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## District Solutions for Resource Effectiveness: A Local Education Agency Leadership Approach

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A THREE-PART DISSERTATION:

PART 3

DISTRICT SOLUTIONS FOR RESOURCE EFFECTIVENESS:

A LOCAL EDUCATION AGENCY LEADERSHIP APPROACH

A POLICY ADVOCACY DOCUMENT

Tammy Saleem

Educational Leadership Doctoral Program

Submitted in partial fulfillment  
of the requirements of  
Doctor of Education  
in the Foster G. McGraw Graduate of School

National College of Education

National Louis University

A THREE-PART DISSERTATION

ASSESSING RESPONSE TO INTERVENTION TIER II BY THE EXTENT TO  
WHICH TIER II SUPPORTS IMPACTED STUDENT GROWTH:  
THE STORY OF RESPONSE TO INTERVENTION (RTI) PRACTICES IN ONE URBAN  
SCHOOL DISTRICT

ELEVATING THE RESPONSE TO INTERVENTION FRAMEWORK:  
POSITIONING DATA TO FORGE CHANGE NEEDED FOR STRONGER RTI PRACTICES

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Approved:



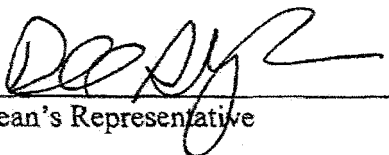
Chair, Dissertation Committee



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2-5-20  
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## Abstract

Decades of laser focused attention on student assessment score data had an adverse impact of stifling the development of data skill sets in one Local Education Agency (LEAs). Implementing one district resource daily throughout each school year for over three years had the potential to cultivate and yield higher data skills for staff compared to the effect of a one point in time report of yearly assessment scores. Monitoring district resources for effectiveness offered a solution oriented approach to advance staff data skill sets with implications for student growth. Adapting the federal education policy maker strategy of using a policy to mandate new staff practices offered a viable solution. The advocated policy minimizes the risk of adverse factors to influence district capacity to manage data.

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## Dissertation Organization Statement for Binding

This document is organized to meet the three-part dissertation requirement of the National Louis University (NLU) Educational Leadership (EDL) Doctoral Program. The National Louis Educational Leadership EdD is a professional practice degree program (Shulman et al., 2006).

For the dissertation requirement, doctoral candidates are required to plan, research, and implement three major projects, one each year, within their school or district with a focus on professional practice. The three projects are:

- Program Evaluation
- Change Leadership Plan
- Policy Advocacy Document

For the **Program Evaluation** candidates are required to identify and evaluate a program or practice within their school or district. The “program” can be a current initiative; a grant project; a common practice; or a movement. Focused on utilization, the evaluation can be formative, summative, or developmental (Patton, 2008). The candidate must demonstrate how the evaluation directly relates to student learning.

In the **Change Leadership Plan** candidates develop a plan that considers organizational possibilities for renewal. The plan for organizational change may be at the building or district level. It must be related to an area in need of improvement with a clear target in mind. The candidate must be able to identify noticeable and feasible differences that should exist as a result of the change plan (Wagner et al., 2006).

In the **Policy Advocacy Document** candidates develop and advocate for a policy at the local, state or national level using reflective practice and research as a means for supporting and promoting reforms in education. Policy advocacy dissertations use critical theory to address moral and ethical issues of policy formation and administrative decision making (i.e., what ought to be). The purpose is to develop reflective, humane and social critics, moral leaders, and competent professionals, guided by a critical practical rational model (Browder, 1995).

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## Preface

This research study informed by my professional experiences reflects my humble attempt to support district success at creating equitable education experiences for all stakeholders via RtI. Eighteen years as an educator with experiences gained from various positions including Student Support Services administrator, Assistant Principal, Teacher Coordinator, Program Supervisor, cultivated my skills for evaluating RtI. In each district where I worked there were many challenges to providing equitable educational experiences to students. The need to identify an equitable solutions approach to challenges continued to drive the current study efforts. Building on the findings of the two previous research studies including the Saleem (2019) program evaluation and Saleem (2019) change plan I proposed this section of the three part study offered an approach to replicate for districts with similar challenges. The final recommendation of a policy provided a realistic pathway to change led by district leadership and sustained by educator and adult stakeholders.

The evaluation of the Response to Intervention (RtI) district resource focused on educator practices with supports for goals directed at improving educational experiences and RtI operations. Along the discovery path, a deeper examination of Tier II data determined it was underused. I argued that additionally influences which explained this phenomenon were linked to broad education policy influences to facilitate the norming of unintended practices with data which did not serve district and stakeholder interest. In this section of the dissertation, I argue in favor of a policy adopting a local education agency as it allows the district better control over its needs.

## **Acknowledgements**

First and foremost I am grateful to God, the most high, for sustaining me and keeping me faithful and allowing this research journey to conclude with positive ending. I am also grateful to Ra'oof, my husband and friend for listening to my "ah ha" moments about my research and for being patient while I buried myself in work and research. I love you. To Aisha, Ahmad and Jannah, my adult children-You each inspired me along the way. I am also grateful to my dissertation chair for assuring me the difficult was doable and to trust the process, thank you Dr. H. Gibson for your patience and guidance. To my grandchildren who provided a continuous supply of energy and inspiration. Lastly, I am sincerely thankful to Dr. A. Rice for taking interest and dedicating time to work with me through action research activities. Your efforts helped me to deepen my experiences with RtI and for that I appreciate your care and support.



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## CHAPTER ONE: VISION STATEMENT

Applicable to any goal-bound organization is the adage coined by Arnold Glasgow (n.d. p. 1), a famous businessman, who once stated, “One of the tests of leadership is the ability to recognize a problem before it becomes an emergency.” The leadership of all types of organizations and institutions that have not reached their projected goals would benefit from timely structiny of strategies identified for accomplishing projected goals to avoid an emergency or crisis. Educational leaders are not exempted. Arguably, a fast-approaching crisis is trending at the level of local education agency (LEA) leadership around district educational experiences in schools across the nation.

Crisis in education is not a new phenomenon. A common thread in past educational crises in the American public school system –solutions were driven by federal education policymakers. A few notable educational crises included the infamous 1983 “Nation at Risk Report” describing public schools education experiences as mediocre, the 1997 Individuals with Disabilities Education Act (IDEA) created to protect the rights of students with disabilities to receive a Free and Appropriate Public Education (FAPE) and lastly, the 2002 No Child Left Behind (NCLB) federal education policy created to establish accountability measures aligned to the vison of educational success outlined in NCLB for student academic achievement. The approach taken by federal education policymakers to drive change using policy solutions for managing crisis, can also be applicable for crisis at the school district or local education agency level. There is a potential crisis in schools whose state annual report cards identified the

majority of its students as not meeting proficiency benchmarks in English Language Arts and/or math.

### **Becoming Aware**

An extent of the potential crisis in a school district, where I previous worked manifested during action research and Saleem (2019) change plan study activities. More specifically, district resource practices and resultant data outcomes had maintained a level of student performances which arguably were low and difficult to raise and improve. This phenomenon drew attention to a potential weakness in the resource support structure. Notably the resource had not fully installed a framework for mobilizing its system of its supports leaving a gap in support coverage for some not all students.

As noted earlier in the research, the Response to Intervention (RtI) resource operated without a framework. RtI operations were impacted by the missing framework over three years plus. Resultant from continuing the operations of the RtI resource without a framework were unquestioned practices presumptively explained by inattentiveness to data and limited capacity to respond to data. Undoubtedly, these practices blindsighted urgency to identify interventions aligned to the needs of individual students.

Furthermore, teaching staff described conditions of working in isolation. Put another way teaching staff provided RtI Tiers I and Tiers II supports and made decisions on data in insolation to peer feedback. The combined effect of the missing framework and working in isolation led to less oversight over resource practices in general and meaningful practices with data in specific. Less monitored processes undermined resource capacity to assist students. This phenomenon described practices leading to slow

paced skill acquisition and limited student growth. Any school district that understands the need for improvement yet does not act in reasonable time has a potential crisis waiting in the horizon. In other words, the district resource was hindered by the absence of an RtI framework to mobilize the flow of timely instruction/intervention supports (consistent with Tiers I, II & III support levels) and to mobilize staff capacity to respond to data.

Moreover, the first section highlighted the evaluation of student outcome data indicating significant variations in student performances within grade levels. Yet, although teachers, the district and school building administrators envisioned all students would benefit from the effects of its resources, the data analysis of Tier II support levels suggested otherwise. Specifically, some, rather than all, students had benefited from the efforts of district resources. The greater concern that arose centered on data practice outcomes and staff capacity to understand data drawing attention to the function and responsibility of leadership to oversee district interest. A macro view of the processes and experiences consistent with any resource can result in more understanding for evaluating overall effectiveness of individual resources. I contend that not leadership must ensure resource implementation in addition to ensuring resource effectiveness. I assert the latter is contingent upon the installation of a mechanism within district leadership capacity for managing district resources and planning high academic expectations for all students.

### **Critical Issues**

There are two critical issues surrounding one district resource practice that supports the need to create solution that originate at the district level. The first

overarching and critical issue is centered on district-resource effectiveness. I named the term as such partially because it refers to efforts and processes that contribute to resource success to support student needs and thus its effectiveness. The experience and findings from the Saleem (2020) program evaluation and Saleem (202) change plan determined that district resources included resource structures, staff data skills and understanding held by staff noted by various accounts of data. As such operational effectiveness involves measuring resources based on their impact on student performances. The question raised considered whether goals set for resources to achieve drove improved individual student performances? Hanushek (1997), a public policy and economics professor studied the connection between student performance and school resources. Accordingly, Hanushek (1997) determined the relationship between the two was not strong, arguing schools needed to exert more influence over student achievement. Presumptively, student performances and school resources are both impacted by a force more suited for impacting resource effectiveness.

Education policy scholars and critics, Gorki (n.d.) and Levitan (2016) proposed that education policy derived from an equity ideology with limited capacity to even the playing field for all students. The second critical issue centers on local education agency strategies to offset limitations of broad education policy to mitigate the effect of community conditions on schools in low socioeconomic neighborhoods. Both Gorki (n.d.) and Levitan (2016) postulated federal education policy is unable to change conditions of poverty but, at the same time, raised concerns for its inadvertent influences on school practices. Federal education policy offered a powerful solution for all schools, yet it required the in tandem support of local education agencies to control for critical

internal schools issues that influence resource effectiveness and student growth. Lessening or managing school issues involving resources and human element on student growth calls for understanding the impact of education on achievement as an indicator not only of student performance yet also of resource effectiveness.

A district-level policy designed to address specific concerns and practices with regard to resource experiences can better control for effectiveness through a resource oversight goal. More specifically, a district-level policy represents an approach toward equity that broad reaching education policy influences have difficulty influencing in districts do to the static changes in staff , students, and administrators. Similarly, without policy to increase the odds for resources to positively impact teaching and learning for all students, there is a higher probability that resources will exist without expectations for a positive impact on students. Low expectations undisputedly contribute to the sustainment of status quo outcomes. A district policy designed to manage and control for effective resource practices offers a new approach to historical concerns around student achievement in communities with limited resources. As such, I am recommending a district policy designed to support stakeholder capacity to render effective district resources through oversight processes.

### **Policy Effectiveness**

I envision the resource oversight policy will work as a lever of reform in the management of district resource operations by focusing on resource effectiveness. Morestin(2012), a public health policy scholar, proposed public policy needs to demonstrate evidence of effectiveness. According to Morestin (2012), a policy model can illustrate successive intermediate effects of a policy, which I argue are exemplified across



processes rather than one point in time outcomes. Furthermore, Morestin (2012) drew attention to the role of public policy to provide a context to determine effectiveness. The context of policy effectiveness links student experiences provided from district resources to the role district leadership as the entity responsible for overseeing resource effectiveness. The outcome of district oversight results in strategic decisions made by district leadership and stakeholders on the continued use of resources or considerations for replacement, removal or adjustment of resources. The decision making activities governed by district policy can support resource effectiveness.

## **CHAPTER TWO: ANALYSIS OF NEED**

### **Introduction**

The broad federal education policy the No Child Left Behind (NCLB) Act permeated educational experiences and practices of many schools and feasibly contributed to intended and unintended effects on student educational experiences. The ability of Progressive School District (a pseudonym for confidentiality per provided consent to participate in the research study) to shield against the unintended impact of the broad federal education policy alsomotivated this research study. Based on previous sections of this study, practices with data in RtI operations of one school district exemplified a teaching culture influenced by outcomesdata more than process data. Stated in another way, the school district culture appeared more influenced by summative data than formative data. Education policy critics, Kaplan and Owings (2013), pointed out education policy often lingered and emerged as an effect on school culture and practices. I argue here the impact of broad federal education policy requires the support of local education agencies. Local education agency leadership must lead solutions that define resource effectiveness practices that support all student skill and academic growth activities.

Kaplan and Owings (2013) anticipated difficulty in ridding school cultures of the impact of a broad education policy such as NCLB on teaching practices and educational experiences. Difficulties in this three part study described difficulty to for diversifying and expanding staff data skills to support RtI resource operations. Kaplan and Owings (2013) raised the concern for policy practices that influenced school culture and

flexibility to adapt to changes. I argue that although broad education policy is presumed to have unintended influences on data practices, it also manifests as unintended influences on LEAs' ability to reclaim and restore district control over its practices. In this section of the research study, outcomes and practices of one LEA, examined through five areas of analysis made the case for a solution-oriented approach to reclaim power—including educational, economic, social, political and moral and ethical analyses.

### **Educational Analysis**

Two factors contributed to student and teacher stakeholders experiences in Progressive School District. These factors included annual testing assessments outcomes and teacher retention patterns that combined worked to impact educational experiences in the district. Either of the two factors had the potential to impact student educational experiences and create crisis for district educational experiences including those involving its resources.

### **Assessment Score Outcomes**

The Partnership for Assessment of Readiness for College and Careers (PARCC) assessment is administered to third through eighth grade public school students. On the Illinois State Board of Education (ISBE) website, PARCC was explained as a state and accountability measure of the impact of Illinois Common Core Standard (ICCS) on student academic achievement in reading and math subject areas. While, the PARCC assessment was purposed to track state interest, its score results have broad implications for district interests and effects on student academic growth. Finally, PARCC data results reported on the aggregated effect of all educational efforts provided in a given school

year for each individual district. As such, District PARCC data also draws awareness to the role that district resources have in student learning with implications for leadership as the acting agency for change in the district organizational practices.

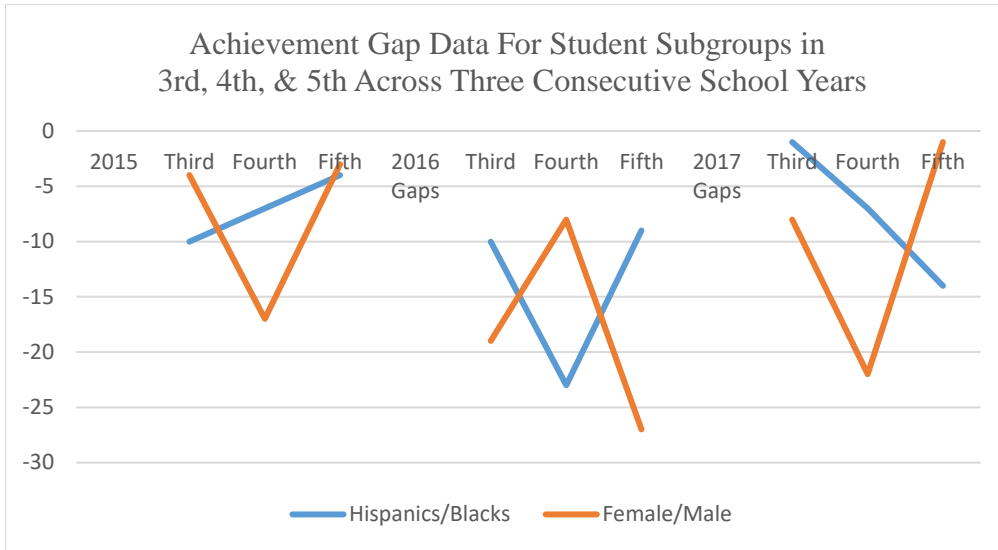


Figure 1: Achievement Gap Data—Graph A

(<https://www.illinoisreportcard.com/District.aspx?source=trends&source2=par>)

Figure 1 illustrates Achievement Gap data acquired from PARCC assessment outcomes across three specific school years (SYs) including SY15, SY16 and SY17. Data extrapolated from the PARCC targeted scores for students in third, fourth, and fifth grade levels underscoring achievement gap disparities between four student subgroups including females, males, Hispanics and Blacks. The achievement gap data, reflected important trends with implications for each grade-level teaching team practice and respective educational/instructional experiences with the first mentioned in each comparison as the higher performing student subgroup.

According to Figure SY15 score comparisons between grade levels and among student subgroups, females scored higher than males in each of the three grade levels. The widest gender performance disparity in SY15 occurred in fourth grade noted by a 17 point difference between female and male students. In addition, the widest race performance disparity occurred in third grade noted by a 10 point difference between Hispanic and Black students.

In SY16, the widest gender performance disparity occurred in 5<sup>th</sup> grade noted by a 27 point difference between female and male students. In addition, the widest race performance disparity occurred in 4<sup>th</sup> grade students noted by a 23 point difference for Hispanic and Black students. Finally, in SY17, the widest gender performance disparity occurred in 4<sup>th</sup> grade noted by a 22 point difference between female and male students. In addition the widest race performance disparity occurred in 5<sup>th</sup> grade noted by a 14 point difference between Hispanic and Black students.

The PARCC data raised concerns for the effectiveness of RtI, a common district resource, and its ability to impact academic achievement as measured the PARCC assessment. “We are Teachers” blogger, Jennifer Prescott (2013) lamented that RtI was capable of boosting standardized testing scores. According to Prescott (2013) RtI practices of tracking and monitoring student learning through its proactive use of data and effective interventions enabled it to impact assessments. Prescott (2013) explained further that while RtI supported all students its focus on remediating skills assisted those students whose scores were close to meeting assessment benchmarks.

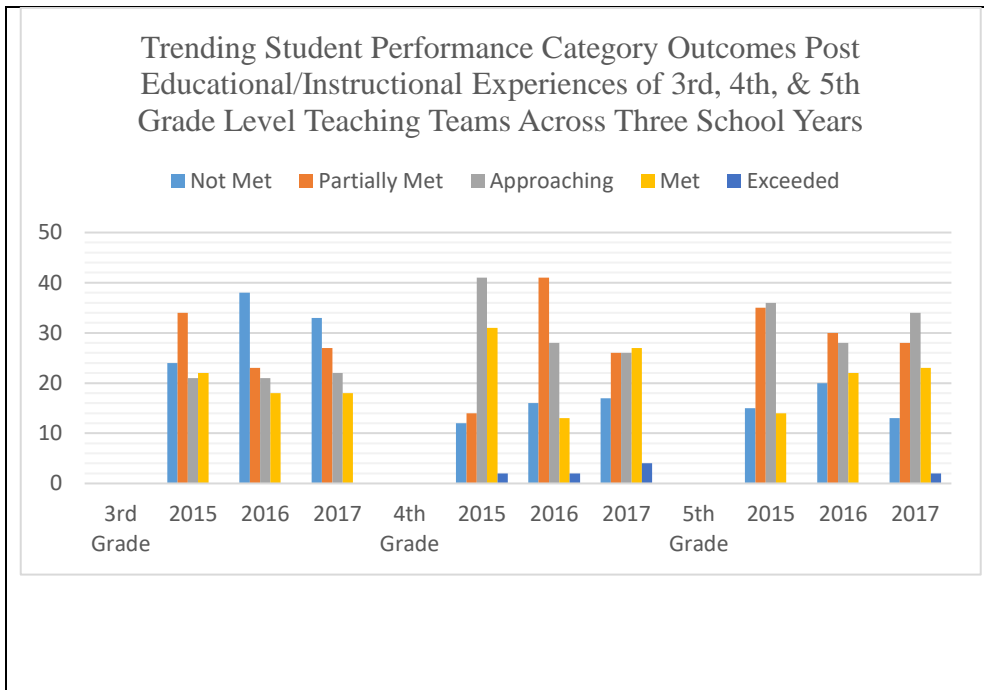


Figure 2: Trending Student Performance—Graph B

(<https://www.illinoisreportcard.com/District.aspx?source=trends&source2=par>)

An examination of data in Figure 2 reflects performance scores as described by five indicators—including “not met, partially met, approaching, met and exceeded.” The PARCC score interpretation guide (<https://www.isbe.net/Documents/parrcc>) explains that school districts use performance score data to improve instructional programs. Figure 2 data raised concerns for needed variances in opportunities to improve grade-level instructional programs as based on the percentages under each descriptor category. For example, in English Language Arts 21% of the students described as “approaching” were linked to the third-grade teaching team, 31% of those described as “approaching” were linked to the fourth-grade teaching team and 29% of those described as “approaching” were linked to the fourth-grade teaching team. Important to note here, the combined efforts of both RTI and instructional practices post NCLB were not successful for many

students, based on percentages of met and approaching. In addition, as noted previously in this research, concerns regarding Tier II data further implicated the effect of post-NCLB instructional practices, which were less impacted by RtI Tier II intervention experiences.

In conclusion, assessment data presented in Figures 1 and 2 both communicated an urgency to revisit and strengthen resources and practices through actions designed to improve, remove or engage solutions. The data from both figures raised concerns for the impact of instructions to be effective (based on the scores showing the success levels needed to reach standardized testing assessment benchmarks were not met and instructions and the embedded resource were not sufficient to support success).

To what extent did RtI contribute to instructions and educational experiences offered to students? Arguably, the patterns of achievement gap outcomes for student subgroups and patterns of percentages of performances described as “approaching,” in addition to all other descriptors, implicate the effects of tiered supports embedded in instructions for grade-level teaching team members. Was there a balance in teaching and learning centered on opportunities to support all students and were data practices assessed to forge more successful experiences for students who did not meet goals? Progressive School District scores arguably suggest a need to support and strengthen the effect of instructional practices. Score outcomes also suggest student performances from the effect of resources require a greater force such as policy oversight for district resource.

## **Teacher Retention**

Information accessed from the State of Illinois Report Card's website ([www.isbe.net](http://www.isbe.net)) provided data across three consecutive school years reflecting increased percentages for teacher turn-around patterns for educators in the school district. The retention rates reported between school year (SY) 2014–2015 and SY 2017–2018 are as follows:

Teacher retention rate (2017–2018) = 45%

Teacher retention rate (2016–2017) = 49%

Teacher retention rate (2015–2016) = 62%

Teacher retention rate (2014–2015) = 90%

Starting from SY 2014–2015 and onto each year later, there were decreases in the teachers who remained working in the school district. A closer analysis of the retention rate patterns shows a 90% teacher retention rate in SY 2014–2015 for the school district. Patterns of teacher retention rates starting in SY 2015–2016 initiated a trend noted by 31%, 21% and 8% decreases in successive school years. While the reasons for the decreasing teacher retention rates are not clear from the data, the trend of retention reflects a break in the continuity of practice and shared values, with implications for skills needed to operate district resources.

## **Economic Analysis**

According to the information noted on National Center for Education Statistics' website, Progressive School District was identified as a Title 1 school. Other data taken



from the Illinois State Board of Education (ISBE) website determined trends concerning teacher retention and student mobility factors that affect educational experiences and success: a steady decrease in the teacher retention rates across three school years was noted between SY 2014–2015 and SY 2017–2018, as earlier mentioned.

Concurrent with the teacher retention patterns noted in Progressive School District were patterns of movement out of the school district by students. According to ISBE's interactive report card data, student mobility remained steady across SY 2014–2015 and SY 2015–2016, noted by 16%, and then decreased to 14% in SY 2016–2017. Essentially, the teacher retention data raise challenges confronted by Progressive School District to ensure the continuity of skill sets for the educational experiences provided by grade-level teaching teams.

McLaurin, Smith and Smillie (2009), who conducted a scholarly review of articles on the subject of teacher retention provided a context of the effect of retention on district economics. McLaurin et al.'s (2009) review determined the impact of teacher retention on districts—including reduced district teacher talent, interrupted practices and, lastly, district investment loss in its educational experiences, with implications for instructions. Equally concerning, McLaurin et al. (2009) explained that when districts undergo school reforms while experiencing teacher retention, the probability of increased mistakes during reform processes manifest to challenge instructional coherency.

Lastly, McLaurin et al. (2009) pointed out teachers' assessment of the relationship established by leadership with the school community and leadership management of school operations is a factor that affects teacher retention. Darling-Hammond (2014) argued practices aligned with NCLB implementation are essentially responsible for less

collaboration time between staff: building relationships among staff is challenged when districts allocate less time slotted for collaboration. According to Darling-Hammond (2014), a significant result of reduced collaboration equates to the loss of opportunities for teachers to improve their professional skills/work. The advocated LEA policy seeks to improve district resource effectiveness by reducing losses and adding value designed to improve professional experiences. By utilizing policy to build opportunities for teachers to participate in meaningful educational decisions, the economic benefit to the district equates to a value added to its educational experiences or asset, compared to expenses incurred to replace staff or liability. At the time of the present study, the percentage of teachers retained for the new school year has decreased, compared to the retention trend from the previous school year.

### **Social Analysis**

Social relationships already existent between stakeholders in Progressive School District describe their cordial and professional interactions. Progressive School District's LEA leadership, school building administrators and the board of education each provided opportunities designed to inform or engage teachers and parent stakeholders on the LEA operations at both the school building and district levels. For example, parents, teachers, families and/or community organizations or political figures generally received school newsletters; parents accessed online school resources designed to provide an interactive platform between parents, students and teachers; parents participated in two parent-teacher conference meetings each school year; and lastly, all school community members were welcomed to attend school board meetings.

Furthermore, parents were provided the opportunity to assemble within the context of an organized parent platform (which represented their interest), two of which included the Parent Teacher Association available to all parents or guardians and the Bilingual Parents Advisory Council, a group of parents who advocate regularly for fair English Language Learners (ELL) and bilingual programming for their children. The school district typically engaged teachers within the context of an organized union that leads employee negotiations with the school board. Overall, the Saleem (2019) study suggested increased opportunities for meaningful activities involving multileveled staff and leadership engagement would elevate the level of interaction among stakeholders specifically for the purpose of working on shared goals with student learning resources.

The new platform expected to promote a shared onus for resource effectiveness further promotes collaborative efforts needed to create new pathways for resource effectiveness. Heiftz et al. (2009) postulated efforts to forge alliances with all stakeholders involved leadership-initiated opportunities to hear dissenting viewpoints, challenge goals and contemplate solutions. In effect, the social relationships, which already exist in the school district, have cultivated a level of engagement among varied stakeholders. The advocated policy introduces a new level of engagement with the potential of enhancing district resource experiences. In summary, social conditions within the school district between stakeholders describe a structure for engagement that reinforces current norms: a new platform expected to expand and elevate stakeholder engagement in a context different from the current proposes to open the door to new working relationship norms.

## Political Analysis

The school district leadership cultivated and maintained open communication lines with teachers, parents, the school board of education and members, janitorial staff, union representatives, contracted staff, outside stakeholders (including the alderman) and its school administrators. The district leadership ensured all stakeholders obtained reports on students and the status of the school and received invitations to all school functions, particularly those having to do with student performances. Furthermore, the district leadership provided reports to the school board on special education concerns and afterschool programs, with additional information found on its website. In general, the shared information on school affairs presented the district as a safe and supportive educational setting. The superintendent met with school administrators weekly to review and distribute information pertaining to supervisory tasks; share the board of education's concerns, if needed; and, overall, maintain communication with administrators. The district leadership served as a liaison between the school and the board of education.

In contrast to the routine grade-level tasks delegated to individual administrators RtI supports were managed individual teachers. Ideally, RtI had only experienced a one administrator since its inception. RtI operations adhered to teacher understandings for generating data and providing supports. The plans or procedures for RtI were simplistic and described providing Tier I core instruction supports and Tier II small group instruction and Tier III supports with the reading specialist. Ball and Christ (2012) cited an example of RtI operations explained in four steps according to Tilly (2003) including a) defining the problem, b) developing a plan, c) implementing the plan and d) evaluating. Essentially, the researchers identified a range of steps that lead to a systemic

flow of data and supports for students. Further changes were recommended for RtI growth centers on raising RtI's current level of performance as a school resource to better align with the needs of all students. RtI had a positive yet minimal impact student growth, yet with additional adaptive changes would be better suited to support the needs of all students. A starting point toward change initiated by district policy would remove any risks associated with restructuring RtI for district leadership—such as threats to job security for any stakeholder, thus minimizing the need to be concern about political supports.

### **Ethical and Moral Analysis**

Ravitch (2016) criticized the NCLB policy for its adverse influence on public school educational experiences and practices. Of the many noted by Ravitch (2016), the practice of allocating more time to test preparation rather than authentic learning educational experiences was the most egregious. Arguably policy maker preoccupation with increasing testing gave rise and heightened attempt for end score performance data over other types of valuable student information such as data derived from a range of learning process. The end score data refer to standardized testing outcomes that rate and more directly communicate student performance levels on achievement tests. Data score metrics become problematic when they are used to communicate, rather than signal, the need for additional supports or decision-making consistent with RtI principles.

The Saleem (2019) RtI study drew attention to scores that did not result in decision-making opportunities purposed to drive intervention effectiveness. Scores generated from RtI Tier II processes represented the opportunity to align supports to student needs and foster practices leading to RtI district resource effectiveness. I propose

that processes for shifting between specific data skill sets used to operate two different policy-initiative practices became challenging, particularly when the greater force was NCLB. Furthermore, I believe NCLB had the effect of creating a gap between stakeholders, and this condition continued during the district resource experiences such as RtI.

Identifying successful educational experiences aligned with the needs of historically marginalized student groups remains a challenge for many public-school districts. RtI, a district resource designed to support growth for all students, shows potential while also demonstrating the need for monitoring its effectiveness for all students. Cultivating an educational environment where district resource effectiveness is a high priority demands a local education agency initiative to resolve.

### **Conclusion**

The five-area analysis provided a comprehensive overview of district norms established for stakeholder involvement in one schooldistrict. The analysis provided a context to understand the degree to which stakeholders experienced school district activities together as a group and the general purpose of meetings that drew their participation. Stakeholders attended school events in the interest of their students: district leadership, parents and school administrators were available for a range of school events: parent gatherings, assemblies or the annual open house event and report card pickup activities. Comparatively, parents had less of a presence at school board meetings.

With the exception of a one-way information meeting on testing scores, where information was distributed and administrators explained how to interpret and understand student individual scores, parent stakeholders were not in the habit of meeting publicly to

discuss shared concerns about the academic achievement of their children. Stakeholders generally attended one-way information events, which may be consistent with practices of other low-performing school districts. Overall, opportunities to demonstrate moral and ethical responsibility to parents and students existed in daily practices and routine events as input activities and further expressed the open-door culture the district extended to its parents.

Boyatzis and Mckee (2005), leadership experts, explained that commonalities shared between leadership and those they lead provide the framework to build compassionate relationships. According to Boyatzis and McKee (2005), when people have compassionate relationships with those they connect with, the desire to meet their needs increases. As the district had not met with parent stakeholders to deliberate on proposed solutions for attaining higher testing performances, academic achievement and student growth activities were made available from district resource experiences. The solution-oriented possibilities offered by a resource oversight policy would allow district leadership embrace the influence of compassion. District leadership would then be able to energize commitment by elevating a plan to change outcomes from its resource experiences for students while improving effectiveness for its outcomes.

District leadership can potentially demonstrate more control over the impact resources have on student growth and achievement once an oversight approach to resource effectiveness is established, rather than if it did not act and ignored this source of LEA influence over specific educational outcomes. Lastly, the advocated resource oversight policy presents the opportunity for stakeholders to intentionally act on behalf of

the circumstances students and families confront in school districts, thereby demonstrating a visible show of ethical and moral commitment to student success.



## **CHAPTER THREE: ADVOCATED POLICY STATEMENT**

The goal of a resource oversight policy is to ensure district resource experiences, routinely monitored and evaluated by stakeholders, provide a positive measurable effect on student academic growth. The practice of operating district resources without evaluating for effectiveness is a phenomenon believed to be more prevalent than not, particularly in districts with limited resources. The Saleem (2019) study drew attention to this phenomenon from its examination of RtI Tier II outcome data, a popular district resource that determined minimal growth effects on student skills for one process of the multitiered support system. The possibility of controlling for quality assurance in district resource experiences can lead to increased student growth with an oversight resource policy. Yet, the greatest and most compelling argument in favor of a resource oversight policy is the leverage it extends to district leadership to mitigate issues within its schools which adversely impact student performance. Each of the five educational analyses reflected either stakeholder engagement and investment in their district. The oversight policy will ensure district resource investments are protected and governed by procedures. Oversight policy procedures that can adapt accordingly to align with the needs of a changing student and family demographics will more likely than not receive the support from all other stakeholder groups.

### **District Oversight Policy Goals**

Oversight policy goals can be effective at facilitating improvement in staff capacity skills with implications for higher-quality implementation practices. A notable first goal of a resource oversight policy centers on the creation of new bonds between district leadership and school stakeholders, the agency to navigate effectiveness for

district tools. Collins (2005), an organizational expert promoting “good-to-great” organizational practices, explained the strategy of a diffused power structure. Collins (2005) noted a strategy used by a CEO faced with a “complex governance structure of hundreds of councils and individual governing boards. According to Collins (2005), the CEO participated in a diffused power structure common to social sector organizations using what he termed a legislative leadership approach to influence outcomes. He explained that the legislative approach to leadership incorporated the input and shared interest, persuasion and political currency of other stakeholders, combined with leadership humility and the professional will to ensure decisions served the organization over the personal needs of the CEO’s leadership.

The first objective of a resource oversight policy is to lessen the potential effect of high-stakes public policies to undermine its practices. Other common and unforeseen variables, including staff and/or administrative turnover or high percentages of teacher retention rates, can adversely impact student learning experiences, putting school districts at high risk of failure in meeting their academic achievement goals. Adding resource oversight to district leadership responsibilities ensures information about school programming and student learning experiences is continuously assessed and systematically acted upon. A resource oversight policy embeds opportunities for district leadership to cultivate new managerial skills by nature of its direct impact on stakeholder actions embedded in resource oversight implementation.

The second goal of the resource oversight policy is to build team skills—cultivating a culture of collaboration among stakeholders, which arguably fortifies conditions for resource effectiveness practices to emerge. Currently, the district

superintendent oversees district operations and delegates supervisory tasks over school programs to school administrators. Year ending reports created by school administrators tended to address some, not all, district resource experiences. In addition, these same reports tended to focus on attendance concerns pointing out the numbers of students served by resource experiences daily and weekly.

The third goal of the resource oversight policy, with guidance in determining effectiveness criteria, is to ensure stakeholders are sensitized to attaining outcomes that support student success using a framework to manage resource oversight, considering the needs of all students. Comparably, many school districts conceptualize success by centering on test score outcomes with implications for instructional experiences and virtually no responsibility assigned to resource experiences and their implications for the rate of development of specific skill sets. The resource highlighted in the Saleem (2019) study represents a resource accessed through Aimsweb software. The resource targeted reading fluency skills and offered several options to communicate student growth: growth was communicated by interval universal screening scores or the number of words read correctly, which demonstrated specific information challenges to growth, and/or oral readings, followed by questions designed to assess reading comprehension. Moreover, while resource experiences were proposed to lead to higher levels of fluency communicated by end scores, score levels of attainment remained low for those students who needed to benefit the most. More specifically, performance goals centered on score attainment without a description of increased skills consistent with increased fluency. Essentially, the yield of success associated with the resource was minimal for many students.

Collins (2005, p. 8) postulated qualitative data and quantitative test score metrics are flawed indicators of performance success. According to Collins (2005), an alternative method is more suitable to promote growth and successful outcomes when inputs are linked to outputs noted as goal objectives and follow-up mechanisms used to track the improvement of the trajectory with rigor. Collins studied this phenomenon in New York Police Department (NYPD) practices and determined inputs such as ticket writing and traffic tickets did not reduce crime or accidents unless an output goal was added to measure the impact of the input practices with implications for input effectiveness.

The fourth goal of the resource oversight policy fosters the creation of norms to support a pathway for district leadership and stakeholders to measure student success from resource experiences. Driven by a compelling professional, ethical and moral responsibility and the commitment to provide quality educational experiences to students, the policy will usher resource criteria for success into practice per the needs of disaggregated student subgroups. More specifically, a goal to develop criteria as an oversight policy output will be used to establish effectiveness measures informed by the development, acquisition of student skill sets and application of skills assessed on a routine yearly basis. I envision the focus on skills, rather than scores, will forge greater coherence between all contributing educational opportunities.

## **CHAPTER FOUR: POLICY ARGUMENT**

### **Resource Oversight Policy Advantages**

There are many advantages for district stakeholders that can be projected from a resource oversight policy. First, districts can better control and respond to positive or negative student growth criteria generated from their resource experiences. Collins (2005) argued for creating output goals and aligning them to inputs by establishing criteria that essentially measure effectiveness. According to Collins (2005), by distinguishing inputs from outputs, organizations can identify areas of accountability to achievement goals. Subsequently, tracking achievement, or a lack thereof, decision-making processes trigger actions leading to resource continuation, the adaptation of efforts to adjust more succinctly to student needs and replacement or removal of resources. The facilitation of goals aligned to resource effectiveness proposes increasing stakeholder awareness for resource outcomes as an indicator of its effectiveness.

Second, a resource oversight policy engages district stakeholders in the routine process involved in the examination of resource effectiveness. A resource oversight policy calls for districts to develop an assessment tool that measures resource contributions to overall district progress toward achievement. This activity depends upon the collaborative efforts of stakeholders to create criteria that measure resource effectiveness. This activity further fosters a diffused power culture (described by Collins [2005]), which arguably differs from the putative actions associated with past federal education agency policy goals on student achievement.

Third, a resource oversight policy adds an element that supports sustainability of district resource operations from the shared management of systematic resource assessment processes between stakeholders and the leadership. The resource oversight policy depends on high levels of collaboration and participation among stakeholders in all phases of policy development. A spread of knowledge among staff realized from full participation in all training processes increases the potential unified practices.

Individual school districts can identify activities consistent with the need of their districts. Collins (2005, p. 5) posed a question meant to draw attention to performance and the tools used to attain goals to the social sector: “How effectively do we deliver on our mission and make a distinctive impact relative to our resources?” Resource oversight implementation centered on key activities and operations by stakeholders contribute to educational goals set for students. The following expectations of stakeholders will support the delivery of oversight policy activities:

- Stakeholders will engage in processes involving the review of current resource data to establish trends.
- Stakeholders will participate in the creation of resource effectiveness criteria as the means to establish and assess resource oversight.
- Stakeholders will receive training for skill sets needed to fulfill resource oversight policy implementation.
- Stakeholders will embrace new uses of technology that supports the ease of resource oversight implementation practices.

Stakeholder engagement and participation in training activities serves to address capacity-building needs, which may vary between districts.

Fourth, a resource oversight policy relies less on old practices centered on test score data to demonstrate success and replaces the practices with new attention on student skill sets. The educational experiences offered by a district resource program generally target student skills for improvement and further development. Districts can deploy critical strategies for improving student skill sets through resource experiences thus providing a systematic advantage when managed and controlled for effectiveness.

Fifth, a resource oversight policy offers a pathway for leadership to leverage value to the districts. By creating alternative realities of success, which differ from broad federal policies and test score indicators, districts can send new messages of success based on new criteria. The increase in student skill sets has implications for increased performance, as it is arguably understood as the measure most associated with increased academic achievement.

### **Pushback against the Adoption of Resource Oversight Policy**

A pushback against the resource oversight policy is anticipated from 10-month stakeholders accustomed to the marking of the close of the school year with a summer break. On the other hand, promoted on principles of equity by leadership to all stakeholders, the oversight policy is expected to earn more support than resistance from stakeholders by not having a punitive approach to drive improvement. The inclusive nature of stakeholder engagement in all phases of policy implementation is anticipated to

have a gradual and positive impact on stakeholders' initial concerns as they begin to rally behind policy principles and engage in analysis and review activities.

Finally, the plan to minimize resistance to the one-week commitment to training activities during the summer break includes numerous incentives—such as paid time for analysis and review data-mining activities, paid lunches during training, paid capacity-building activities (including the new technology skills), coaching during and after training. These efforts will lead to systemized operations designed to transform educational experiences into wins for students and stakeholders. Lastly, the opportunity to join efforts as stakeholders creates a new culture defined by workplace and district solutions with potential to elevate district status throughout the community.



## **CHAPTER FIVE: POLICY IMPLEMENTATION PLAN**

### **Needed Activities**

The implementation of the advocated policy to add district-resource oversight processes to leadership and stakeholder responsibilities will involve targeted activities making resource experiences more visible and accountable to student growth. A pivotal activity to the success of the advocated policy includes the reflective engagement of stakeholders in the assessment of current resource practices and review of corresponding student outcome data. Childress, Doyle and Thomas (2009, p. 21) referred to data analysis activities involving various school community groups as “data-mining” used to build consensus and identify strategies. The policy, once implemented, will allow stakeholder representatives, including district leadership, extend the provision of resources to include processes for rating individual resource effectiveness with implications for removal, adjustment and replacement indicative of an oversight policy.

First, district leadership should begin implementation processes by collecting information currently known about individual resources. The target data include data from resource experiences provided to students over the last three years and data derived from (the past three years of standardized assessment outcomes). In the absence of internal data for some of the student resource experiences, the consensus of professional judgment on the impact of resource experiences on student skill growth can serve as a valid substitution for data. In addition, the targeted activity involves collecting information that identifies the learning profiles of student participants, disaggregating student outcome data by student subgroupings and identified resources categorized per reading and math subject areas and the focus of individual resource experiences. Overall,

district leadership will be responsible for preparing and distributing resource information packets to stakeholders to support future reflection activities.

Essentially, the reflection activity prepares stakeholders to assess the contribution of past resource experiences on student outcomes. Furthermore, the reflection activity works to cultivate an awareness of greater resource accountability to student outcomes. Drago-Stevenson (2009) explained reflective practices represent a source to target individual development by examining assumptions held by individuals in an organization. Data reflection activities will aide stakeholders to revisit assumptions about resource experiences and the degree of management needed to forge greater resource accountability to student growth. Data reflection activities will have two objectives: the objectives center on providing visible opportunities to manage resource effectiveness from systemized actions and a greater context to understand the urgency to install resource accountability measures. District leadership will evaluate stakeholder information on resources, finalize findings and utilize this data to continue the advocated policy implementation.

Second, district leadership will be responsible for facilitating a stakeholder activity focused on identifying criteria for rating resource effectiveness per individual student groups. At this point in implementation activities, district leadership will need to name one stakeholder leader to act as a facilitator. The role of the facilitator will be to mediate discussions on resource effectiveness. To shift the focus from scores to skills, district leadership will narrate a preferred focus on student skills, rather than outcome scores, to distinguish district equity policy measures from state and federal equity policy measures. In addition, in the context of the advocated policy, district leadership will

reiterate the value of setting high expectations for resource experiences by the identification of respective goals that espouse those expectations.

Collins (2005) explained the concept of inputs and outputs within the context of businesses and social sectors, noting how they compared to each other when the goal of greatness was the measure. Collins (2005) essentially pointed out incentives, particularly financial gains for businesses, as a driving force leading to high expectations and success. Comparatively, Collins (2005) explained social sector organizations were more suited to assess work inputs by the impact of output performances “relative to mission (p5). Implied incentives for educators represent the extra value added to their worth from the implementation of the advocated policy. Collins (2000) named outputs as equally being an expressed measure of goals. The conclusion of this activity will result in stakeholders adding output goals to assess resource experiences for student subgroups. In the context of the advocated policy, the alignment of experience inputs to goal outputs concludes the installation of processes in the implementation of the advocated policy.

Third, providing staff development shortly after implementation activities supports leadership urgency to forge new practices between stakeholders around student needs. In the final activity, district leadership will be looking for a refreshed commitment from stakeholders, specifically commitment to embrace practices aligned with student needs introduced by the advocated policy. Drago-Severson (2009) pointed out whole school improvement experiences often change the roles of superintendents, building principals and teachers. Furthermore, Drago-Severson (2009) explained that a change in roles evolves from working collaboratively, sharing information about practices between superintendents and staff and participating in norm-developing activities. District

leadership will be responsible for positively narrating the expectation of new roles to drive new stakeholder practices.

### **Staff Development**

Staff development will involve learning to operate Microsoft Excel, a software program capable of managing large amounts of data. Web-based technological tools provide a source of systemized management over many administrative processes. In their study on the transformation of Montgomery County public schools, Childress et al. (2009) noted the district deployed software for warehouse student data to support NCLB implementation. Specifically, stakeholders are expected to participate in staff development activities, which result in inputting student data from resource experiences as a means of mining data. Data input processes outlined in an oversight policy support stakeholder actions driven by resource effectiveness goals. Stakeholders will need to be proficient in inputting data and creating reports with Microsoft Excel operations to generate reports, which furthers subsequent actions of decision-making processes.

### **Timeline**

Increased success of the resource oversight policy involving the installation of output accountability assessment measures on resource experience inputs is dependent upon four critical factors. These critical factors include: the timely completion of stakeholder support building activities, the timely receipt and analysis completion of the advocated policy by the school board, the timely scheduling of implementation activities planned in conjunction with the yearly calendar school and, lastly, the timely disbursement of policy brief communications to community stakeholders to draw attention to the power of a resource oversight policy.

The timely completion of stakeholder support activities includes all leadership and school stakeholder activities. Each stakeholder activity mobilizes a chain of linear events leading to the final report of compelling evidence in support of adopting the resource oversight policy. Stakeholder completion activities include the assessment of resource practice and a report emphasizing clear connections between oversight and improvement student outcomes, with strong implications for academic achievement. The activities anticipate the involved stakeholder representatives from math and reading subjects, individual grade-level teacher stakeholders, all school administrators and members of the district leadership team or at least 30 stakeholders. The timeframe proposed for activity completion is approximately one school week.

The first day of stakeholder activities is projected to start with district leadership driving an awareness campaign framing resource experiences as a source of improvement for student skill outcomes. The remaining part of the first day is designated for stakeholder reflection activities on the role of resource experiences for student stakeholders. Massell (2000) studied strategic practices of 22 districts determining attention given to time needed to build school capacity–supported district success. Massell (2000) specifically pointed to the value of staff engagement with data as the necessary component to allow new realities to take root.

Essentially, the time dedicated to the initial stakeholder activities centered on data making the case for school stakeholders to share common beliefs on practices, which impact students without a tightened accountability system over resource experiences. The remaining four days are therefore designated to engagement in capacity-building activities, strengthening relationships between staff and leadership while also focusing on

resource review data activities. A report will culminate from the first week of stakeholder activities, showing current data on resource practices and the benefits of adding an accountability system that triggers actions to manage resource experiences.

District leadership will share the report resultant from initial stakeholder activities with the school board in the second week of June, two weeks after the school year ends. The board of education engages in school business throughout the school year, in addition to meeting once a month throughout summer. The second week of June represents the most strategic month to present the resource policy to the board of education (while the attention of school issues has not waned). Moreover, the district superintendent would have recently presented the end-of-year report data on various individual school resources (i.e., special education, after-school programs, the previous year's summer school program data, the results of standardized testing grade-level data, etc.), making the timing strategic. The objective of the shared report is to present evidence in support of the adoption of the resource oversight policy.

Resource oversight implementation involves installing and enforcing a system of accountability for resource experiences. The implementation of the policy involves a system driven by data generated from resource outcomes. District leadership is responsible for recommending an oversight timeframe to assess resource experiences. This timeframe for stakeholders to assess resource experiences is expected to follow the 10-week quarterly report card. Basically, policy implementation is a year-round activity once stakeholders learn how to interface with data mapping software or Excel. School stakeholders will be responsible for entering data into the software regularly in

accordance with publisher timeframes and within 10-week intervals facilitating stakeholder evaluation of resource effectiveness for students.

The identification and assignment of goals set to evaluate resource effectiveness occurs as an intermittent activity that involves stakeholder deliberation of criteria to establish resource effectiveness for student groups. District leadership will lead the discussion on this implementation activity and the finalization of goals will be the culminating result. Finally, as implementation activities can lead to decisions around the replacement, removal or adjustment of a resource to meet student needs and achieve resource efficiency, a dedicated time for this activity is not needed. The activities aligned with decisions on resource effectiveness fall under the management of resource experiences, which includes embedded processes such as actions taken to oversee effectiveness. Resource effectiveness will be an ongoing result driven by the policy. The district superintendent will be responsible for monitoring resource policy processes and working with stakeholders to create guidelines for adjustments to resource supports, the removal of students from resource experiences that do not meet criteria established for effectiveness and/or removal and replacement of a district resource if found ineffective after correctly following protocols.

In conclusion, the timeframe for implementation includes the following:

- one week of initial stakeholder activities to excavate data in support of policy adoption,
- one–two weeks at the end of June to allow for school board policy analysis activities,

- one–two days of stakeholder training on the required software at the beginning of July, and
- one week designated to create resource oversight criteria and subsequent goals for student groups prior to the SY for current students.

The months of July and August designated for the distribution of policy briefs communicate the benefit the resource oversight policy has for district stakeholders. This activity is designed to build relationships while increasing the positive image of the district in the school community at large.

### **Advocated Policy Cost Activities**

Planning activities involved in the implementation of the district resource policy include expenses for staff development, such as meals, miscellaneous materials and paid training incentives. A general overview of the cost associated with policy implementation includes staff pay for participation in training activities with Microsoft Excel and the cost of the services of a Microsoft Excel representative to provide training on entering, comparing and creating reports. Additional costs include expenses to publish policy briefs planned for distribution to the district community stakeholders.

District leadership will secure funding from the business manager to cover expenses involved with stakeholder participation in Excel training. The district currently has access to Microsoft Excel and only needs to train on a new function of the spreadsheet analytical software. The business manager will access Title I funds—as training activities are centered on improving academic achievement, a focus which the federal funding supports. Finally, the cost covered by discretionary funds can support attendance incentives, including daily eating expenses during training.



## **Progress-Monitoring Activities**

The district superintendent, along with school administrators and other identified stakeholders, will progress monitor resource oversight activities designed to sustain effective resource experiences for students. Other identified stakeholders include math and reading department chairs and may include other teacher representatives. Progress-monitoring activities involve collecting generating reports from the online data mapping software able to store and evaluate student outcomes from resource experiences in conjunction with 10-week report cards. Adjustments of software controls are designed to flag outcomes that fall below established criteria and notify key stakeholders of actions designated for next-level decisions on resource effectiveness. In addition to meeting the established criteria for resource effectiveness, the software reports can communicate data that support decision-making for adjusting resource experiences to student needs.

Finally, monitoring activities include evidence of new skill applications used in reading and/or math subject areas and decisions to continue, replace, remove or end resource experiences and provide recommendations for the sustainability of new skills in parent meetings or through reports sent to parents. Essentially, the goal of progress monitoring is to track the management and controls for effectiveness using new software, stakeholder efforts, reports and recommendations concerning skill upkeep for parents. (See Appendix A for policy implementation activities and timeframes.)

## CHAPTER SIX: POLICY ASSESSMENT PLAN

The resource oversight policy is reliant upon the efforts of stakeholders (including students, teachers and administrators) to manage resource experiences (including the adjustment of experiences based on student needs) and oversee resource effectiveness based on outcome data to trigger decision-making events. Perkins and Engelhard Jr. (2011) considered how data is used in educational accountability systems to inform education policy, which in the case of this study is a policy initiated by the LEA or school district. Perkins and Engelhard Jr. (2011) argued data need a framework for evaluation—which arguably supports an improved quality of data based on an improved oversight of resources, generating data.

The focus of policy assessment is to address all processes involved in resource oversight and effectiveness. Included in those processes are a list of separate, yet linked, activities:

- Evidence that all stakeholders were determined capable of policy implementation, noted by the completion of activities, staff development and attendance at meetings.
- Evidence of resource input and the establishment of effectiveness of individual resources.
- Evidence of staff capacity to input student data into Microsoft Excel.
- Evidence of staff responsiveness to ensure student data or input experiences meet output goals at regularly scheduled 10-week meetings after report cards.

- Evidence of decisions-making events on resource effectiveness leading to adjustments in materials and/or removal or replacement of resources.

Childress et al. (2009) noted progress assessment needs to include guided questions that not only promote the assessment of practices but also trigger the evaluation of practices. Furthermore, Childress et al. (2009) drew attention to the sustainability of practices in accordance with stakeholder willingness to change behaviors needed for successful implementation. Essentially, assessment strategies need to detect weaknesses in the implementation of oversight practices and include timely and appropriate solutions. Resources oversight processes are expected to lead to new levels of student outcomes as evidence of improved resource management. Childress et al. (2009, p. 170) recommended “discipline and flexibility” can sustain effective implementation practices.

### **Stewardship**

All leadership roles have expectations to participate in data analysis, maintenance and policy implementation. Resultant from resource management and oversight activities is the element of transparency in administrative practices with student educational experiences. All stakeholders expected to implement policy accountability practices help to cultivate a unified effort of support for more effective practices in the education of district stakeholders. The adoption of the resource oversight policy positions the board of education to attract and maintain educators and leadership to work, as the policy demonstrates an internal resolve for challenges to education equity for its students. Lastly, the oversight policy promotes leadership responsibility to address the moral and social concerns of all students by reflective accounts of education and leadership.

## **CHAPTER SEVEN: SUMMARY IMPACT STATEMENT**

I support the adoption of a resource oversight policy because it empowers leadership and stakeholders to manage success from efforts to make educational experiences accountable. The resource oversight policy positions district stakeholders to control for outside influences over its practices, such as a broad-based federal policy taking a more efficient approach to utilize stakeholder talents. Furthermore, I advocate for the adoption of a resource oversight policy, as it allows the district to utilize an already owned capable tactical statistical software tool without adding any cost to the district operations. In addition, the resource oversight policy offers a genuine approach to manage an often ignored, yet potentially rich and effective, experience offered to students. The resource oversight policy is just one strategy designed to target experiences with the potential to change the past trajectory of educational outcomes for historically marginalized students.

At the core of the resource oversight policy is the belief that LEAs can ensure quality experiences for stakeholders—including students, teachers, parents, stakeholders themselves and board members. Lastly, the implementation of a district resource policy aligns with the vision of the board on student achievement goals. The district resource policy seeks to bridge a gap in oversight of resource experiences, using its current tools more efficiently to do so.

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## Appendix A

<b>Resource Oversight Implementation Activities</b>		
<b>District Leadership will lead initial Resource Management Activities</b>		
<b>Implementation Steps</b>	<b>Inputs:</b>	<b>Timeframe</b>
<b>Step 1:</b> Stakeholders -participate in activity designed to result in list of individual district resource experiences provided for students in the last three years to support reading and math subject areas (after school, Saturday School, and during school, used in centers, etc.)	a. Categorize all resource inventory by specific skill sets targeted for improvement by individual resources b. Determine the format of resource experience: i.e. digital technology, printed materials Collect student outcome data c. Disaggregate outcome data accordingly by student groupings and document trends d. Document performance goals projections aligned to individual resources	Two Days
<b>Step 2:</b> Given individual worksheets-stakeholders participate in review and analyzation of student outcome data	a. Identify student skills which are addressed in accordance to each resource experience b. Describe how individual resource experiences align to district mission for academic achievement	Two days
<b>Step 3:</b> Stakeholders discuss and describe their resource experiences	a. Name consistencies in resource implementation for all students? b. Identify conditions for resource experiences and the conditions to support learning needs of individual students	Half day
<b>Step 4:</b> Review data and establish the range of outcomes which resulted from resource experiences	a. Document resource outcomes and align to specific formats to determine to analyze impact of format b. Document individual resources as either student led and independent or teacher led and supervised or mixed	Half day
<b>District Leadership guides district stakeholders (Department Chairs, Reading Specialist, Math Interventionist-teachers) to process data generated from resource review and analysis activities using Excel and resulting in visuals in preparation for facilitator activities</b>		<b>Outputs:</b>
<b>External Facilitator leads stakeholder reflection activities on resource practice experiences</b>		<b>Time Frame</b>
<b>Step 5:</b> Interpret and analyze resource outcome trends and create Excel	a. Determine and review positive outcome trends b. Determine and review negative outcome trends c. Revisit purposes of each resource	Full day

(continued)

## Appendix A

<b>Management Resource Inputs linked to Effectiveness Measure Outputs</b>			
<b>External Facilitator leads</b> discussion on identified Student Output Goals per skills growth per resource experience			
<b>Input</b>	<b>Input</b>	<b>Output of Resource Effectiveness</b>	<b>Time Frame</b>
<b>Step 8:</b> Establish measurable goal criteria for each resource support activities	a. Stakeholders arrive at consensus on measurable student skill growth goals	a. Measureable goal criteria documented and listed as guidelines for implementation of Resource Oversight Policy- example: Resource experience provided during a specified time frame will result in a 40 percent increase in specific fluency skills when given grade level reading.	Two days
<b>Step 9:</b> Facilitator mediates District Leadership led discussion on decision-making and activities when resources are not deemed effective	a. Leadership leads discussion on options when a resource is deemed ineffective	a. Skill growth and/or time frame or duration does not impact student growth after 10 week interval consistent with end of quarterly instruction prompts collaborative meetings with internal stakeholders ending with one of three possible actions suggested <ol style="list-style-type: none"> <li>1. Resource Replacement</li> <li>2. Resource- removal as a support for specific student needs with watch for evidence as ineffective in general</li> <li>3. Resource adjustment documented on student profiles</li> </ol>	Half day
<b>Step 10:</b> District central office stakeholders processes data leading to resource effectiveness guide lines	a. District leader leads review of resource effectiveness guidelines with staff for final review	a. Resource effectiveness options are accepted or revised to signal completion of resource effectiveness activity outcomes. b. District leadership confirms and announces accepted actions of decision making on effectiveness c. District leadership directs central office stakeholders to create policy proposal for school board presentation pointing out concerns, benefits to district per student stakeholder gains, and connection to district mission statement on achievement d. School board adapts Resource Oversight Policy	Half day

## Appendix B

<b>Staff Development Activities</b>			
	<b>Input</b>	<b>Output</b>	<b>Timeframe</b>
<p><b>Step 1:</b> Following Resource Oversight Policy adoption by The School Board of Education are staff development activities</p>	<p>a. Leadership will contract an Excel training for the purpose training stakeholders to use the statistical analysis tool application</p>	<p>a. Stakeholders will attend all trainings and receive a certificate of a completion.</p>	<p>Two Days</p>
<p><b>Step 2:</b> Excel trainer will oversee stakeholder efforts to set up oversight parameters in Excel software.</p>	<p>a. Excel trainer will be contracted for three – four days to oversee completion of inputting resource data into Excel software</p>	<p>a. Stakeholders will be ready to start school year with the new focus on Resource Oversight</p> <p>b. Leadership will lead discussion of input data input practices resulting in guidelines created for 10-week data compilations, triggers set when resources are not effective after 5 and 10 weeks of school</p>	<p>One full day</p>