for teachers & principals	61,539	7,838	15,500	180	0	0	$85,057
(d)(1)(i)(C) reward school leaders	220,828	36,524	0	0	0	0	$257,352
(d)(1)(i)(D) ongoing professional development	377,447	98,142	105,000	0	0	97,500	$678,089
(d)(1)(i)(E) recruit/retain staff with necessary skills	0	0	0	333,000	0	0	$333,000
Permissible Activities:							
(d)(1)(ii)(A) attract/retain staff with necessary skills	0	0	0	0	0	0	$0
(d)(1)(ii)(B) institute a system for measuring changes	0	0	0	0	0	0	$0
(d)(1)(ii)(C) mutual consent for hiring teachers	0	0	0	0	0	0	$0
Required Activities							
(d)(2)(i)(A) use of data for implementing program	0	0	0	150,000	0	0	$150,000
(d)(2)(i)(B) continuous use of student data	0	0	0	100,000	0	0	$100,000
Permissible Activities:							
(d)(2)(ii)(A) conducting periodic reviews	0	0	0	0	0	0	$0
(d)(2)(ii)(B) implementing schoolwide RTI model	432,987	112,576	0	0	0	0	$545,563
(d)(2)(ii)(C) provide additional supports/prof. Development	0	0	0	0	0	0	$0
(d)(2)(ii)(D) technology based supports/interventions	0	0	0	0	0	0	$0
(d)(2)(ii)(E)(1) increase rigor in secondary schools	0	0	0	0	0	0	$0
(d)(2)(ii)(E)(2) student transition	0	0	0	0	0	0	$0
(d)(2)(ii)(E)(3) increase graduation rates	0	0	0	0	0	0	$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students	0	0	0	0	0	0	$0
Required Activities							
(d)(3)(i)(A) strategies to increase learning time	0	0	219,000	15,000	0	0	$234,000
(d)(3)(i)(B) ongoing family/community engagement	24,570	3,930	78,000	22,500	0	0	$129,000
Permissible Activities:							
(d)(3)(ii)(A) partnering to create safe school environments	0	0	0	0	0	0	$0
(d)(3)(ii)(B) restructuring the school day	0	0	0	0	0	0	$0
(d(3)(ii)(C) improve school climate and discipline	0	0	0	0	0	0	$0
(d)(3)(ii)(D) full-day kdg or pre-kdg	251,301	65,340	30,000	45,000	0	2,000	$393,641
Required Activities							
(d)(4)(i)(A) flexibility to increase graduation rates	78,670	13,010	0	40,000	0	0	$131,680
(d)(4)(i)(B) ongoing, intensive TA/support	8,190	1,310	26,000	2,500	0	0	$38,000
Permissible Activities:							
(d)(4)(ii)(A) new governance arrangement	36,548	6,045	0	20,000	0	0	$62,593
(d)(4)(ii)(B) budget weighted based on student needs	0	0	0	0	0	0	$0
Totals by Object Code	$1,659,358	$388,205	$473,500	$728,180	$0	$99,500	$3,348,743