



<b>District Name</b>	<b>Do2</b>	<b>Pilot Idea</b>	<p>Composition: "Redesign middle and high school admissions processes <i>districtwide</i> to ensure a more equitable distribution of students, with a special focus on increased access of Black students, Hispanic students, English Language Learners, and students with IEPs to a range of middle and high school programs who have admissions screens in place."</p> <p>CR-S: Identify a representative sample of schools to engage in a school-embedded professional learning series focused on culturally responsive and sustaining practices and developing/strengthening equity teams to address disproportionality in achievement, discipline, attendance, special education referrals, school staffing, and family engagement.</p>
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<b>Does the Pilot idea reflect both prongs of integration (Student Composition and CR-S)</b>	<b>YES</b>	<b>NO</b>
<p>The revised Pilot Idea clearly states an idea related to composition. Note: The sub-bullets are actions related to your idea to redesign the middle school admissions process.</p> <p>Consider editing the CR-S prong of the Pilot Idea. The verb "identify" suggests the team will only select a group of schools with which to work with, as opposed to also engaging or collaborating with those schools to improve CR-S practice, policies, and/or education.</p> <p><b>RECOMMENDED CONSIDERATIONS:</b> Revise the CR-S prong of the Pilot Idea to clearly demonstrate what the team hopes to achieve with schools.</p>		

Criteria	Below expectations		Meets expectations		Exceeds	Evidence
	1	2	3	4	5	
Selected item from District's Strategic Plan responds to the identified problem and is urgent to its stakeholders.	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The Selected Item has been revised, but, given the new and helpful clarity of the Pilot idea, it is unclear how the Selected Item and the Pilot Idea are aligned.</p> <p><b>RECOMMENDED CONSIDERATIONS:</b> Select a different item from the Strategic Plan or revise existing an item(s) from the Strategic Plan so that the work related to changing the enrollment procedure is better reflected in the team's larger strategy.</p>
Collectively, members of the Implementation Team possess the authority and expertise to start the Pilot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<p>Given the improvements to the Pilot Idea, the team rightly revisited its composition. In doing so, the team reduced the overall number of members, creating what will likely be an easier team to coordinate. The current team includes individuals with expertise related to the composition prong (e.g., Maud Maron, Amelie Marian, and Sarah Kleinhandler) and CR-S (e.g., The Minor Collective and Ruby Ababio-Fernandez). The team has made thoughtful</p>



						<p>consideration as to how the Implementation Team will work with stakeholders responsible for executing much of the work. The team has also brought in a number of outside partners to strengthen the overall expertise of the team.</p> <p><b>RECOMMENDED CONSIDERATIONS:</b> None</p>
Rationale is clear and precise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<p>The team’s Rationale presents a clear and compelling reason as to why the Implementation team should pursue its Pilot that represents thoughtful reflection and discussions since the start of Phase II. The Rationale includes evidence used to create the Pilot Idea (e.g., enrollment in Chinatown schools and reflections from use of the Pilot rubric) and looks forward to Phase III.</p> <p><b>RECOMMENDED CONSIDERATIONS:</b> None</p>
Aim Statement is specific, measurable, attainable, relevant, and time-bound.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<p>The Aim Statement for the composition prong is written in two parts, which creates a less coherent vision for what the team will achieve by the end of the Pilot. Each of the parts, however, is SMART. Reflect on the timing of these parts. It seems as if the first part needs to occur before the second. As a result, the first part may in fact be a sub-bullet of the second part, which is a format we saw District ABC use.</p> <p>The Aim Statement for the CR-S prong is “SMART.” The statement is time-bound and specific and includes measures that are likely based on historical evidence. The statement, however, has limited relevance. In the context of the NYSIP-PLC, relevance refers to alignment with the Pilot Idea.</p> <p>As written, it is not clear how the CR-S prong will change academic outcomes for students. As a result, it is unclear whether the academic measures are attainable.</p> <p><b>RECOMMENDED CONSIDERATIONS:</b> For the composition prong, create one statement and/or consider the sequence of the two parts. For the CR-S prong, in the Pilot Idea specify the activities that will lead to improved academic outcomes or revise the selected measures reported in the Aim Statement.</p>
Measurement Framework is based on a Plan of Action that summarizes the inputs and actions needed to execute the Pilot and the anticipated outcomes and impact	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<p>For the composition prong: There seems to be an action missing related to implementing the new process in order to achieve the Aim Statement. Consider also adding actions to test and vet the new procedure to see how well it changes the composition of schools and gather feedback on the new hypothetical enrollment.</p>



						<p>The revisions to the actions, which are appropriate, now reveal that two of the three outcomes are outputs, meaning they are products that result from actions as opposed to changes in practices, performance, or perceptions (see Session 2 and Check-in Call C PPTs). Similarly, the first impact is more like an output.</p> <p>For the CR-S prong: the actions are a more comprehensive set and are linked to relevant inputs. Similar to the composition prong, the CR-S outcomes are outputs.</p> <p>For both prongs: improve the discussion of inputs by stating what you need from actors (e.g., expertise from The Minor Collective to draft professional learning goals). The team should also consider the conditions that are needed (e.g., PD time from principals to lead CR-S trainings).</p> <p><b>RECOMMENDED CONSIDERATIONS:</b> For both prongs, in the inputs specify what specific actors (e.g., The Minor Collective) will do and the conditions needed for those actors to work. Revise outcomes and impacts to describe short- and long-term changes in performance, practices, or perceptions. For composition-only: consider additional actions needed to achieve the Aim Statement and ensure the pilot idea is thoroughly tested and vetted.</p>
<p>Measurement Framework is likely to yield information the team can use to monitor, adjust, and assess the implementation and impact of the Pilot</p>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<p>Most of the actions and outcomes reported in the Measurement Framework for both the composition and CR-S prongs are the same as those that appear in the Plan of Action, which is a good practice. There is one outcome missing, however, from the Measurement Framework for the composition prong.</p> <p>All but one of the actions and outcomes has one indicator. There is one action/outcome with two indicators, which is better practice as it allows the team to collect quality and quantity as well as early and late evidence of implementation and short-term changes.</p> <p>Most of the indicators are late with a mix of quality (e.g., "Students feeling that their perspectives and experiences were valued and informed district level work") and quantity (e.g., "Percentage of pilot schools who are implementing their action plans by January). The actions offer a good place to add early indicators. For example, you could add "Create three quads that each contain a mix of leadership experience, school types, and social identities" for the action "Principals will be divided into three quads to participate in four instructional rounds visits. Each school will host one visit."</p> <p>The tools are mostly surveys and administrative records. For the former, the team is encouraged to use existing survey data as much as possible to reduce the number of surveys actors are asked to complete.</p>



						<p>Most of the targets are not time-bound and many are missing several elements of "SMART" goals. Use targets like "By June 2020, the District will have cultivated 'expert groups' who are prepared to facilitate district level learning with their colleagues and to be lab sites for evidence-informed culturally responsive-sustaining practices to ensure rigor and access for all students" as a model for revising the team's targets.</p> <p><b>RECOMMENDED CONSIDERATIONS:</b> For both prongs: Consider adding additional indicators so that you use more than one for each action/outcome, and that you use a mix of quality, quantity, early, and late indicators. Revise your targets to make sure all targets are "SMART."</p>
Implementation Plan includes sufficient detail and models the theme, "Design as if you won't be here one day."	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<p>The team revised the Implementation Plan to reflect the changes in its Pilot Idea. Although the actions reported in the Implementation Plan do not seem identical to those reported in the Plan of Action and Measurement Framework, the actions reflect both prongs and are comprehensive. The actions are divided into concrete steps with owners and due dates.</p> <p>Each action could be divided into more concrete steps. For instance, "Redesign middle school and high school screening processes districtwide to allow for improved rubrics" involves not only finalizing the processes but drafting, gathering feedback, and revising. By adding these concrete steps the team is in a better position to meet interim deadlines and complete the overall action.</p> <p><b>RECOMMENDED CONSIDERATIONS:</b> Divide actions into a more concrete set of steps needed to complete the overall action.</p>
District's Community Communication Strategy effectively states a call to action to a comprehensive set of stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<p>The team lists a set of stakeholders that will help execute the Pilot Idea. Some of these members (e.g., the Minor Collective) appear on the Implementation and Community Communication Strategy. Clarify whether a member like the Minor Collective needs to be involved in the daily operations of the Pilot or helps to execute some aspects of the Pilot (e.g., trainings). The reported needs are the same for most of the stakeholders. Consider meeting with these stakeholders to learn more about what questions they have and the supports they will need to serve as implementation partners, which will likely be unique for different stakeholders. Similarly, there is a chance to better identify their interests.</p> <p>All the selected venues are in-person but reflects spaces where most of the stakeholders will be. Considering identifying online spaces to engage in this work (e.g., space on the district website or a shared drive where updates are stored).</p>



						<p>The roles as stated in the “Call to Action” section might read as transactional to some (e.g., X will do Y)). In Session 3, we discussed creating meaningful and authentic engagement opportunities. Consider ways to name meaningful engagement by using relevant language and providing the context for this work.</p> <p><b>RECOMMENDED CONSIDERATIONS:</b> Clarify members of the Implementation Team and stakeholders needed to help execute the Pilot. Meet with the implementing stakeholders to determine their needs and interests. Create remote or online engagement options in the “Select Venues” section. Name meaningful ways for stakeholders to support the work in the Call to Action section.</p>	
Scored at least a “2” in all rows?						YES	NO
Total points						28	



Criteria	Proposed Recommendations	District Response
Does the Pilot idea reflect both prongs of integration (Student Composition and CR-S)	<ul style="list-style-type: none"> <li>Revise the CR-S prong of the Pilot Idea to clearly demonstrate what the team hopes to achieve with schools.</li> </ul>	
Selected item from District's Strategic Plan responds to the identified problem and is urgent to its stakeholders.	<ul style="list-style-type: none"> <li>Select a different item or revise existing items so that the work related to changing the enrollment procedure is better reflected in the team's larger strategy.</li> </ul>	
Collectively, members of the Implementation team possess the authority and expertise to start the Pilot.	<ul style="list-style-type: none"> <li>None</li> </ul>	
Rationale is clear and precise	<ul style="list-style-type: none"> <li>None</li> </ul>	
Aim Statement is specific, measurable, attainable, relevant, and time-bound.	<p>Optional</p> <ul style="list-style-type: none"> <li>For the composition prong, create one statement and/or consider the sequence of the two parts. For the CR-S prong, in the Pilot Idea specify the activities that will lead to improved academic outcomes or revise the selected measures reported in the Aim Statement.</li> </ul>	
Measurement Framework is based on a Plan of Action that summarizes the inputs and actions needed to execute the Pilot and the anticipated outcomes and impact	<p>Optional</p> <ul style="list-style-type: none"> <li>For both prongs               <ul style="list-style-type: none"> <li>For the inputs, specify what specific actors will do (e.g., The Minor Collective) and consider the conditions that are needed; and</li> <li>Revise outcomes and impacts to describe short- and long-term changes in performance, practices, or perceptions;</li> </ul> </li> <li>For composition-only, consider additional actions needed to achieve the Aim Statement and ensure the pilot idea is thoroughly tested and vetted.</li> </ul>	



Measurement Framework is likely to yield information the team can use to monitor, adjust, and assess the implementation and impact of the Pilot	<p>Optional</p> <ul style="list-style-type: none"> <li>For both prongs: Consider adding additional indicators so that you use more than one for each action/outcome, and that you use a mix of quality, quantity, early, and late indicators. Revise your targets to make sure all targets are "SMART."</li> </ul>	
Implementation Plan includes sufficient detail and models the theme, "Design as if you won't be here one day."	<p>Optional</p> <ul style="list-style-type: none"> <li>Divide actions into a more concrete set of steps needed to complete the overall action.</li> </ul>	
District's Community Communication Strategy effectively states a call to action to a comprehensive set of stakeholders	<ul style="list-style-type: none"> <li>Clarify members of the Implementation Team and stakeholders needed to help execute the Pilot. Meet with the implementing stakeholders to determine their needs and interests. Create remote or online engagement options in the "Select Venues" section. Name meaningful ways for stakeholders to support the work in the Call to Action section.</li> </ul>	

Criteria	Below expectations 1	Meets expectations 3	Exceeds expectations 5
Selected item from District's Strategic Plan responds to the identified problem and is urgent to its stakeholders.	The plan minimally responds to the problem statement and is minimally urgent to stakeholders.	The selected item from the District's Strategic Plan responds to the problem statement and is urgent to stakeholders.	The selected item from the District's Strategic Plan responds to the problem statement, is urgent to stakeholders, and embodies a bold change to re-imagine schools.
Collectively, members of the Implementation team possess the authority and expertise to start the Pilot.	The District's Implementation Team appears to lack the authority to approve and has the expertise to design most actions listed in its Implementation Plan. The team has not made plans to partner with others to address these gaps in authority and expertise.	The District's Implementation Team appears to possess the authority to approve and has the expertise to design a majority of actions listed in its Implementation Plan. The team has also made plans to partner with others to address any remaining gaps in authority and expertise.	The District's Implementation Team possesses the authority to approve and has the expertise to design nearly all actions listed in its Implementation Plan. The team has also made plans to partner with others to address or strengthen any remaining gaps in authority and expertise.
Rationale is clear and compelling.	The District's Rationale does not present a clear and compelling reason as to why the Implementation Team should pursue its Pilot. There is no evidence that the team self-assessed its Pilot idea or is it clear that the team solicited and responded to stakeholder feedback.	The District's Rationale presents a clear and compelling reason as to why the Implementation team should pursue its Pilot. There is some evidence that the team self-assessed its Pilot idea and that the team solicited and responded to stakeholder feedback.	The District's Rationale not only presents a clear and compelling reason as to why the Implementation team should pursue its Pilot, but there is also ample evidence that the team self-assessed its Pilot idea and solicited and responded to stakeholder feedback.



<p>Aim Statement is specific, measurable, attainable, relevant, and time-bound.</p>	<p>The District's Aim Statement is missing most of the key elements of an effective aim statement and is not grounded in research.</p>	<p>The District's Aim Statement contains most of the key elements of an effective aim statement and there is evidence that the team used some evidence (e.g., historical evidence from the district or case studies) to create its aim.</p>	<p>The District's Aim Statement contains all of the key elements of an effective aim statement and is grounded in historical and peer (e.g., case study) evidence.</p>
<p>Measurement Framework is based on a Plan of Action that summarizes the inputs and actions needed to execute the Pilot and the anticipated outcomes and impact</p>	<p>The District's Measurement Framework is not based on a comprehensive, feasible, or clear Plan of Action. It name all the elements of the Plan of Action and/or the inputs are not aligned to actions and actions are not aligned to outcomes and impacts. The outcomes and impacts are not aligned to each other and are better describes outputs, or deliverables created as a result of the actions. Taken together, the Plan of Action does not present a summary of what the team plans to do to implement the Pilot and what it expects to happen.</p>	<p>The District's Measurement Framework is based on a comprehensive, feasible, and clear Plan of Action. It names the necessary inputs needed to execute a set of actions that are aligned to a set of outcomes and impacts. The outcomes and impacts are aligned to each other and describe changes to practices, processes, mindsets, or outcomes for stakeholders. Taken together, the Plan of Action presents a summary of what the team plans to do to implement the Pilot and what it expects to happen.</p>	<p>The District's Measurement Framework is based on comprehensive, feasible, logically sequenced, and clear Plan of Action. It specifies the necessary inputs needed to execute a set of actions. The actions are logically ordered and aligned to a set of outcomes and impacts. The outcomes and impacts are aligned to each other and describe a variety of changes related to practices, processes, mindsets, or outcomes for students and other stakeholders. Taken together, the Plan of Action presents an inspiring summary of what the team plans to do to implement the Pilot and what it expects to happen.</p>
<p>Measurement Framework is likely to yield information the team can use to monitor, adjust, and assess the implementation and impact of the Pilot</p>	<p>The District's Measurement Framework contains indicators, tools, and targets that may support learning or improvement. The Measurement Framework is not aligned to the Plan of Action and does not contain a mix of formative and summative indicators about the extent to which the Pilot Plan is being implemented (i.e., quantity indicators) or how well the Pilot is achieving its goals (i.e., quality indicators). The indicators and tools are overly complex and do not reflect tools for improvement but tools for accountability or scholarship. The targets are not "SMART" and neither clearly define success nor can be used to assess progress.</p>	<p>The District's Measurement Framework contains indicators, tools, and targets that will likely support learning and improvement. The Measurement Framework is aligned to the Plan of Action and contains formative and summative indicators about the extent to which the Pilot Plan is being implemented (i.e., quantity indicators) and how well the Pilot is achieving its goals (i.e., quality indicators). The indicators and tools allow for efficient data collection and analysis. The targets are "SMART," and define success, and can be used to assess progress.</p>	<p>The District's Measurement Framework contains indicators, tools, and targets that will likely support learning, improvement, and guide action. The Measurement Framework is aligned to the Plan of Action and contains formative indicators that will allow for early lessons learned and comprehensive analysis of summative indicators about the extent to which the Pilot Plan is being implemented (i.e., quantity indicators) and how well the Pilot is achieving its goals (i.e., quality indicators). The indicators and tools allow for efficient data collection and analysis. The targets are "SMART," define success, assess progress, and will likely motivate action.</p>
<p>Implementation Plan includes sufficient detail and models the theme, "Design as if you won't be here one day."</p>	<p>The District's Implementation Plan lacks most of the necessary elements of an effective plan. It is disorganized (e.g., tasks are listed out of order), it under-or-over estimates the time it takes to complete tasks, it contains tasks that vary in size</p>	<p>The District's Implementation Plan contains most of the necessary elements of an effective plan. It is organized, it adequately estimates how long it will take to complete a task, it reasonably documents</p>	<p>The District's Implementation Plan contains nearly all of the necessary elements of an effective plan. It is organized, it has ambitious, but realistic deadlines, it has sufficient detail to describe what steps must occur, primary and secondary owners</p>





	(e.g., one entry is "Complete Check-In Call A", but the entries for logistics are at the level of micromanagement), and/or key tasks are missing.	the tasks required to complete an activity, and most activities are included.	are identified for each task, and there are no gaps in activities.
District's Community Communication Strategy effectively states a call to action to a comprehensive set of stakeholders	The District's Community Communication Strategy is missing most of the key elements of an effective strategy. It does not concisely document goals that the district hopes to achieve with their stakeholders, nor does it identify their needs and interests. Additionally, the strategy has not selected a venue to share its goals with stakeholders, and it has not effectively stated a call to action such that "reviewers" are motivated to become "doers" of the work.	The District's Community Communication Strategy contains most of the key elements of an effective strategy. It concisely documents the goals that the district hopes to achieve with their stakeholders, and it identifies a broad range of interests and needs. Additionally, the strategy has selected a venue to share its goals with stakeholders, and it has effectively stated a call to action such that "reviewers" are motivated to become "doers" of the work.	The District's Community Communication Strategy contains all, or nearly all, of the key elements of an effective strategy. It concisely documents the goals that the district hopes to achieve with their stakeholders, it names all of the relevant stakeholders affected by their Pilot and it identifies their interests and needs. he strategy has selected a venue to share its goals with stakeholders, and it has effectively stated a call to action such that "reviewers" are motivated to become "doers" of the work.