

# RFP Response Form

## *Innovative Ways to Use Data to Improve Outcomes for High-Need Students*

### REQUIREMENTS

Please respond to the following. The maximum score a Proposal can receive is 55 points. Your response to this section should not exceed 10 pages.

#### Initiative Design and Implementation (40 points)

1. The data sharing agreements between DHS and local school districts provides opportunities for innovative programming. Describe your proposed Initiative and how sharing data between DHS and your district can be used to directly impact student success academically, socially and economically. The Woodland Hills School District serves a large population of economically disadvantaged students. A significant subset of these students are transient, entering, exiting, and often reentering our population throughout the year. These students, a measurable number of whom are homeless, experience significant absences, which in turn impacts both academic performance a behavior. In the long term, these factors increase their drop out risk or ensure, at least, reduced academic achievement.

While we see this pattern district wide, the majority of impact students reside in our elementary grades. Additionally, based on internal tracking, we see that long term academic outcomes for many of our students are rooted in the patterns of achievement and behavior established in the earliest grades, specifically our k-3 program. For these reason, we wish to utilize DHS data to specifically identify and monitor transient and homeless populations of students and target these students for behavioral and academic interventions. DHS data, in effect, would serve as an “early warning” system, identifying those students who are at risk for low academic achievement and/ or behavioral concerns, at the earliest stage, so that remediation and assistance can be provided where and when it will be most impactful.

We will rely on DHS for regular reporting on the needs and conditions of our displaced students to both monitor changes in that population, understand which buildings require resources, and also better understand the precipitating factors impacting performance. As our program progresses, it will be vital for the district to monitor the attendance and tardiness of the identified students.

As we identify these students, we look to design and implement tiered academic and behavior remediation programs, individually designed for students in crisis. A primary component of this program would be the development of an academic induction program for our k-3 students who are new to the district at any time during the year. Key components of this program would be initial screening paired with flexible scheduling and specialized progress monitoring on the academic side. Additionally, such an induction program would offer students the opportunity to explore the school building and its resources, offer special support in adapting to school rules, consequences and behavior philosophies. These services too would utilize resources such as the school counselor, psychologist, and home school visitors when appropriate.

Monitoring the success of academic performance would occur through a multitude of channels, including DIBELS screenings, and the administration of Pearson’s GRADE exam, as well as local benchmarks provided through our Superkids reading program. We would mark progress too through

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our Standard's Based Report Card. We would also expect to see gradual improvement in attendance and behavior where necessary as a result of increased academic engagement.

As students graduate from our induction/ transition program we want to continue to support this group through the development of targeted curriculum embedded into their regular classroom, as well as supplemental behavior interventions where necessary. To accomplish this, we will form a committee comprised of administrators, educators, behavior specialists and other stakeholders to develop a paired academic and behavior curriculum and monitor the progress of targeted students. As the program progresses, DHS data will allow us to review teacher performance with the targeted student populations and better support our instructors through professional development and placement of intervention personnel

2. Describe how the Initiative incorporates data into district practice and procedures, and how the award amount will help accomplish this goal.

Data is an essential component of this project. First, DHS data is required to identify targeted students and begin our understanding of the circumstances that lead to transiency and attendance issue. Geographic data will also provide us with an idea of where to place our resources. As we move forward, data review specific to the project will become a component our monthly data meetings at the district and building level; as referenced earlier, key measures such as attendance will be routinely monitored. Students identified as part of this program will participate in the regular screenings mentioned above, but also undergo continuous progress monitoring through measures such as DIBELS. Additionally, teachers, committee members, and other stakeholders will develop individual behavior/ instructional plans for those students who require them, and monitor academic progress locally. Data sharing templates will be developed using Excel and Google Docs, as well.

3. Describe the target population for the Initiative and why you chose that population.

In the broad sense, we are targeting our students who are considered habitually truant, with the recognition that a significant subset of these students are transient and a notable percentage are facing housing instability and are high need.

We chose this population partly because it is so significant within our district (nearly 50% of students can be considered habitually truant), but primarily because these are students most in need of significant intervention and at the most risk for future academic failure. We chose the primary grades as a target because student literacy at the k-3 level is a strong determiner of future success, and, within the district, the primary grades are currently most lacking in support necessary for this kind of remediation. Additionally, in hoping for a district wide implementation of this approach, we prefer a "ground up" method, building our strategies in our primary levels, then extending them into our secondary programs.

4. Describe the area of focus or academic metric(s) that the Initiative aims to improve and why you chose it.

The Primary area of focus is Literacy, with the hope that improved academic programs, induction, etc., ultimately translate into improved Literacy rates by the important third grade benchmark. However, we recognize that academic achievement does not occur in a vacuum, so part of our success be dependent on improved attendance and student behaviors as well.

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As an academic focus, literacy is core to student achievement and a student's ability to read at level by grade three is a strong indicator of future academic success. From a practical standpoint, we are poised to improve our interventions in the primary levels, with recent the addition of behavior specialists and the increased availability of reading specialists at that level.

Ultimately we would judge our success by achievement of the students on their DiBELS, GRADE, ELA PSSA, and improved attendance and behavior while engaged with the program.

5. Describe how the conclusions drawn from your proposed Initiative could be used or replicated in other schools/districts.

This initiative will measure the impact of transition and induction initiatives on long term student academic performance, attendance, and behavior. Essentially, we will be creating a model program of transitioning and supporting students who frequently move into and within the district. If our deployment of training and existing personnel is successful, the program structure and framework could be duplicated in any environment with similar resources. Additionally, this model can/ will be adapted for middle and secondary levels as appropriate.

6. Provide an implementation plan, including a timeline and management plan that details when Initiative activities will occur and who is responsible for each activity.

Initial implementation will begin with identification of at risk students. This will be done in combination by the district and building level data teams at Edgewood and Wilkin's primary, based on the most recent DHS data in September, or as soon as such actionable data is received.

Concurrently, our student induction committee will meet to develop procedures and beginning interventions for our transient students. These teams will consist of the director of Curriculum, Assistant Superintendent, building level administrators, and Reading and Behavioral coaches.

The initial purpose of this meeting will be to development a flexible schedule template for entering and transient student, as well as make final academic screener recommendations. At this time too, initial purchases of intervention tools will be made. These will include SRA: Reading Success and TAI Math. These intervention materials were specifically chosen as they are tiered based on student skills and readiness, rather than grade levels, and will be appropriate for academic induction.

In October, Instructional staff will be trained in new intervention materials by Instructional coaches and behavior interventionist. Data teams will meet to identify target students to collect baseline academic and attendance data. This will be periodically updated as new students enter. Guidance teams will then revise schedules where appropriate to implement a flexible schedule.

Monthly core teams will meet to review academic performance, correct schedules, and identify new students to move into the program. Interventions will be monitored by teacher benchmarks, as well as quarterly progress monitoring through our standardized tools.

As the year closes, our data teams will review the year's academic and behavioral data in collaboration with the data that DHS provides, and compare these both to measure individual progress as well as the relationship to historic trends. Depending on the outcome of that analysis, we will make adjustments to the program.

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7. Describe how you will partner with the Department of Human Services (DHS) and any other outside agencies to support the Initiative.

DHS will be responsible for providing timely data regarding student homeless, absenteeism, and assist in identifying those student most at risk of future academic failure. The DHS will share in the data that we collect as a district and assist in tracking progress. We will transmit data to the DHS via compatible spreadsheets and access to our own data warehouses.

8. Describe your plan to collect, track and store data about the Initiative.

As mentioned above, academic data will be collected at least quarterly through standardized measures such as DIBELS, the GRADE benchmark, and Local assessments based on our standards based measures. Our data is housed in Edinsight, an online data warehouse; this site also receives our behavior and attendance data as well. This data will be collected and reviewed at monthly data meetings. Individually student progress reports will be uploaded to the digital student file via our spreadsheet based data collection templates.

#### Budget (10 points, not included in page count)

9. Provide a detailed budget that clearly supports the Initiative and corresponding plan. Provide details on staff and administrative costs, material costs, in-kind services, student costs, transportation expenses and other costs. You may attach budget files if necessary (e.g., Excel file).

##### Intervention Materials

T.A.I. Math Intervention Materials – 6 Classroom Set/ \$1,073 per unit = \$6,438

T.A.I Teacher Materials – 12 sets/ \$96 per unit = \$1,152

SRA: Reading Success – Student Intervention Booklets – Foundations - 120 Units/ \$16 per unit = \$1,920

SRA: Reading Success – Student Intervention Booklets – Level A - 80 Units/ \$16 per unit = \$1,280

Restorative Justice Training Manual: 38 Units/ \$36 per unit = \$1,368

##### Professional Development

AS defined by CBA: Teacher Release Pay at hourly \$22/ hour. 7 hour days for 12 teachers quarterly = \$7,392

##### Curriculum Development

As determined by CBA: Hourly compensation for behavior specialist and Instructional coach curriculum development at \$22/ Hour. 9 Coaches at a maximum of 25 = \$4,950

**Total Cost: \$24,530**

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10. Provide a budget narrative that justifies costs associated with the Initiative.

#### Intervention Materials

T.A.I. Math Intervention Materials – 6 Classroom Set/ \$1,073 per unit = \$6,438

T.A.I Teacher Materials – 12 sets/ \$96 per unit = \$1,152

T.A.I. Intervention materials are research based, proven effected method of Math remediation. The process begins with a skill based screening, and the remediation paths are not grade level specific. This makes is a perfect onboarding tool for assisting students in catching up to curricula as well as assisting in remediating individual skills. These are not consumable and so a one-time purchase.

SRA: Reading Success – Student Intervention Booklets – Foundations - 120 Units/ \$16 per unit = \$1,920

SRA: Reading Success – Student Intervention Booklets – Level A - 80 Units/ \$16 per unit = \$1280

SRA: Reading Success, like T.A.I. Math focuses on skill/ levelled remediation of students regardless of grade place, serving as an ideal scaffold for students who may not be entering our district grade-level ready. These are also a one-time purchase.

Restorative Justice Training Manual: 38 Units/ \$36 per unit = \$1,368

Part of behavior remediation for our students is better training for our teachers in the strongest was to diffuse conflict, resolve issues, and welcome students to our learning environment. As our behavior specialists develop a curriculum for teachers, Restorative Justice Techniques will be a vital entry point.

#### Professional Development

As defined by CBA: Teacher Release Pay at hourly \$22/ hour. 7 hour days for 12 teachers quarterly = \$7,392

**Because of the aggressive nature of our PD deployment, and the absence of available time, we will be required to ask teachers to surrender prep periods or work at other times not specifically outlined in the CBA to participate in trainings. This would be covered at our hourly rate.**

#### Curriculum Development

As determined by CBA: Hourly compensation for behavior specialist and Instructional coach Curriculum development at \$22/ Hour. 9 Coaches at a maximum of 25 = \$4,950

Both our instructional coaches and our behavior specialist will be required to write curriculum for

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The student induction and transition process. As per the CBA this is compensated for at the hourly Rate.

#### **CERTIFICATION**

Please read the below statement and check the box to indicate agreement with its content.

☒ By submitting this proposal, I certify and represent to the County that all submitted materials are my work and that all responses are true and accurate.