

# Needs Analysis of Lawrence – USD 497

Conducted by and for the Kansas State Department of  
Education's Learning Network

# I. Introduction

In September 2008, the Kansas State Department of Education (KSDE) contracted with Cross & Joftus, LLC to implement a model for working with KSDE and five Kansas districts—Garden City, Kansas City, Topeka, Turner, and Wichita—struggling to demonstrate adequate yearly progress (AYP).

In 2009, this model, the Kansas Learning Network (KLN), was expanded to reach 12 more Kansas districts not making AYP, and subsequently in 2010, to reach 11 more, including USD 497, Lawrence Public Schools. Since that time, one district has left the Network because it demonstrated AYP two consecutive years.<sup>1</sup> Seven additional districts demonstrated AYP in the area(s) identified for improvement, and they will continue to remain in the Network for at least one more year.

The rationale for the Learning Network is that districts struggling to demonstrate AYP need a combination of support and pressure to make difficult changes that will result in higher overall levels of student achievement and a narrowing of achievement gaps. Unfortunately, there is no “silver bullet” for making improvements, and the KSDE has finite capacity to help. Districts and the KSDE, however, can make significant progress if they think and act systemically, focus resources and energy on improving the teaching and learning process, and work collaboratively and with support from an external “critical friend.”

The goal, then, of the Learning Network is to improve school and district quality and increase student achievement through a collaborative, organization-development approach focused on applying systems theory and using data effectively.

One of the first activities in pursuit of this goal is to conduct a needs assessment of KSDE and all participating districts, focused on their ability to foster and sustain a school improvement process. The needs analysis encompasses an analysis of student achievement and other data; surveys of teachers, principals, and district administrators; and three-day site visits<sup>2</sup> that include interviews and focus groups with students, parents, civic leaders, teachers, academic coaches, principals, district administrators, and board members as well as classroom observations using a process designed by Cross & Joftus called the Kansas Process for Advancing Learning Strategies for Success (K-PALSS). All needs assessment activities are designed both to produce findings leading to recommendations for technical assistance and to train school and state officials to do their own needs assessments and classroom observations in the future.

The site visits conclude with a debriefing conducted by Cross & Joftus for the district’s leadership that includes a presentation of some preliminary findings. This report presents all findings and represents the culmination of the needs assessment for Lawrence Public Schools, USD 497 (referred to throughout the report as USD 497 or Lawrence).

## USD 497 Student Demographics

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<sup>1</sup> Under the No Child Left Behind Act, a district must demonstrate AYP two consecutive years in order to be removed from the “needs improvement” list.

<sup>2</sup> The site visit for Lawrence occurred November 1-3, 2010.

Lawrence is the seventh largest district in the state of Kansas. Students attend 15 different elementary schools (grades K-6), four junior high schools (grades 7-9), and two high schools (grades 10-12). Lawrence also has a virtual school, which serves over 1,200 students from across the state of Kansas, and a new virtual high school (which currently enrolls students in grades 9-10) with 101 students.

Approximately 77.8% of Lawrence’s population of just over 11,000 students are classified as White, 10.8% as African-American, 6.9% as Hispanic, 6.3% as American Indian, and 5.1% as Asian or Hawaiian-Pacific Islander. Thirty-four percent of students are eligible for free and reduced priced meals. Additionally, 12.8% of students are classified as students with disabilities, and 7.2% are identified as English language learners (ELLs).<sup>3</sup>

Though enrollment is down slightly this year as compared to 2009-10, it has climbed steadily in Lawrence over the past five years—in 2005-06, for example, there were 10,254 students enrolled in Lawrence Public Schools. These enrollment increases are due to increases in the Lawrence Virtual School enrollment during this time period. Of the 1,165 students enrolled in the Lawrence Virtual School, only 54 are residents of Lawrence USD 497.

### Student Achievement

Overall, Lawrence students have demonstrated comparatively high levels of student achievement. All students, as a group, have substantially exceeded state achievement benchmarks in both reading and math for the past three years (for additional detail, see Table I below). Lawrence schools have also received several Kansas standards of excellence awards—in 2010, 18 of 22 schools received a standard of excellence award building-wide, and recently Broken Arrow Elementary and Woodlawn elementary received Blue Ribbon School awards from the U.S. Department of Education.

**Table I—Lawrence—Summary Adequate Yearly Progress (AYP) Data**

**Reading – Met AYP in 2008; did not meet in 2009 and 2010. On Improvement**

Student Category	Year & State Target		
	2008 - 72%	2009 - 76.7%	2010 - 81.3%
All students	Met (85.2%)	Met (88.1%)	Met (88.6%)
Free & Reduced Meals	Met (73.7%)	Met (79%)	No (78.8%)
Students with Disabilities	Met (64.3%) <sup>4</sup>	No (67%)	No (68.1%)
ELL Students	Met (69%) <sup>5</sup>	Met (70.8%) <sup>6</sup>	Met (71.8%) <sup>6</sup>
African-American Students	Met (68.5%) <sup>5</sup>	Met (78%)	No (73.8%)
Hispanic	Met (74.1%)	No (77.4%)	Met (82.4%)
White	Met (89.1%)	Met (91.1%)	Met (91.4%)

<sup>3</sup> District data, October 19, 2010.

<sup>4</sup> The group made safe harbor.

<sup>5</sup> The percent standard or above is below target but above the criterion percent when the hypothesis test (at the 99% level of confidence) is applied.

<sup>6</sup> The group made safe harbor through the hypothesis test at the 75% level of confidence.

Asian & Pacific*	Met (81.8%)	Met (85.1%)	Met (86.8%)
American Indian or Alaskan*	Met (69.9%) <sup>5</sup>	Met (70.1%) <sup>5</sup>	Met (79.5%) <sup>5</sup>
Multi-Ethnic/Multi-Racial*	Met (80.9%)	Met (86.5%)	Met (87.8%)

**Mathematics** – Met AYP in 2008; did not meet 2009 and 2010. On Improvement

Student Category	Year & State Target		
	2008 - 64.6%	2009 - 70.5%	2010 – 76.4%
All students	Met (80.9%)	Met (83.3%)	Met (83.8%)
Free & Reduced Meals	Met (70.6%)	Met (74.2%)	Met (75%) <sup>5</sup>
Students with Disabilities	Met (62.1%) <sup>5</sup>	No (64.5%)	No (65.2%)
ELL Students	Met (76.2%)	Met (73.9%)	Met (73.9%) <sup>5</sup>
African-American Students	Met (59.8%) <sup>5</sup>	Met (67.9%) <sup>5</sup>	No (67.3%)
Hispanic	Met (72%)	Met (72.1%)	Met (77%)
White	Met (84.1%)	Met (86.2%)	Met (86.4%)
Asian & Pacific*	Met (84.5%)	Met (88.7%)	Met (89.9%)
American Indian or Alaskan*	Met (68.8%)	Met (70%) <sup>5</sup>	Met (72.1%) <sup>5</sup>
Multi-Ethnic/Multi-Racial*	Met (80.5%)	Met (84.1%)	Met (85.8%)

**Graduation Rate:** 2008—88.8%; 2009—83.8%; 2010—85.8%

Notes:

All data are drawn from 2008, 2009, and 2010 Kansas AYP reports for Lawrence.

\*These categories were reconfigured in 2010—Asian-Pacific Islander was split into two categories: Asian and Native Hawaiian or Pacific; Multi-Ethnic was changed to Multi-Racial in 2010; and, Alaskan was added to American Indian.

That said, USD 497 faces several challenges. Students with disabilities did not meet reading or math benchmarks in 2009 and 2010, placing the district on improvement in both reading and math. Further, in 2010, students eligible for free and reduced priced meals failed to meet reading benchmarks, and African-American students failed to meet both reading and mathematics benchmarks. English Language Learners and American Indian students appear to be struggling to meet benchmarks as well.

## The Big Picture

“Things are starting to bubble in Lawrence. We are beginning many of the right things.” – *District administrator*

In addition to relatively high levels of student achievement, Lawrence has much to celebrate. Over the past few years, USD 497 has shifted toward a more coherent management approach. With the addition of a new superintendent and several new board members, Lawrence has begun to create a more unified system to support student achievement and learning, as is evidenced by the adoption of a new district-wide mathematics curriculum at the K-5 level. Parents and students appear to be very supportive of the school system and view the system’s leadership in a positive light. Community members see the district as an asset to Lawrence as well.

Despite these strengths, however, achievement gaps and other challenges remain. To continue to improve, Lawrence must draw on these strengths and others to address five key systemic challenges:

- 1) AYP and instructional challenges for students with disabilities, African-American students, and low-income students
- 2) A need to fully implement aligned district curriculum, assessment, instruction, and professional development to support student learning and achievement
- 3) A lack of effective collaboration between special education and general education staff
- 4) The need to prepare for system-wide transition as the district moves from a junior high to a middle school model and to a comprehensive four-year high school
- 5) A need to develop a long-range plan for the district.

The report elaborates on these strengths and challenges in the Findings section below. Detailed recommendations about how to address them can be found in the section titled Recommendations for Technical Assistance.

## II. Findings

Findings from the needs assessment of Lawrence are summarized below in the areas of Leadership; Empowering Culture and Human Capital; and Curriculum, Assessment, Instruction, and Professional Development.

### Leadership

One of the main findings of the needs analysis in Lawrence is that the district currently lacks systemic coherence but has goals and initiatives in place to achieve it. Coherence means that “the elements of a school district work together in an integrated way to implement an articulated strategy.”<sup>7</sup>

Lawrence does have a clear theory of action that calls for a more coherent approach to improve student achievement. After years of a decentralized, site-based approach to managing curriculum, instruction, and school improvement, district leadership has decided that a more centralized approach is necessary to improve student achievement. This move makes great sense, as student achievement varies among schools and there are achievement gaps between groups of students. The lack of a consistent curriculum and instructional approaches among schools also affects those students who transfer from school to school.

Centrally managed curriculum and instructional programs require districts to implement a core curriculum and supporting programs across all schools, ensuring that a student who moves from one school to another never misses a beat. A more coherent approach also requires districts to provide intensive support—or interventions—to schools that continue to struggle to raise student achievement.

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<sup>7</sup> Childress, S., R. Elmore, A. Grossman, and Caroline King (2007). “Note on the PELP Coherence Framework.” Public Education Leadership Project at Harvard University.

Most of the district’s plans, described in the pages below, are consistent with the movement toward a more coherent system with aligned curriculum and instruction. While this is a positive move, currently the district’s resources, stakeholders, and systems are not fully aligned for effective implementation.

Fixsen et. al (2005)<sup>8</sup> define three levels of implementation:

- *Paper implementation* means simply putting new policies and procedures in place to support change. One study estimates that 80-90% of people-dependent innovations in organizations stop at paper implementation.
- *Process implementation* means putting new *operating* procedures in place—e.g. conducting training, providing supervision, and changing reporting forms. The activities related to change are occurring, events are being counted, and the organization is adopting new ways of describing things. In some instances, however, not much of what goes on is necessarily functionally related to new practices. For example, training might consist of one-way orientation on a new practice or program, supervision might be unrelated to and uninformed by what was taught in training, information might be collected and stored without affecting decision making, and the terms used in the new language may be devoid of *real* meaning and impact. In business, this form of implementation has been called the “Fallacy of Programmatic Change.”
- *Performance implementation* means putting procedures and processes in place in such a way so that change is meaningful—so that the key elements of change work together to create impact, in this case, for students.

Currently, USD 497 appears to be at the paper implementation stage in some areas and between the paper and process implementation stages in other areas. In a few areas, the district is further along. In the introduction of the new elementary math program, for example, the district appears to be between the process and performance implementation stages. The goal, of course, is to implement all reform initiatives at the performance level. To do so, Lawrence needs to continue its focus on the goals established by the board of education; fully plan for, implement, and monitor new initiatives; identify a formative assessment to measure the impact of the math program on student achievement; create buy-in, understanding, and capacity among key stakeholders such as teachers, principals, and parents; and make adjustments to implementation as needed.

Many of the findings throughout this report are related to the need to foster increasing systemic coherence around the movement toward more centrally managed curriculum and instruction, to implement programs effectively, and to develop a collaborative, open climate among all stakeholders particularly the teaching staff.

As it works to meet this need, Lawrence can draw upon a number of leadership strengths.

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<sup>8</sup> Fixsen, D., Naoom, S., Blase, K., Friedman, R., and Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature*. University of South Florida.

- The Lawrence school district has undergone a significant change in leadership in the last two years. Four of the seven board of education members have been in their positions for 16 months, and the superintendent has also been on the job for 16 months. In addition, retirements have caused several recent changes in the upper-level leadership of the district. While such extensive changes might have disrupted some operations in the district, the Lawrence leadership appears to have handled the transitions well. The board of education seems to function well together and is able to make important decisions in an informed, thoughtful fashion. The board and superintendent have also shown a willingness to involve the staff and public in deliberations on critical issues—through community meetings on budget issues, school reorganization, and race. Moreover, the critical board and superintendent relationship is strong and has created a climate of trust and respect.
- The Lawrence school board has established yearly goals for the past two years to guide the district toward reaching the overarching goal of improving student achievement. The board has held several workshops—with input from the superintendent and the district’s leadership team—focused on improving student achievement. Board members also noted in interviews that they receive regular progress reports from the superintendent, along with supporting data on student achievement, and that they closely review data as a part of the goal-setting process.
- The central office leadership team, though relatively new, appears to be experienced and qualified. Team members meet frequently in monthly and bi-monthly meetings, focused on improving student achievement and keeping all departments informed. To successfully implement the district’s programs, this team must continue to focus all resources and deliberations on improving student achievement and must keep all departments aware of and involved in that effort.
- The district has made the decision to reorganize its school levels (elementary schools will become K-5 schools; junior highs will become 6-8 middle schools, and 9<sup>th</sup> grade will become part of comprehensive four-year high schools), and all groups interviewed as part of the needs assessment—including students—agreed that this was the correct decision for many reasons, foremost being the belief that the new configuration will provide more opportunities to improve student achievement.
- The district leadership has managed the district’s financial affairs well during the recent economic downturn. Last year, Lawrence held a series of community meetings to get input from patrons and staff regarding budget cuts. While everyone did not agree with the final cuts, people who were interviewed expressed gratitude that the community was given the chance to be heard.
- It is clear that Lawrence views principals as the instructional leaders of their schools. Central office staff, principals, and teachers all agree that this is a clearly stated expectation from the superintendent.

- Several years ago the district initiated an effort to install professional learning communities (PLCs) in all schools, and staff received training focused on professional learning communities.

To build on these strengths, however, the district must also address some leadership challenges.

- The fact that the board has established yearly goals for the past two years is a move in the right direction. Now Lawrence must ensure that there is effective planning and implementation of the activities and programs that support the goals. This will require USD 497 to build a cohesive system that aligns all district resources and programs to improve student achievement.
- Another important challenge for the central office leadership team is to promote a climate of trust, respect, collaboration, and openness with school staff, especially teachers. The work ahead for the district is complex and challenging. Without involvement and buy-in among school staff, the district's ability to improve student achievement will be jeopardized.
- While the decision to reorganize the school levels is a positive one, the reorganization process itself will be very challenging. The district has initiated a comprehensive planning process involving every middle school and high school teacher and administrator in 23 middle school committees and work groups and 22 high school committees and work groups to plan for the transition. Focused staff development is planned for the spring. Changing junior highs to middle schools encompasses much more than just grade-level changes: the transition must focus on how middle schools are organized differently for student success, both academically and socially. Often, transitions such as these have simply resulted in a change in name and grades but no real change in curriculum, instruction, and student support. The Lawrence leadership is well aware of this issue, and planning and implementation should enable the district to build effective middle schools. Many of these same principles will be important as the district plans for the effective implementation of comprehensive four-year high schools. In addition, the district must decide whether to close some schools, since moving 6<sup>th</sup> grade students to middle schools will leave some elementary schools with low enrollments. A 24-member community task force is currently charged with making recommendations regarding the future of elementary facilities.
- The board of education has had to make a series of difficult budget cuts over the past few years, with the goal of trying to protect USD 497's instructional program. Last year, the board cut over 20 teaching positions and two-thirds of the instructional coaches. Several central office staff cuts were also made, and the pupil/teacher ratio was increased by one. Two elementary schools now share one principal. The board has wisely used their Supplemental General Fund full budget authority to fund the schools. The challenge to the board and leadership is to weigh past and future cuts in staff and support against any potential impact cuts will have on student achievement. While it is easy to say that a district's central office is "top-heavy," a district has to be careful not to cut critical support for students and teachers. Lawrence has cut its central office staff and

instructional coaches to the point where effective support to schools is now in jeopardy, and teachers interviewed agreed that the loss of support this past year has been detrimental.

- Lawrence does not appear to have a operational understanding of what instructional leadership looks like in practice for principals. Work needs to be done to define the role of instructional leader, clarify expectations, and provide necessary support and staff development to assist all principals in fulfilling this important role.
- Though some schools have PLCs and all schools have scheduled time available for PLCs, we saw little evidence that they are being used effectively or even at all in some schools.
- The same was true of classroom walkthroughs. It is apparent that the district provides some support for principals to conduct walkthroughs, but there is no coherent approach to conducting the walkthroughs. Some principals have developed and use their own methods. Walkthroughs appear to be having little or no impact on teachers' practice or on student achievement, however.
- Wednesday early release schedules at the elementary schools and junior highs provide valuable planning and professional development time for school staff. The challenge for the district is to keep the time focused on improving student achievement. Focus groups conversations indicated that each school establishes its own agenda and activities for release time. There was little evidence of any systemic attempt to ensure that this time is being utilized effectively in all instances. The district should establish guidelines and expectations for release time that allow schools some flexibility in planning but also ensure that the focus is on improving student achievement.

## **Empowering Culture and Human Capital**

Lawrence embodies several strengths in the area of Empowering Culture and Human Capital.

- Lawrence is a community with many pluses. People and businesses are attracted to the community, as evidenced by Lawrence's significant population growth over the past few decades. Several parents interviewed stated that Lawrence was a great place to raise their families, and the Lawrence school district is seen as a major contributor to the success of the community.
- Both parents and students we interviewed strongly expressed the view that the schools provide a safe and secure learning environment. Parents also noted that the schools had a welcoming attitude toward them.
- Overall, parents and community members view district staff members positively. Staff members are seen as experienced, highly qualified, caring people.
- The business community is a strong supporter of the district. Each school enjoys the advantage of having one or more business partners.

- The Lawrence School District Foundation and the Lawrence Education Achievement Partners (LEAP) are strong supporters of USD 497. The annual Foundation breakfast is a very popular event, attended by hundreds of community members. The Foundation and LEAP provide approximately \$1 million each year to support Lawrence students, staff, and programs.
- According to focus group participants, district-sponsored community meetings to discuss the budget and re-organization have been well received and appreciated by district patrons. The district must continue to provide opportunities for all stakeholders to provide input into critical decisions.
- The district gets high marks from parents and community members for its communications. Parents we met with were particularly pleased with the Skyward communications portal. A challenge for the district is to ensure that teachers regularly update student information in Skyward system.
- USD 497's new Welcome Center provides a one-stop easy opportunity for parents to enroll their students and get important information regarding the district and the community. The center eliminates the need for parents, particularly those who have children at more than one school, to travel to several different locations to enroll and get information. It appears to be a valuable addition to the district's efforts to reach out to and include parents.
- The visibility of the superintendent in the community and the schools is a positive for the district. In the 16 months Dr. Doll has been with the district, he appears to have integrated himself well into the community and the district.
- The board of education has assigned each of its members to be a liaison with several schools. In this role, board members attend school events and site council meetings. Each of the members of the central office leadership team also serves as a liaison with several schools. This is an effective way to increase the visibility of the board and leadership team, and it also helps foster improved communications between the schools and the central office.

Lawrence also faces several challenges.

- Lawrence students and schools can point to many accomplishments and considerable recognition for performing at high academic levels. Stakeholders we met with generally expressed the sense that the district prepares students for post-secondary education. Challenges remain, however. The district is enrolling more students who qualify for free and reduced lunch and more minority students, particularly Hispanic students, than ever before. All who were interviewed expressed the value of having a diverse student population, but it is also more challenging to meet the needs of a diverse student body. The district recognizes that there are achievement gaps between students eligible for free and reduced lunch and those not eligible, and between African-American, Native

American, and Hispanic students and their White counterparts. To its credit, the district has begun several initiatives to address achievement gaps. One of the 2010-11 district goals is to continue the district's "courageous conversations about our racial achievement disparities." As part of this goal, the district has begun an equity leadership development program for administrators, a professional development program for building level staff, and "Beyond Diversity" seminars for staff and patrons. In addition, the District Equity Leadership Team and the Board of Education will establish a district equity plan to address achievement gap issues.

- While growth in the diversity of the student body is both a strength and a challenge and important programs are being initiated to address the achievement gap, the district must also address a lack of diversity among the staff. Despite the fact that minority students make up almost 25% of the student body, certified minority staff members comprise less than 4% of all certified staff, and only 6% of the entire district staff are minorities.
- The district continues to face the challenge of maintaining a strong certified staff, as it competes with more affluent school districts in the suburban Kansas City area.
- USD 497 has a staff evaluation program, but there is concern about its effectiveness. Lawrence has begun deliberations among administrators and teachers to establish a new teacher evaluation system. In the future, the district will look at evaluation processes for all employees.
- The district's internal communications received very mixed reviews. While formal communications are appreciated as an attempt to keep employees informed, there is need to build better communication, collaboration, and trust between teachers and the central office. There appears to be a climate of "us vs. them" in the relationship between some teachers and central office leaders. In order to accomplish the goals and programs that the district has initiated in the past 16 months—to successfully transition to a middle school model, for example—the relationship between teachers and the central office must be addressed.
- Despite the popularity of community meetings, there is a feeling among some stakeholders that decisions have already been made in some instances. District leadership must work to ensure that input is welcome and has true value in the deliberation process.

# Curriculum, Assessment, Instruction, and Professional Development

Findings related to the areas of Curriculum, Assessment, Instruction, and Professional Development are based upon a comparative analysis of information from the following three sources: (1) student achievement data; (2) perceptions identified by Lawrence educators on surveys of educational practices, and by representatives from all constituent groups during focus groups and interviews; and (3) data collected during classroom visits, which document to what extent effective teaching/learning practices are being implemented.

More detail about the data collected during classroom visits using the K-PALSS (Kansas Process for Advancing Learning Strategies for Success) process can be found in the Appendix of this report.

## Curriculum and Assessment

Lawrence has some clear curriculum and assessment strengths.

- Both teachers and administrators with whom we met praised the new K-5 mathematics curriculum. Curriculum, materials, and assessments are aligned to state and national standards, and there is ongoing staff development to support implementation. This is an initial step by the district to consistently implement and support an aligned and coherent curriculum district-wide. The new curriculum signals a shift in the district, from individual sites owning curriculum decisions toward a more centralized approach to what is being taught. There is a clear expectation in the system that implementing the new curriculum is not a choice.

“The process we are using with our K-5 curriculum implementation is our Petri dish for future curriculum implementation.”

– *District administrator*

- USD 497 recently purchased, and is in the initial stages of implementing, a new data warehouse. This is a significant move for the district in the direction of tracking every student’s progress on a regular basis and supporting the instructional decision-making necessary to ensure that every student is making progress.
- Lawrence is moving toward the implementation of MTSS. Building and district administrators are in process of going through the Leadership Essentials training. The district’s goal is to develop teams at each of the school sites and begin the structuring process in fall of 2011. While a few of the individual schools have moved forward on MTSS independently, this is the first district-wide movement on MTSS.
- The district is clearly making a concerted effort to include students with disabilities and English language learners (ELLs) in the regular classroom. There appears to be a shared understanding in the system that the best opportunity for students to experience a

rigorous curriculum is in the regular education classroom, not in a separate pullout class for students with disabilities or other exceptionalities.

- A Reading First grant enabled five Lawrence elementary schools to build teachers' and schools' capacities to implement effective literacy practices. Many of these practices are being expanded to the remaining ten elementary schools. Classroom visits indicated that effective literacy practices were evident in many classrooms.
- Lawrence employs a variety of assessments consistently across the district and has a calendar that lays out the expected implementation windows for each assessment. The MAP and DIBELS assessments are given at strategic times throughout the year, and data generated from the assessments are disseminated to teachers for use in instructional planning.
- The district has a K-12 curriculum for all content areas. The curriculum is posted on the district Web site and is accessible to all staff and patrons.
- The virtual school provides a welcome option for many students, enabling parents and students to have a unique choice in how students are educated.
- Parents and staff we interviewed give the autism program and curriculum positive reviews.
- The district-developed data carousel activity—a process the district has used in most schools to engage school staff and district administrators in a data dialogue around their school's student achievement data—was viewed by administrators and teachers as a positive process for sharing student data and engaging staff in dialogue about their student data. A data carousel is required for schools not making AYP. In addition, district administrators have been invited by additional schools bring the process to their site and engage the school staff in the data carousel activity. District data carousels are also conducted with the Board of Education and during an annual end-of-year meeting of district administrators and building principals.

USD 497 faces some significant curriculum and assessment challenges, as well.

- Implementation of the K-12 curriculum is inconsistent and fragmented. While the district curriculum is posted online and is accessible to staff, teachers don't reference or use it consistently. Teachers and administrators in focus groups noted that what was taught and when it was taught varied considerably across and within schools. This variability of curriculum creates difficulty for all teachers, especially for special education and ELL teachers, as they work to modify curriculum and activities that will support the students they serve. The exception to this inconsistency is the new K-5 mathematics curriculum.

“We have a long-standing culture where everyone gets to weigh-in on the decisions and then gets to decide how and if the decision actually gets implemented.”  
– *Principal*

- While the district has an assessment calendar for the larger scale assessments (MAP, DIBELS, Kansas State Assessments), the use of ongoing common curriculum-based assessments is widely variable within and across schools. This inconsistency makes it difficult to track student progress across schools. It also lessens the opportunity for teachers to collaborate effectively, when they are using different tools to assess students on the same expected outcomes.
- The fragmented and inconsistent curriculum and assessment systems create a difficult environment for effective articulation between the school levels. A junior high teacher noted that trying to discuss student progress with high school and elementary school teachers “is like trying to talk with someone who is speaking a different language.” The ability for staff to speak the same language and create a smooth transition between school levels is important for all students.
- We heard from special education teachers, general education teachers, and administrators that special education teachers often create curriculum and materials without input from, or collaboration with, the general education teachers. In the absence of a common curriculum and a lack of collaborative planning time, special education teachers feel as if they have to unilaterally develop/modify curriculum and materials. This results in inconsistent expectations around content and rigor for students with disabilities.
- There appear to be some challenges around rigor. Teachers and parents expressed frustration that students “in the middle” were being forgotten. The perception is that while students who are struggling and those that are high achieving are getting the attention and support to improve, the needs of the critical mass of students in the middle are not being addressed.
- High school students we met with also indicated that other than the AP classes, their classes were not very challenging. Moreover, there is no opportunity for students to receive dual credit from a participating institute for higher learning. Students are allowed to take a college course only in instances where the course is not a part of the district curriculum.

“There is lack of collaborative time between special education and general education teachers, and this has led to a lack of trust.”

– *Special education teacher*

## ***Instruction***

Table II presents the results from a survey of teachers (response rate 50%) and principals (response rate 87%) administered online by Cross & Joftus. Instructional strategies that principals and teachers *believe* are most strongly evident and those that are least evident are highlighted below. Additional instructional strengths and challenges are identified later in this section.

In general, principals’ and teachers’ views were similar, though teachers were more optimistic than principals. The sound instructional strategies that *principals* and *teachers* believe are most *strongly evident* in their schools include:

- creating safe, orderly, and supportive learning environments (cited by 81% of principals and 80% of teachers as strongly evident and 0% of both groups as not evident or minimally evident)
- using data from class, school, district, and state assessments to determine results-based staff development (cited by 41% of principals and 57% of teachers as strongly evident and by 7% of principals and 10% of teachers as minimally evident or not evident)
- meeting regularly on school-based learning teams to plan instruction and assessment (cited by 41% of principals and 50% of teachers as strongly evident and by 19% of principals and 16% of teachers as minimally evident or not evident).

Three sound instructional strategies stood out as *least evident* for both *principals* and *teachers*:

- providing adequate resources (human, fiscal, and physical), incentives, and interventions to support student learning (cited by 7% of principals and 12% teachers as strongly evident and by 44% of principals and 47% as minimally evident or not evident)
- measuring the effectiveness of staff development by the level of classroom application and the impact of those practices on student learning (cited by 7% of principals and 16% of teachers as strongly evident and by 45% of principals 36% of teachers as minimally evident or not evident)
- providing adequate resources (human, fiscal, and physical), incentives, and interventions to support teacher and administrator learning (cited by 7% of principals and 10% teachers as strongly evident and by 60% of principals and 54% of teachers as minimally evident or not evident).

**Table II—Extent to Which Principals and Teachers Believe that Sound Instructional Strategies Are Present in Their Schools**

Please rate the extent to which you believe the following instructional practices are evident in your school.	Principals		Teachers	
	Strongly Evident*	Not Evident or Minimally Evident^	Strongly Evident*	Not Evident or Minimally Evident^
Educators create safe, orderly, and supportive learning environments.	81%	0%	80%	0%
Teachers and administrators use data from class, school, district, and state assessments to determine results-based staff development.	41%	7%	57%	10%
Educators meet regularly on school-based learning teams to plan instruction and assessment.	41%	19%	50%	16%
Educators provide equitable opportunities to learn that are based on respect for high expectations, development levels, and adaptations for diverse learners.	37%	15%	57%	6%

Please rate the extent to which you believe the following instructional practices are evident in your school.	Principals		Teachers	
	Strongly Evident*	Not Evident or Minimally Evident^	Strongly Evident*	Not Evident or Minimally Evident^
Educators use a variety of appropriate instructional strategies and resources, including technology, to actively engage students, encourage positive social interaction, and emphasize critical thinking, problem solving, and interdisciplinary connections.	26%	4%	51%	8%
School or district leaders facilitate, monitor, and guide the continuous improvement of instruction.	26%	11%	26%	32%
Students who are struggling to master content are identified by educators and provided with support individually or in small flexible groups using differentiated instruction.	26%	15%	57%	11%
Students participate in research-based instructional practices that assist them in learning the curriculum, meeting rigorous academic standards, and preparing for assessments.	26%	15%	45%	7%
Educators meet regularly on school-based learning teams to examine student work and identify effective teaching practices that address learning priorities.	26%	41%	36%	25%
Educators participate in staff development designs that provide opportunities for practice, feedback, and support for implementation.	22%	30%	22%	37%
Educators foster collegial relationships with families, school personnel, and the larger community to support students' learning and well being.	19%	11%	54%	8%
Educators collaboratively function as a community of learners focused on improving student learning using appropriately allocated time and resources.	19%	11%	46%	13%
Subject matter is delivered to students at an appropriately rigorous level.	19%	11%	44%	10%
Students are empowered to use data to monitor their own progress.	19%	63%	25%	30%
Educators apply research to decision-making to develop instructional practices related to diverse learning needs of students.	15%	33%	29%	14%

Please rate the extent to which you believe the following instructional practices are evident in your school.	Principals		Teachers	
	Strongly Evident*	Not Evident or Minimally Evident^	Strongly Evident*	Not Evident or Minimally Evident^
Administrators, academic coaches, or teacher leaders monitor instructional practices and provide meaningful feedback to teachers.	11%	22%	24%	29%
Adequate resources (human, fiscal, and physical), incentives, and interventions are provided to support student learning.	7%	44%	12%	47%
The effectiveness of staff development is measured by the level of classroom application and the impact of those practices on student learning.	7%	45%	16%	36%
Adequate resources (human, fiscal, and physical), incentives, and interventions are provided to support teacher and administrator learning.	7%	60%	10%	54%

Teacher Response Rate = 411/820

Principal Response Rate = 27/31

Source: Cross & Joftus survey of Lawrence principals and teachers October 2010.

\*The response option “Evident” was deleted from this presentation to help highlight differences.

^The response option “No Opinion” was deleted from this presentation. Six percent or less of teachers and 0% of principals selected this option on any response.

Classroom observations, reviews of assessment data, and conversations with focus group participants suggest some important instructional strengths in Lawrence.

- One indicator of effective instructional practice is the percentage of students scoring proficient or above on the Kansas State Assessment. All students, as a group, have met or exceeded state benchmarks in reading and math for the past three years.
- Recently, district administrators and instructional coaches—with review and input from classroom teachers, resource teachers, and principals—developed a new instructional framework founded on research-based instructional practices designed to have the greatest impact on increasing achievement. In addition, various district or building programs (e.g. Sheltered Instruction Observation Protocol, Fred Jones, Marzano) have been aligned to the framework. Slides showing this alignment have been developed to provide a visual summary for staff.
- During observations of 221 classrooms using the Cross & Joftus PALSS (Process for Advancing Learning Strategies for Success) classroom observation protocol, all levels of schooling demonstrated orderly and well-managed environments conducive to learning at least 98% of the time. This was consistent with feedback from teachers and principals on the Cross & Joftus Survey of Lawrence Teachers and Principals (see Table II above). Additionally, at all levels, the majority of students were actively engaged in the lesson

and teachers were regularly asking or answering questions throughout the lesson. (See Appendix for specific percentages of these and other practices that contribute to accelerating student learning).

- Lawrence Public Schools’ population of English language learners (ELLs) has increased. Of the 696 ELLs enrolled in the district, 601 in grades PreK-12 are currently receiving English as a second language (ESL) services. In order to better serve this population, the district has broadly adopted the Sheltered Instruction Observation Protocol (SIOP) model—a research validated model of instruction that helps teachers plan and deliver lessons that allow ELLs to acquire academic knowledge as they develop English language proficiency. More specifically, the district is following Virginia P. Collier’s Prism Model, premised on individualized instruction, which incorporates the interrelated four dimensions of academic development, language development, cognitive development, and social and cultural processes.
- All classroom and special education, Title I, and ESL resource staff in the two elementary cluster and two elementary neighborhood school sites specifically serving ELLs are either ESL endorsed or are working towards endorsement. At the junior and senior high levels, ESL endorsed resource teachers provide one-two hours of separate instruction, focusing on skills to help students be successful in core content courses. All ESL resource staff members at the junior and senior high schools are required to have ESL endorsement. Additionally, other staff members are electing to earn ESL endorsement to be better equipped for working with ELLs in core content classes.
- Some school principals have developed site-specific walkthrough protocols for monitoring instruction. Monitoring instruments are aligned with the instructional approaches—e.g., SIOP; Fred Jones; Marzano 9—individual schools are using.
- The Director of the Division of Student Intervention along with the Special Education Assistant Directors are currently refining a “transition checklist” for use with students with disabilities. Four facilitators are monitoring the use of the transition checklist. Additionally, the district’s ESL Specialist is working collaboratively with the Division of Student Intervention to design a similar ESL “transition checklist” for instructional staff. In this case, the specialist is working with principals to begin monitoring the checklist. These transition checklists are designed to ensure that key issues specific to the individual student with disabilities and/or ELL are being addressed—including: instructional strategies, assessment schedules, meetings, provision of appropriate materials, and help with transition to new classrooms, staff, and new schools.
- The district is also instituting ESOL guidelines this year to identify professional development and Student Enhancement Plan needs specific to the type of instruction that should be provided to students.

There are some clear instructional challenges, as well.

- Cross & Joftus survey results show that teachers and principals *believe* they are using effective instructional practices to assist students in learning the curriculum, meeting rigorous academic standards, and preparing for assessment, and yet, the following research-based effective teaching practices were observed to be *minimally evident* in classrooms visited (see Appendix for specific percentages):
  - Modeling/demonstrating expected learning
  - Guided practice under supervision
  - Independent practice (59% at the elementary level)
  - Evaluation of learning progress.
  
- Additionally, the following instructional strategies (e.g., Marzano’s, Bloom’s, and Gardner’s) that are predictably linked to increased student achievement were observed to be *minimally evident* in classrooms visited (see Appendix for specific percentages):
  - Identifying similarities and differences
  - Summarizing and taking notes
  - Representing knowledge in linguistic and non-linguistic forms
  - Organizing learning in groups: cooperative learning/pairs/small groups (60% at the elementary level)
  - Setting objectives and providing immediate/continuous feedback
  - Generating and testing hypotheses.
  
- The classroom observations demonstrate that students are involved in various and often engaging activities. Contrary to teachers’ perceptions on the Cross & Joftus survey, however, in general, students are not being asked to interact with the curriculum in ways that allow them to think critically and/or at higher levels. Instruction at higher levels of thinking including application, analysis, synthesis, and evaluation were observed in less than 35% of the classrooms visited. Teachers need to take instruction and activities to the next level, by engaging students in learning that requires them to explain, create, compare, evaluate, and judge.
  
- Learning practices and strategies allow students to demonstrate their learning in multiple ways and adjust for different learning styles. The following learning practices and strategies were observed to be *minimally evident* in classrooms visited (see Appendix for specific percentages):
  - Interpersonal
  - Intrapersonal
  - Logistical Mathematical
  - Visual Spatial
  - Bodily-Kinesthetic
  - Musical-Rhythmic
  - Additionally, differentiated instruction with modified content, processes/activities and/or products/assignments was observed less than 30% of the time.

- Though Lawrence espouses an inclusionary model for students with disabilities, the district appears to lack a defined, systematic approach to instruction in the regular classroom for students with disabilities.
  - At the elementary level, teachers and staff with whom we met reported that students are often pulled out, either outside the classroom or within the classroom. As a result, students are excluded from whole group instruction, peer interaction in whole class and small group discussions and projects, and core content instruction and activities.
  - At the junior and senior high school levels, most students with disabilities attend classes with other students and visit a resource room for a select period, instead of taking an elective course. However, the identified strategies and accommodations for students—as determined by special education staff, specialists, and often by the entire IEP team—are not necessarily employed in the regular classroom where students spend the majority of their time and in which they are expected to acquire core content knowledge. Special education staff members are aware of this challenge and are working to address it this year.
  - According to special education teachers, paraprofessionals, and specialists, the district lacks core content materials for students with disabilities. Concerns included: insufficient supplies of materials on hand; an unwillingness of on the part of general educators to share necessary materials that cover course content for the students with disabilities (i.e., textbooks); a lack of understanding by general educators as to what special educators’ roles are with students with disabilities; a need to purchase materials essential for optimally serving some students with disabilities (e.g., audiobooks).
- Although there is time built into the weekly calendar for collaboration and related professional development activities, teachers, specialists, and paraprofessionals in focus groups noted that there isn’t time for interaction and collaboration among all staff—teacher to teacher; teacher to special educator; teacher to paraprofessional—on instructional issues and strategies for working with students with disabilities. Furthermore, teaching schedules often preclude this type of collaboration.

“We previously had time for one-on-one collaboration with regular teachers; now we only have time perhaps twice a month on Wednesdays, and that is in a whole group format.”

– *Special education teachers*

### ***Professional Development***

Lawrence has a number of professional development strengths.

- USD 497 has set aside 90 minutes each Wednesday for professional development and collaboration activities, through early release at elementary and junior high schools and a late start for high schools. Six of these days are allocated for district-determined

professional development provided district-wide. The remaining days are building-determined and vary according to the needs of the school.

- To be responsive to teachers' immediate needs, the district has recently developed a more flexible approach to professional development. After the district-wide adoption of the new K-5 Math Expressions program, for example, teachers expressed the need for a more practical professional development session on how to use new textbooks and associated on-line tools before having an overview session the district planned. Leaders revisited the scheduled professional development, concurred with teaching staff, and altered the session.
- The district also has a "just in time" professional development program, enabling instructional coaches to provide professional support to teachers when they need it, where they need it. It appears though, that, given a significant reduction in the number of instructional coaches and the increasing pressures on their time, this may only be available in cases where teachers are desperate for help.
- As an initial step toward aligning professional development with the goal of improving student achievement, the district is encouraging staff to develop SMART goals connected to student achievement in their individual professional development plans. With the assistance of the district's Professional Development Council, the percentage of staff linking professional development to student achievement has increased from 15% to 29%.

Lawrence must also address some clear professional development challenges.

- Teachers and other staff do not have sufficient time and support to effectively integrate what they learn in professional development into their everyday instructional practice. Staff members participate in numerous professional development activities at the district and building levels, many of which either overlap or take place one after another. In the recent past, in addition to professional development activities such as Marzano's Art and Science of Teaching, Sheltered Instruction Observation Protocol, Fred Jones' Tools for Teaching, Ken O'Connor's How to Grade for Learning, and Courageous Conversations about Race, teachers have been involved in many other building based professional development activities, as well. Respondents to the Cross & Jofthus teacher survey, as well as numerous focus group participants expressed the need for time and support to reflect upon, implement, practice, and hone what they have learned.
- USD 497 does not have a systematic process for selecting, providing, and/or assessing professional development. Currently, both district and building leaders—in addition to

“We have great professional development yet no time for implementation, application, and assessment of impact.”  
—*General education teachers*

other instructional staff—use varying methods to select and monitor the effectiveness of professional development.

- Professional development activities are not systematically tied to classroom walkthrough or other observation data. Lawrence needs to align professional development to the needs of staff and students, and to examine the impact of professional development on student achievement and learning.
- While the instructional coaches were clearly able to articulate their priorities for this year—improving instruction, helping to implement the new math program, and providing professional development for novices—given their drastically reduced number (from 15 last year, to five this year), their abilities to provide “just in time” assistance to teachers on specific issues and to act as a conduit for daily collaboration are severely limited.

### **III. Recommendations for Technical Assistance**

One of the primary goals of this needs assessment is to identify areas in which the district could most benefit from technical assistance and to design that technical assistance in a way that will have the greatest impact on the district’s school quality and student achievement.

At the outset of this report, five key systemic challenges were identified:

- 1) AYP and instructional challenges for students with disabilities, African-American students, and low-income students
- 2) A need to fully implement aligned district curriculum, assessment, instruction, and professional development to support student learning and achievement
- 3) A lack of effective collaboration between special education and general education staff
- 4) The need to prepare for system-wide transition as the district moves from a junior high to a middle school model and to a comprehensive four-year high school
- 5) A need to develop a long-range plan for the district.

To address these challenges and others identified in this report, technical assistance should address the following recommendations:

- 1) Using this assessment and the district goals as a starting point, develop and implement a long-range educational plan with the goal of creating and supporting a culture of high expectations for all students and closing achievement gaps. The plan should include identification of specific measures that will be used to monitor progress toward objectives, as well as clear timelines and action steps.
- 2) With the move to middle schools next year, the district will have several elementary schools with low enrollment. Conduct a resource review, and strongly consider closing schools and using the savings to bolster the instructional program, particularly the loss of instructional coaches and central office support.

- 3) Address the apparent long time communication and trust gap between the central office and the teachers. With an external consultant, if needed, work to build a climate of collaboration and openness with all employees.
- 4) Clarify the role of instructional leader for principals. Determine what this role entails and provide support and ongoing professional development for principals in their roles as instructional leaders.
- 5) Develop, implement, and align curriculum, assessment, instruction, and professional development systems. To accomplish this the district should:
  - a. Build on the lessons learned from the K-5 mathematics curriculum implementation. There is a lot of positive energy around the new curriculum, and the district should build on this energy and apply the lessons learned as they expand the mathematics curriculum work to other levels. Work in mathematics should serve as a model for curriculum work in other content areas. Over time, the utilization of this process will lead to a coherent and consistently implemented K-12 curriculum and assessment system across the district.
  - b. Implement an assessment system aligned to the curriculum. The system should include frequent, common assessments that explicitly align with what has been taught. This tight alignment between curriculum and assessment will provide a common context for collaborative conversations between teachers as they do instructional planning to meet the needs of all students.
  - c. Design and implement activities to support effective articulation between school levels. The impending move to a middle school model and comprehensive four-year high school creates a need and opportunity to rethink and redesign how students move from school level to school level. This redesign should include attention to clear benchmarks in the curriculum of what it means to be ‘middle school ready’ and ‘high school ready.’ With these curriculum benchmarks in place, the transition from level to level can focus on where each student is in relation to the benchmarks and plans can be put in place to support their individual needs as they transition to the new school level.
  - d. Planning should be completed with the assistance of principals, classroom teachers, paraprofessionals, instructional coaches, Title I, ESL, and special education staff—to build a district-wide climate that supports the goal of improved learning and achievement for all students.
  - e. Implement the newly developed district instructional framework tied to rigorous standards and supported with professional learning communities (PLCs). As the framework is implemented, instruction should be monitored systemically and evaluated for effectiveness. It should be supported with focused PLC structures, so that teachers use observation and assessment data to inform instruction.
  - f. Implement MTSS consistently across the district. The district is beginning this process by engaging all district and building leaders in the initial training of Leadership Essentials. Lawrence should follow through on the current plan to develop coherent district parameters for MTSS and identify building teams to begin the structuring process in the fall of 2011.

- g. Implement a district-wide classroom observation protocol that can be used to support instruction and professional development, by: conducting classroom visits using common criteria and providing feedback to educators; analyzing data using a consistent protocol to determine the extent of implementation of effective teaching/learning practices; and determining future professional development practices using observation data in collaboration with other data.
  - h. Develop and implement a data-driven professional development plan that includes input from general and special education teachers, instructional support staff, and principals. The plan should draw on classroom observation data to monitor implementation of the curriculum and instructional practices aligned with district goals. The plan should also include procedures to evaluate the effectiveness of the professional development in meeting teacher learning needs.
  - i. As the data warehouse is implemented, engage staff in determining what data is most important and useful in making instructional decisions. An effective data system incorporates both archival data and 'hot' data, each of which is critical to teachers as they plan for effective instruction.
- 6) In collaboration with KSDE's Special Education Technical Assistance Support Network, and external consultants if appropriate, conduct an in-depth special education needs assessment to determine how to improve outcomes for students with disabilities and to ensure that students have access to, and make satisfactory progress in the general curriculum. The review should look specifically at the extent to which students with disabilities are: being held to high standards by all; included in regular classroom instruction, particularly at the elementary level; consistently provided with appropriate instructional materials to ensure their mastery of course content; receiving appropriate supports, strategies, and accommodations in the regular classroom; and receiving instructional support from staff with sufficient content background, particularly at the junior and senior high levels. The review should also look at how students who move into Lawrence from other districts are placed and supported in the Lawrence system.
- 7) After the special education review is conducted, adopt a specific model to support effective inclusion practices and collaboration between special education, regular education teachers, and paraprofessionals. The model should include roles and responsibilities for both groups of educators and a framework for effective collaboration. Examples of such models include: Class Within a Class (CWC), Schoolwide Applications Model (SAM), Collaborative Teaching Model (CTM), Co-Teaching, and Collaborative Consultation.
- 8) Continue the district partnership with the Pacific Education Group to develop and implement systemic equity plans at the district and building levels. Address the lack of minority staff members, particularly among the certified staff, as a part of the district's courageous conversations on race and the development of the equity plan.
- 9) Develop and implement a new teacher evaluation system that takes into account student achievement. New evaluation procedures should be developed for all employees in the next few years, connecting student achievement to the evaluation of all certified staff.

Once district leadership has had an opportunity to review this report, a representative from Cross & Joftus will contact the Lawrence superintendent to finalize a technical assistance plan that includes 24 days of external support for the time period January through October of 2011. This plan, developed in collaboration between the senior leadership of the district and Cross & Joftus will describe in detail the goals, objectives, activities, service provider, and timeline of the technical assistance.

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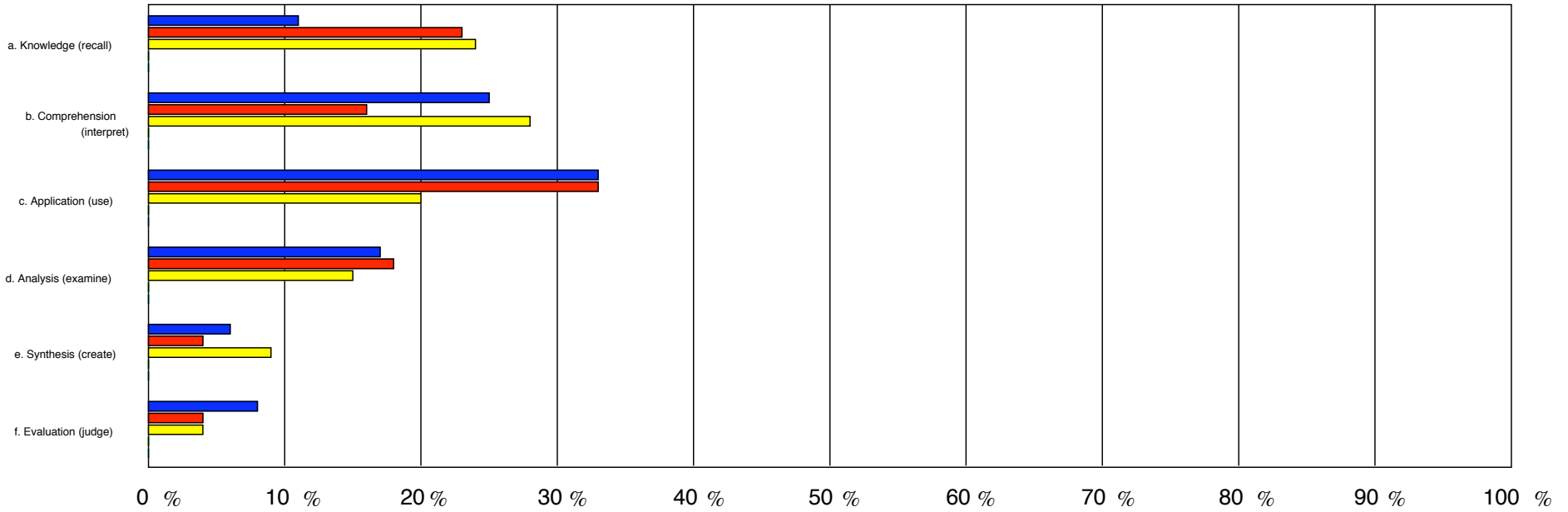
**NOTES ON APPENDIX (See attached PDF)  
Findings from Classroom Observations  
LAWRENCE SCHOOL DISTRICT**

Using the K-PALSS (Kansas Process for Advancing Learning Strategies for Success) process, Cross & Joftus staff in collaboration with representatives from the Kansas State Department of Education and other district staff visited classrooms and recorded observations of effective “teaching” demonstrated by the teacher and “learning” demonstrated by the students.

The entries under the “plus” column on the left side of the charts attached show the percentage of classrooms visited in which research-based practices that consistently contribute to enhanced learning were observed. The entries under the “delta” column on the right side highlight areas that the district should address to improve the teaching and learning process.

Data were aggregated in school-level alike (i.e., elementary, middle, and high school) groupings to determine the percentage of classrooms in which evidence of the specified practices were observed. For reporting purposes in the narrative, we describe practices as having ***strong evidence*** if they were observed in 70% or more of the classrooms visited, ***evidence*** if they were observed in 50-69% of classrooms visited, and ***minimal evidence*** if they were observed in less than 50% of classrooms visited.

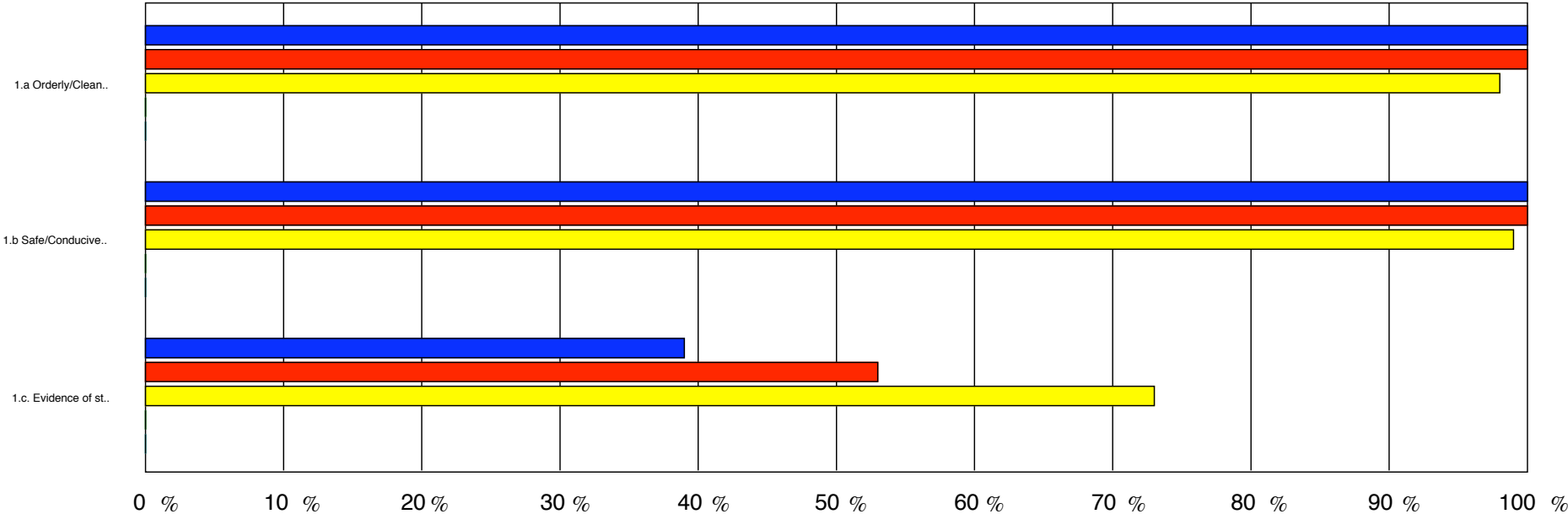
**Lawrence USD 497**  
**Teaching Practices Cognitive Level**



■ HS 36 ■ MS 57 ■ EL 128

a. Knowledge (recall)	11% - 4	23% - 13	24% - 31
b. Comprehension (interpret)	25% - 9	16% - 9	28% - 36
c. Application (use)	33% - 12	33% - 19	20% - 25
d. Analysis (examine)	17% - 6	18% - 10	15% - 19
e. Synthesis (create)	6% - 2	4% - 2	9% - 12
f. Evaluation (judge)	8% - 3	4% - 2	4% - 5

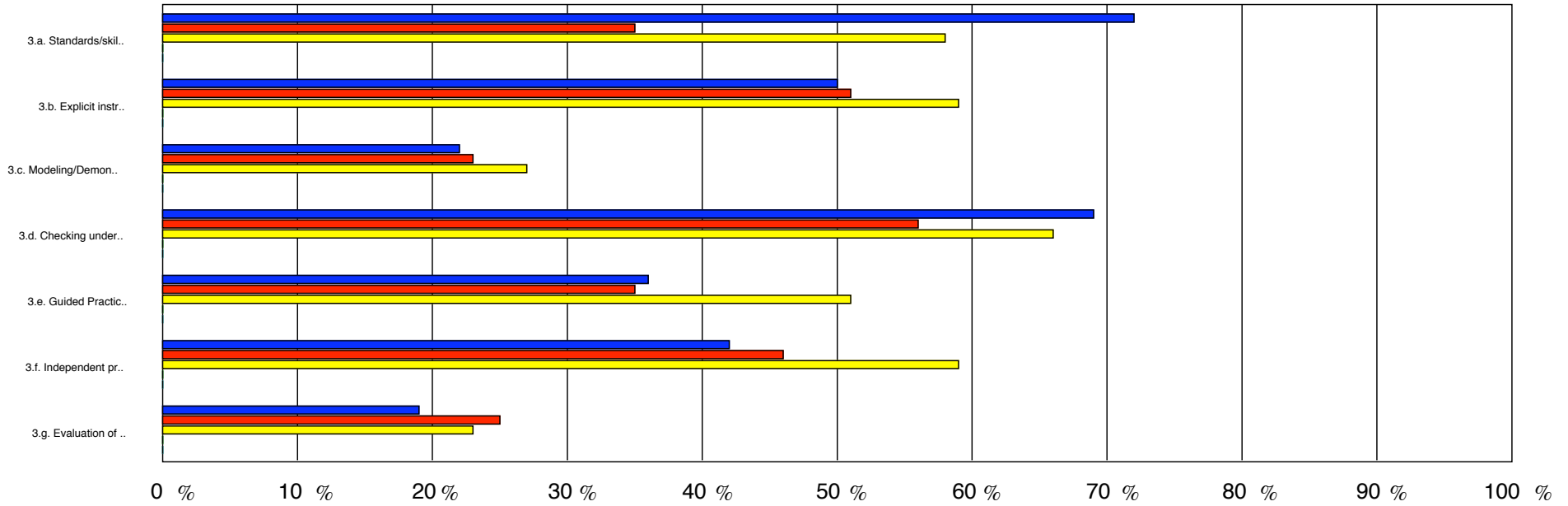
**Lawrence USD 497**  
**Teaching Practices Environment/Management**



■ HS 36 ■ MS 57 ■ EL 128

1.a. Orderly/Clean/Well-Managed	100% - 36	100% - 57	98% - 125
1.b. Safe/Conducive to learning	100% - 36	100% - 57	99% - 127
1.c. Evidence of student work is displayed	39% - 14	53% - 30	73% - 93

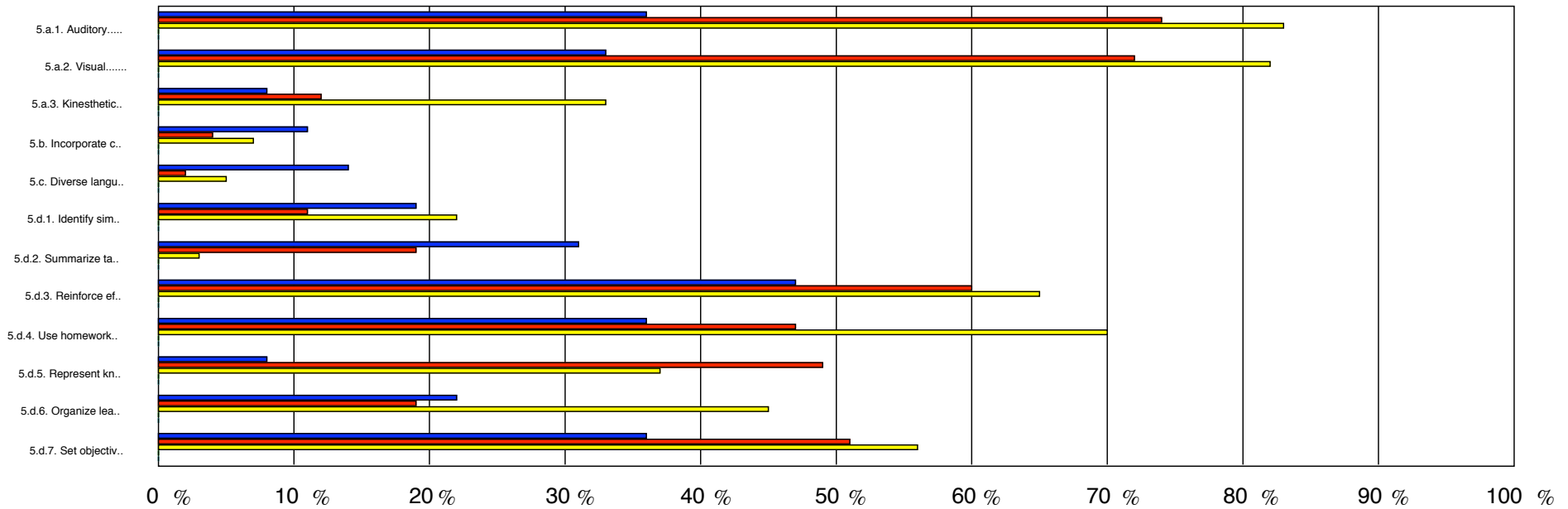
**Lawrence USD 497**  
**Teaching Practices Design/Instructional Planning**



■ HS 36 ■ MS 57 ■ EL 128

Practice	HS (%)	MS (%)	EL (%)
3.a. Standards/skill-based lesson communicated	72% - 26	35% - 20	58% - 74
3.b. Explicit instruction/teacher input	50% - 18	51% - 29	59% - 75
3.c. Modeling/Demonstrated expected learning	22% - 8	23% - 13	27% - 34
3.d. Checking understanding to assess skills	69% - 25	56% - 32	66% - 85
3.e. Guided Practice under supervision	36% - 13	35% - 20	51% - 65
3.f. Independent practice/Homework	42% - 15	46% - 26	59% - 76
3.g. Evaluation of learning progress	19% - 7	25% - 14	23% - 30

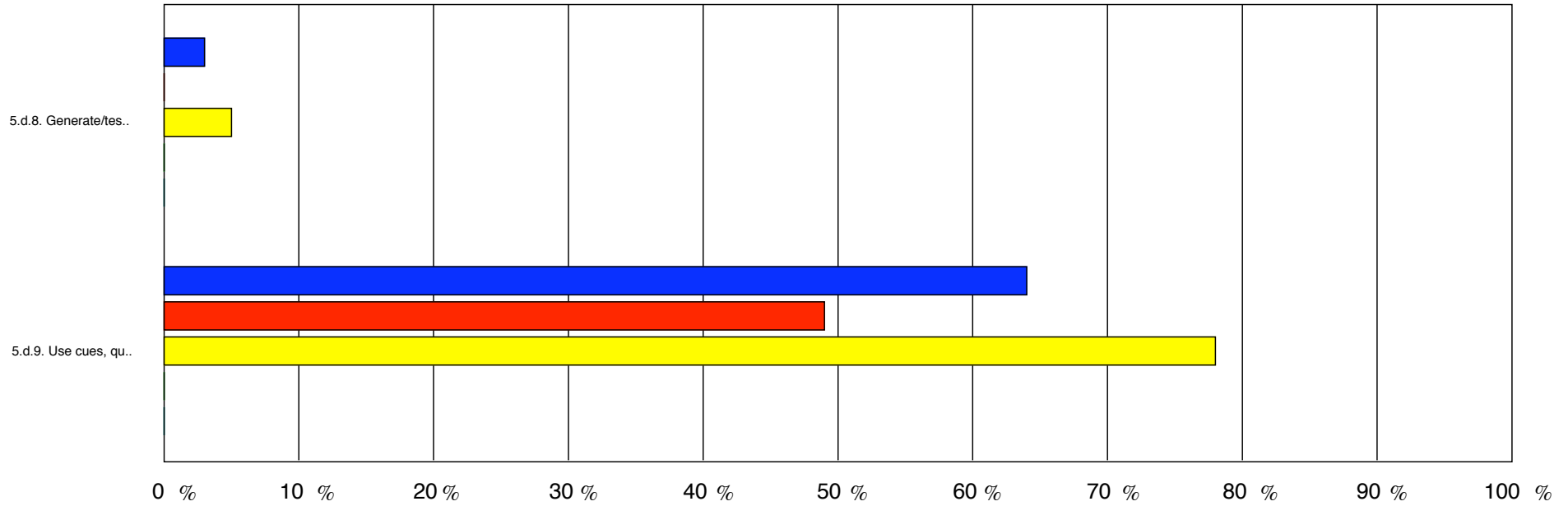
## Lawrence USD 497 Teaching Practices Strategies



■ HS 36   
 ■ MS 57   
 ■ EL 128

Strategy	HS 36 (%)	MS 57 (%)	EL 128 (%)
5.a.1. Auditory	36% - 13	74% - 42	83% - 106
5.a.2. Visual	33% - 12	72% - 41	82% - 105
5.a.3. Kinesthetic	8% - 3	12% - 7	33% - 42
5.b. Incorporate culturally responsive readings/perspectives/materials	11% - 4	4% - 2	7% - 9
5.c. Address diverse language needs	14% - 5	2% - 1	5% - 6
5.d.1. Identify similarities & differences	19% - 7	11% - 6	22% - 28
5.d.2. Summarize & take notes	31% - 11	19% - 11	3% - 4
5.d.3. Reinforce efforts & provide recognition	47% - 17	60% - 34	65% - 83
5.d.4. Use homework & practice opportunities	36% - 13	47% - 27	70% - 89
5.d.5. Represent knowledge in linguistic/non-linguistic forms	8% - 3	49% - 28	37% - 47
5.d.6. Organize learning in groups; cooperative learning/pairs/small groups	22% - 8	19% - 11	45% - 57
5.d.7. Set objectives & provide immediate/continuous feedback	36% - 13	51% - 29	56% - 72

## Lawrence USD 497 Teaching Practices Strategies

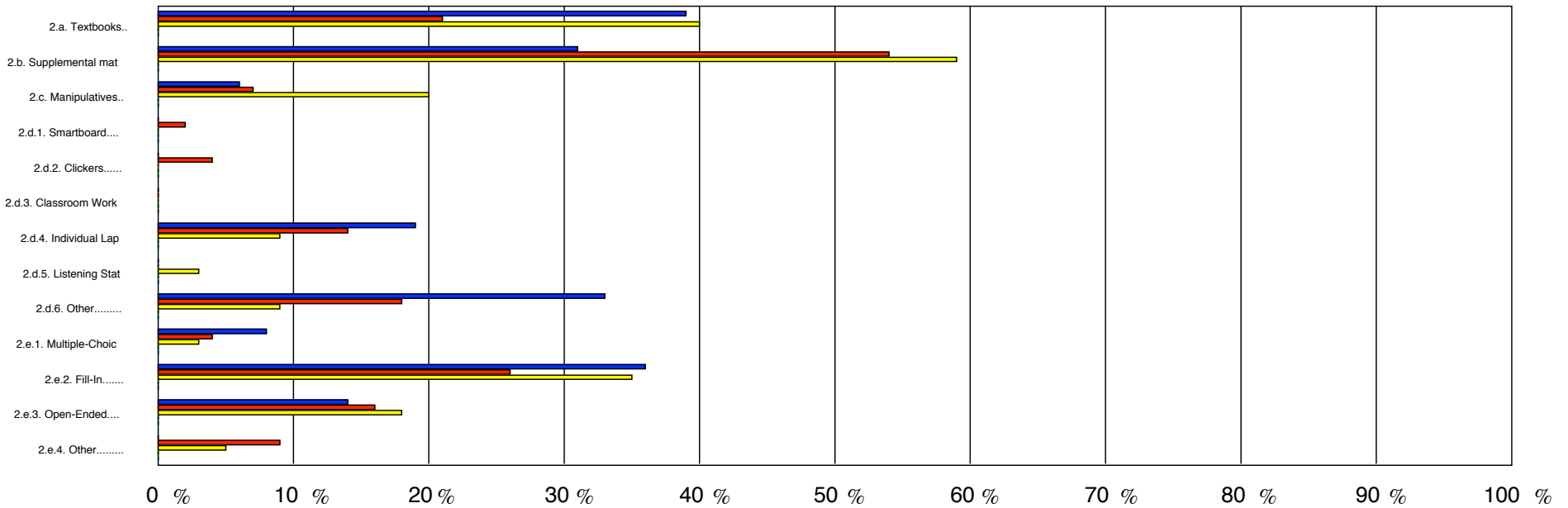


■ HS 36   
 ■ MS 57   
 ■ EL 128

5.d.8. Generate & test hypotheses	3% - 1	0% - 0	5% - 6
5.d.9. Use cues, questions & advance organizers	64% - 23	49% - 28	78% - 100

Lawrence USD 497

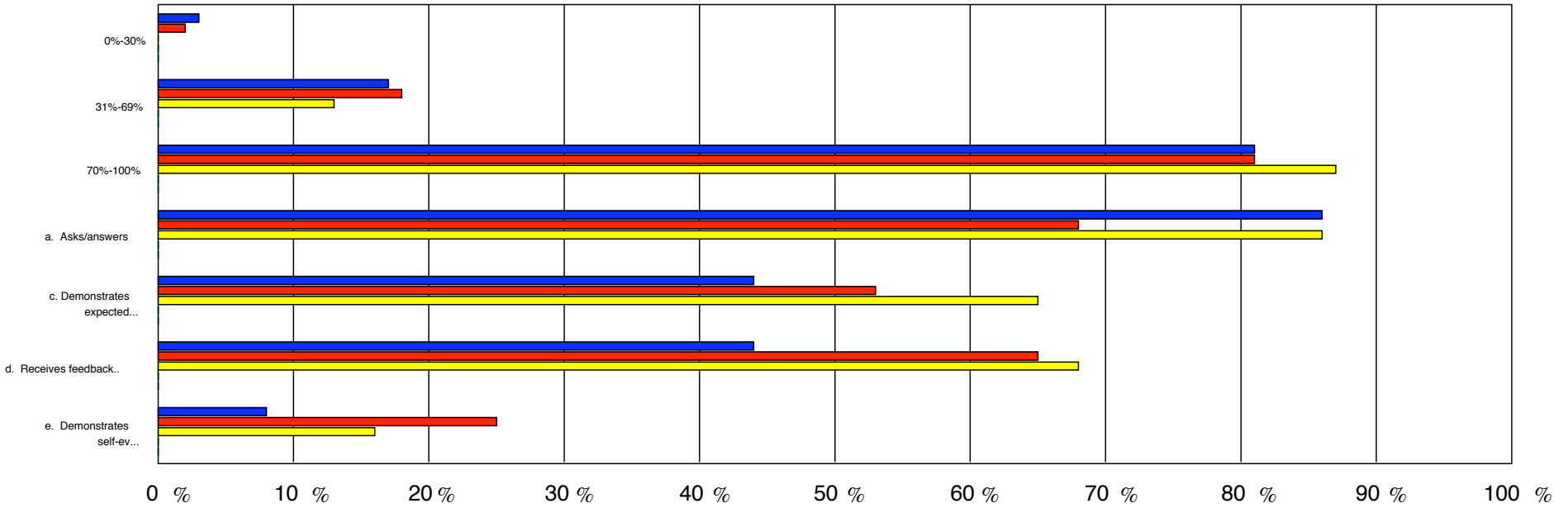
Learning Practices Environment/Resources Used



■ HS 36 ■ MS 57 ■ EL 128

Practice/Resource	HS 36 (%)	MS 57 (%)	EL 128 (%)
2.a. Textbooks	39% - 14	21% - 12	40% - 51
2.b. Supplemental materials (tools)	31% - 11	54% - 31	59% - 76
2.c. Manipulatives	6% - 2	7% - 4	20% - 25
2.d.1. Smartboard	0% - 0	2% - 1	0% - 0
2.d.2. Clickers	0% - 0	4% - 2	0% - 0
2.d.3. Classroom Workstation	0% - 0	0% - 0	0% - 0
2.d.4. Individual Laptop or PC	19% - 7	14% - 8	9% - 11
2.d.5. Listening Station	0% - 0	0% - 0	3% - 4
2.d.6. Other	33% - 12	18% - 10	9% - 12
2.e.1. Multiple-Choice	8% - 3	4% - 2	3% - 4
2.e.2. Fill-In	36% - 13	26% - 15	35% - 45
2.e.3. Open-Ended	14% - 5	16% - 9	18% - 23
2.e.4. Other	0% - 0	9% - 5	5% - 6

## Lawrence USD 497 Learning Practices Design/Participation

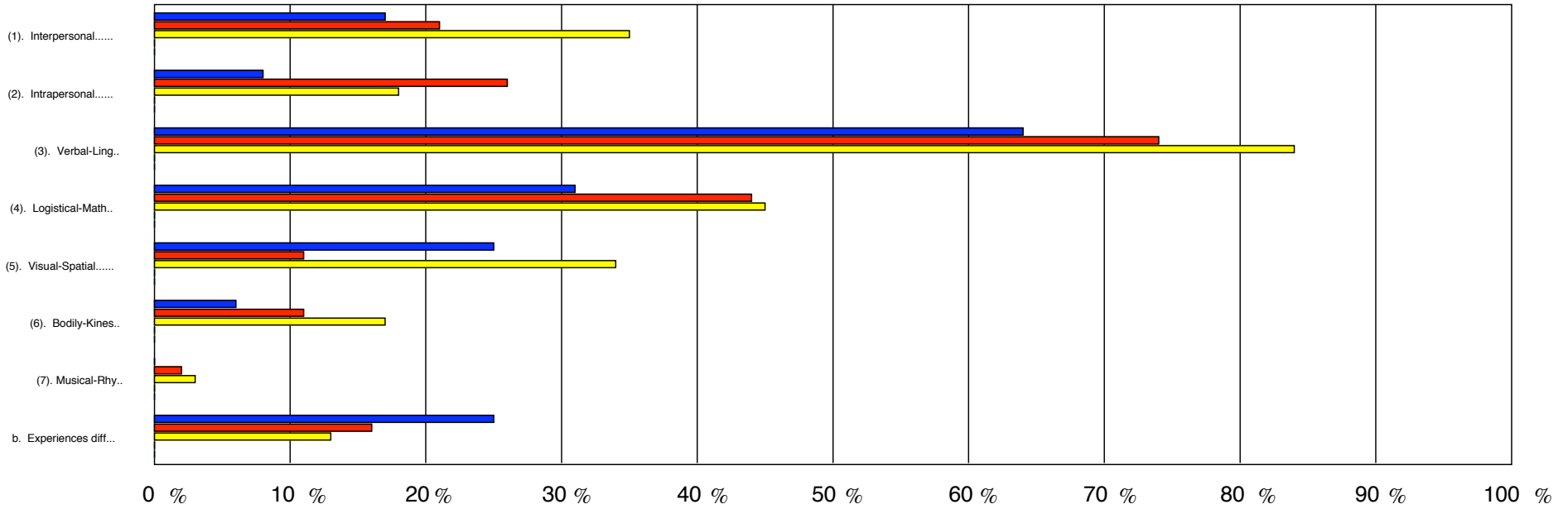


■ HS 36 ■ MS 57 ■ EL 128

0%-30%	3% - 1	2% - 1	0% - 0
31%-69%	17% - 6	18% - 10	13% - 17
70%-100%	81% - 29	81% - 46	87% - 111
a. Asks/answers questions	86% - 31	68% - 39	86% - 110
c. Demonstrates expected learning independently	44% - 16	53% - 30	65% - 83
d. Receives feedback on performance	44% - 16	65% - 37	68% - 87
e. Demonstrates self-evaluation of learning progress	8% - 3	25% - 14	16% - 20

Lawrence USD 497

Learning Practices Strategies Demonstrated



■ HS 36 ■ MS 57 ■ EL 128

Category	HS 36 (%)	MS 57 (%)	EL 128 (%)
(1). Interpersonal	17% - 6	21% - 12	35% - 45
(2). Intrapersonal	8% - 3	26% - 15	18% - 23
(3). Verbal-Linguistic	64% - 23	74% - 42	84% - 107
(4). Logistical-Mathematical	31% - 11	44% - 25	45% - 57
(5). Visual-Spatial	25% - 9	11% - 6	34% - 44
(6). Bodily-Kinesthetic	6% - 2	11% - 6	17% - 22
(7). Musical-Rhythmic	0% - 0	2% - 1	3% - 4
b. Experiences differentiated instruction with modified content, processes/activities and/or products/assignments	25% - 9	16% - 9	13% - 16

# FINDINGS FROM K-PALSS CLASSROOM OBSERVATIONS

## Teaching Practices

### Elementary School

128

Classrooms

12/02/2010

<b>OBSERVED PRACTICES</b> <b>+</b>	<b>PD RECOMMENDATIONS</b> <b>Δ</b>
<b>Cognitive Level</b>	
24% Knowledge (recall) 28% Comprehension (interpret) 20% Application (use) 15% Analysis (examine) 9% Synthesis (create) 4% Evaluation (judge)	Students benefit from instruction and opportunities to demonstrate higher-level thinking skills.  Students benefit from being provided instruction and opportunities to demonstrate higher-level thinking skills.
<b>Environment/Management</b>	
98% Orderly/Clean/Well-Managed 99% Safe/Conducive to learning 73% Evidence of student work is displayed	
<b>Design/Instructional Planning</b>	
58% Standards/skill-based lesson communicated 59% Explicit instruction/teacher input 27% Modeling/Demonstrated expected learning 66% Checking understanding to assess skills 51% Guided Practice under supervision 59% Independent practice/Homework 23% Evaluation of learning progress	Students benefit from a balance of instructional design elements.
<b>Strategies</b>	
Adjust for multiple learning styles: 83% Auditory 82% Visual 33% Kinesthetic 7% Incorporate culturally responsive readings/perspectives/materials 5% Address diverse language needs 22% Identify similarities & differences 3% Summarize & take notes 65% Reinforce efforts & provide recognition 70% Use homework & practice opportunities 37% Represent knowledge in linguistic/non-linguistic forms 45% Organize learning in groups; cooperative learning/pairs/small groups 56% Set objectives & provide immediate/continuous feedback 5% Generate & test hypotheses 78% Use cues, questions & advance organizers	Students benefit from increased opportunities for kinesthetic learning. Students benefit from exposure to culturally responsive readings and perspectives. Students benefit from additional support for language needs. -- Students benefit from identifying similarities and differences. -- Students benefit from summarizing and taking notes.  -- Students benefit from using linguistic/non-linguistic forms of information. -- Students benefit from learning in groups/pairs.  -- Students benefit from generating and testing hypotheses.

# FINDINGS FROM K-PALSS CLASSROOM OBSERVATIONS

## Learning Practices

### Elementary School

128

Classrooms

12/02/2010

<b>OBSERVED PRACTICES</b> +	<b>PD RECOMMENDATIONS</b> Δ
<b>Environment/Resources Used</b>	
40% Textbooks 59% Supplemental materials (tools) 20% Manipulatives 0% Smartboard. 0% Clickers 0% Classroom Workstation 9% Individual Laptop or PC 3% Listening Station 9% Other 3% Multiple-Choice 35% Fill-In 18% Open-Ended 5% Other	Students benefit from increased opportunities to use a variety of instructional resources.  Students need increased opportunities to use manipulatives. Students benefit from increased opportunities to use technology.  Student learning increases when questions/tasks on worksheets require practice in using new information
<b>Design/Participation</b>	
86% Asks/answers questions 0% 0%-30% 13% 31%-69% 87% 70%-100% 65% Demonstrates expected learning independently 68% Receives feedback on performance 16% Demonstrates self-evaluation of learning progress	Students benefit from opportunities to demonstrate self-evaluation of their learning progress and to develop ownership for plans to improve achievement.
<b>Strategies Demonstrated</b>	
35% Interpersonal  18% Intrapersonal 84% Verbal-Linguistic 45% Logistical-Mathematical 34% Visual-Spatial 17% Bodily-Kinesthetic 3% Musical-Rhythmic 13% Experiences differentiated instruction with modified content, processes/activities and/or products/assignments	Students benefit from opportunities to demonstrate their learning using a variety of multiple intelligences--interpersonal, intrapersonal, logistical-mathematical, visual-spatial, bodily-kinesthetic, and musical-rhythmic.  Students benefit from differentiated instruction by modifying content, process/activities, or assignments.

# FINDINGS FROM K-PALSS CLASSROOM OBSERVATIONS

## Teaching Practices

### High School

36

Classrooms

12/02/2010

<b>OBSERVED PRACTICES</b> <b>+</b>	<b>PD RECOMMENDATIONS</b> <b>Δ</b>
<b>Cognitive Level</b>	
11% Knowledge (recall) 25% Comprehension (interpret) 33% Application (use) 17% Analysis (examine) 6% Synthesis (create) 8% Evaluation (judge)	Students benefit from instruction and opportunities to demonstrate higher-level thinking skills.  Students benefit from being provided instruction and opportunities to demonstrate higher-level thinking skills.
<b>Environment/Management</b>	
100% Orderly/Clean/Well-Managed 100% Safe/Conducive to learning 39% Evidence of student work is displayed	Students benefit from models of expected learning.
<b>Design/Instructional Planning</b>	
72% Standards/skill-based lesson communicated 50% Explicit instruction/teacher input 22% Modeling/Demonstrated expected learning 69% Checking understanding to assess skills 36% Guided Practice under supervision 42% Independent practice/Homework 19% Evaluation of learning progress	Students benefit from a balance of instructional design elements.
<b>Strategies</b>	
Adjust for multiple learning styles: 36% Auditory 33% Visual 8% Kinesthetic 11% Incorporate culturally responsive readings/perspectives/materials 14% Address diverse language needs 19% Identify similarities & differences 31% Summarize & take notes 47% Reinforce efforts & provide recognition 36% Use homework & practice opportunities 8% Represent knowledge in linguistic/non-linguistic forms 22% Organize learning in groups; cooperative learning/pairs/small groups 36% Set objectives & provide immediate/continuous feedback 3% Generate & test hypotheses 64% Use cues, questions & advance organizers	Students benefit from increased opportunities for auditory learning. Students benefit from increased opportunities for visual learning. Students benefit from increased opportunities for kinesthetic learning. Students benefit from exposure to culturally responsive readings and perspectives. Students benefit from additional support for language needs. -- Students benefit from identifying similarities and differences. -- Students benefit from summarizing and taking notes. -- Students benefit from reinforcing efforts and promoting recognition. -- Students benefit from using homework and practice opportunities. -- Students benefit from using linguistic/non-linguistic forms of information. -- Students benefit from learning in groups/pairs. -- Students benefit from goal setting and feedback. -- Students benefit from generating and testing hypotheses.

# FINDINGS FROM K-PALSS CLASSROOM OBSERVATIONS

## Learning Practices

### High School

36

Classrooms

12/02/2010

<b>OBSERVED PRACTICES</b> +	<b>PD RECOMMENDATIONS</b> Δ
<b>Environment/Resources Used</b>	
39% Textbooks 31% Supplemental materials (tools) 6% Manipulatives 0% Smartboard. 0% Clickers 0% Classroom Workstation 19% Individual Laptop or PC 0% Listening Station 33% Other 8% Multiple-Choice 36% Fill-In 14% Open-Ended 0% Other	Students benefit from increased opportunities to use a variety of instructional resources. Students benefit from using supplemental materials. Students need increased opportunities to use manipulatives. Students benefit from increased opportunities to use technology.  Student learning increases when questions/tasks on worksheets require practice in using new information
<b>Design/Participation</b>	
86% Asks/answers questions 3% 0%-30% 17% 31%-69% 81% 70%-100% 44% Demonstrates expected learning independently 44% Receives feedback on performance  8% Demonstrates self-evaluation of learning progress	Students benefit from independent demonstrations of learning. Students benefit from receiving frequent feedback on performance. Students benefit from opportunities to demonstrate self-evaluation of their learning progress and to develop ownership for plans to improve achievement.
<b>Strategies Demonstrated</b>	
17% Interpersonal  8% Intrapersonal 64% Verbal-Linguistic 31% Logistical-Mathematical 25% Visual-Spatial 6% Bodily-Kinesthetic 0% Musical-Rhythmic  25% Experiences differentiated instruction with modified content, processes/activities and/or products/assignments	Students benefit from opportunities to demonstrate their learning using a variety of multiple intelligences--interpersonal, intrapersonal, logistical-mathematical, visual-spatial, bodily-kinesthetic, and musical-rhythmic.  Students benefit from differentiated instruction by modifying content, process/activities, or assignments.

# FINDINGS FROM K-PALSS CLASSROOM OBSERVATIONS

## Teaching Practices

### Middle School

57

Classrooms

12/02/2010

<b>OBSERVED PRACTICES</b> +	<b>PD RECOMMENDATIONS</b> Δ
<b>Cognitive Level</b>	
23% Knowledge (recall) 16% Comprehension (interpret) 33% Application (use) 18% Analysis (examine) 4% Synthesis (create) 4% Evaluation (judge)	Students benefit from instruction and opportunities to demonstrate higher-level thinking skills.  Students benefit from being provided instruction and opportunities to demonstrate higher-level thinking skills.
<b>Environment/Management</b>	
100% Orderly/Clean/Well-Managed 100% Safe/Conducive to learning 53% Evidence of student work is displayed	
<b>Design/Instructional Planning</b>	
35% Standards/skill-based lesson communicated 51% Explicit instruction/teacher input 23% Modeling/Demonstrated expected learning 56% Checking understanding to assess skills 35% Guided Practice under supervision 46% Independent practice/Homework 25% Evaluation of learning progress	Students benefit from standards/skills being explicitly communicated based on evidence of previous learning.  Students benefit from a balance of instructional design elements.
<b>Strategies</b>	
Adjust for multiple learning styles: 74% Auditory 72% Visual 12% Kinesthetic 4% Incorporate culturally responsive readings/perspectives/materials 2% Address diverse language needs 11% Identify similarities & differences 19% Summarize & take notes 60% Reinforce efforts & provide recognition 47% Use homework & practice opportunities 49% Represent knowledge in linguistic/non-linguistic forms 19% Organize learning in groups; cooperative learning/pairs/small groups 51% Set objectives & provide immediate/continuous feedback 0% Generate & test hypotheses 49% Use cues, questions & advance organizers	Students benefit from increased opportunities for kinesthetic learning. Students benefit from exposure to culturally responsive readings and perspectives. Students benefit from additional support for language needs. -- Students benefit from identifying similarities and differences. -- Students benefit from summarizing and taking notes.  -- Students benefit from using homework and practice opportunities. -- Students benefit from using linguistic/non-linguistic forms of information. -- Students benefit from learning in groups/pairs.  -- Students benefit from generating and testing hypotheses. -- Students benefit from using cues, questions and advance organizers to reach higher levels of thinking.

# FINDINGS FROM K-PALSS CLASSROOM OBSERVATIONS

## Learning Practices

### Middle School

57

Classrooms

12/02/2010

<b>OBSERVED PRACTICES</b> <b>+</b>	<b>PD RECOMMENDATIONS</b> <b>Δ</b>
<b>Environment/Resources Used</b>	
21% Textbooks 54% Supplemental materials (tools) 7% Manipulatives 2% Smartboard. 4% Clickers 0% Classroom Workstation 14% Individual Laptop or PC 0% Listening Station 18% Other 4% Multiple-Choice 26% Fill-In 16% Open-Ended 9% Other	Students benefit from increased opportunities to use a variety of instructional resources.  Students need increased opportunities to use manipulatives. Students benefit from increased opportunities to use technology.  Student learning increases when questions/tasks on worksheets require practice in using new information
<b>Design/Participation</b>	
68% Asks/answers questions 2% 0%-30% 18% 31%-69% 81% 70%-100% 53% Demonstrates expected learning independently 65% Receives feedback on performance 25% Demonstrates self-evaluation of learning progress	Students benefit from opportunities to demonstrate self-evaluation of their learning progress and to develop ownership for plans to improve achievement.
<b>Strategies Demonstrated</b>	
21% Interpersonal  26% Intrapersonal 74% Verbal-Linguistic 44% Logistical-Mathematical 11% Visual-Spatial 11% Bodily-Kinesthetic 2% Musical-Rhythmic 16% Experiences differentiated instruction with modified content, processes/activities and/or products/assignments	Students benefit from opportunities to demonstrate their learning using a variety of multiple intelligences--interpersonal, intrapersonal, logistical-mathematical, visual-spatial, bodily-kinesthetic, and musical-rhythmic.  Students benefit from differentiated instruction by modifying content, process/activities, or assignments.

# K-PALSS (Kansas Process for Advancing Learning Strategies For Success)

Date: 12/02/2010

	ES	MS	HS
<b>Number of Classrooms:</b>	<b>128</b>	<b>57</b>	<b>36</b>
<b>Teaching Practices</b>			
<b>Cognitive Level</b>	<b>ES</b>	<b>MS</b>	<b>HS</b>
Knowledge (recall)	24%	23%	11%
Comprehension (interpret)	28%	16%	25%
Application (use)	20%	33%	33%
Analysis (examine)	15%	18%	17%
Synthesis (create)	9%	4%	6%
Evaluation (judge)	4%	4%	8%
<b>Environment/Management</b>	<b>ES</b>	<b>MS</b>	<b>HS</b>
Orderly/Clean/Well-Managed	98%	100%	100%
Safe/Conducive to learning	99%	100%	100%
Evidence of student work is displayed	73%	53%	39%
<b>Design/Instructional Planning</b>	<b>ES</b>	<b>MS</b>	<b>HS</b>
Standards/skill-based lesson communicated	58%	35%	72%
Explicit instruction/teacher input	59%	51%	50%
Modeling/Demonstrated expected learning	27%	23%	22%
Checking understanding to assess skills	66%	56%	69%
Guided Practice under supervision	51%	35%	36%
Independent practice/Homework	59%	46%	42%
Evaluation of learning progress	23%	25%	19%
<b>Strategies</b>	<b>ES</b>	<b>MS</b>	<b>HS</b>
Adjust for multiple learning styles (select all that apply)	0%	0%	0%
Auditory	83%	74%	36%
Visual	82%	72%	33%
Kinesthetic	33%	12%	8%
Incorporate culturally responsive readings/perspectives/materials	7%	4%	11%
Address diverse language needs	5%	2%	14%
Identify similarities & differences	22%	11%	19%
Summarize & take notes	3%	19%	31%
Reinforce efforts & provide recognition	65%	60%	47%
Use homework & practice opportunities	70%	47%	36%
Represent knowledge in linguistic/non-linguistic forms	37%	49%	8%
Organize learning in groups; cooperative learning/pairs/small groups	45%	19%	22%
Set objectives & provide immediate/continuous feedback	56%	51%	36%
Generate & test hypotheses	5%	0%	3%
Use cues, questions & advance organizers	78%	49%	64%
<b>Learning Practices</b>			
<b>Environment/Resources Used</b>	<b>ES</b>	<b>MS</b>	<b>HS</b>
Textbooks	40%	21%	39%
Supplemental materials (tools)	59%	54%	31%
Manipulatives	20%	7%	6%
Technology (select all that apply)	0%	0%	0%
Smartboard.	0%	2%	0%
Clickers	0%	4%	0%
Classroom Workstation	0%	0%	0%
Individual Laptop or PC	9%	14%	19%
Listening Station	3%	0%	0%
Other	9%	18%	33%
Worksheets (select all that apply)	0%	0%	0%
Multiple-Choice	3%	4%	8%
Fill-In	35%	26%	36%
Open-Ended	18%	16%	14%

**K-PALSS (Kansas Process for Advancing Learning Strategies For Success)**

**Date: 12/02/2010**

	<b>ES</b>	<b>MS</b>	<b>HS</b>
<b>Number of Classrooms:</b>	<b>128</b>	<b>57</b>	<b>36</b>
Other	5%	9%	0%
<b>Design/Participation</b>	<b>ES</b>	<b>MS</b>	<b>HS</b>
Asks/answers questions	86%	68%	86%
Engages actively in classwork (select the extent: 0-30%; 31-69%; 70-100%)	0%	0%	0%
0%-30%	0%	2%	3%
31%-69%	13%	18%	17%
70%-100%	87%	81%	81%
Demonstrates expected learning independently	65%	53%	44%
Receives feedback on performance	68%	65%	44%
Demonstrates self-evaluation of learning progress	16%	25%	8%
<b>Strategies Demonstrated</b>	<b>ES</b>	<b>MS</b>	<b>HS</b>
Demonstrates knowledge in multiple ways (select all that apply)	0%	0%	0%
Interpersonal	35%	21%	17%
Intrapersonal	18%	26%	8%
Verbal-Linguistic	84%	74%	64%
Logistical-Mathematical	45%	44%	31%
Visual-Spatial	34%	11%	25%
Bodily-Kinesthetic	17%	11%	6%
Musical-Rhythmic	3%	2%	0%
Experiences differentiated instruction with modified content, processes/activities and/or products/assignments	13%	16%	25%