



Support for Improvement (SFI) Plan/Application

October 23, 2018



9/26/18 Input Meeting

- Input from a group of NDE, ESU and school folks
- Helped to inform questions and information to be included in the Support for Improvement Plan / Application



School Improvement Questions Considered

- What do you think makes a difference in successful School Improvement?
- What elements are present?
- How do we build on Continuous Improvement Process (CIP)?
- How do we embed equity?



Previous Title I Needs Improvement Plans/Applications

- Title I Accountability
- School Improvement Grant (SIG)

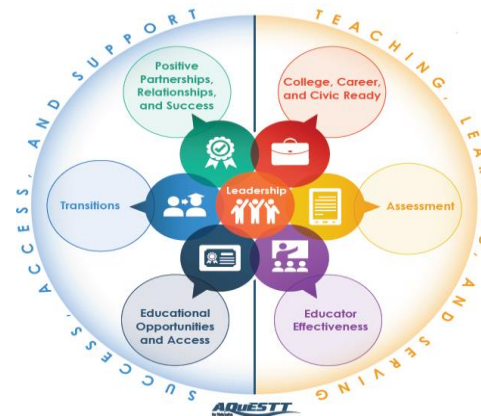
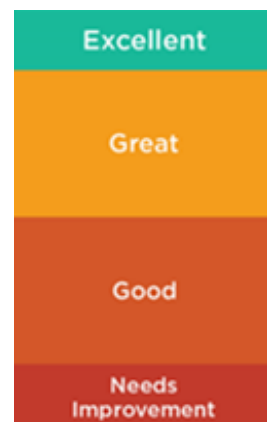
- What do you love?
- What do you hate?



AQESTT

- Developed in 2014-15
- A classification system and a broader system of school improvement

Classification + Framework for Improvement = AQESTT



Recommendations from AQuESTT Revision Team (March 2016)



- One accountability system
- Rating not ranking
- Minnesota-based designation system (filter)
- Growth needs to carry more weight
- AQuESTT is complex, BUT needs to be communicated simply
- Combine 4-year & 7-year graduation rate
- Develop a system based more on the tenets of AQuESTT
- Keep “full academic year”
 - Elevate district accountability
 - Communicate reporting
- Progress toward English language proficiency – Stamp of approval
- Chronic absenteeism shouldn't carry much weight
- Consensus around keeping system relatively the same
 - **No ranking of schools**

Challenge...



- Identifying schools for improvement and supports

**Needs
Improvement**



How do we determine schools most needing improvement from this group? Using all indicators?



Nebraska's ESSA Plan

- Approved June 5, 2018
- Single system of accountability
- Blends ESSA with AQuESTT and State Board's Strategic Vision and Direction
- Focuses federal funds to support:
 - Struggling schools
 - Historically underserved students
 - Recruitment and development of highly effective educators



Nebraska's ESSA Plan (cont.)

- New Indicators (School Quality or Student Success)
 - Chronic absenteeism
 - Science
 - Progress toward English Language Proficiency (ELP)
- Designation of Schools
 - Comprehensive Support and Improvement (CSI)
 - Targeted Support and Improvement (TSI)
 - Additional Targeted Support and Improvement (ATSI)



Classification to Designation

One system; two steps



Step 1: Classification



Step 2: Support

Classification - Rating schools

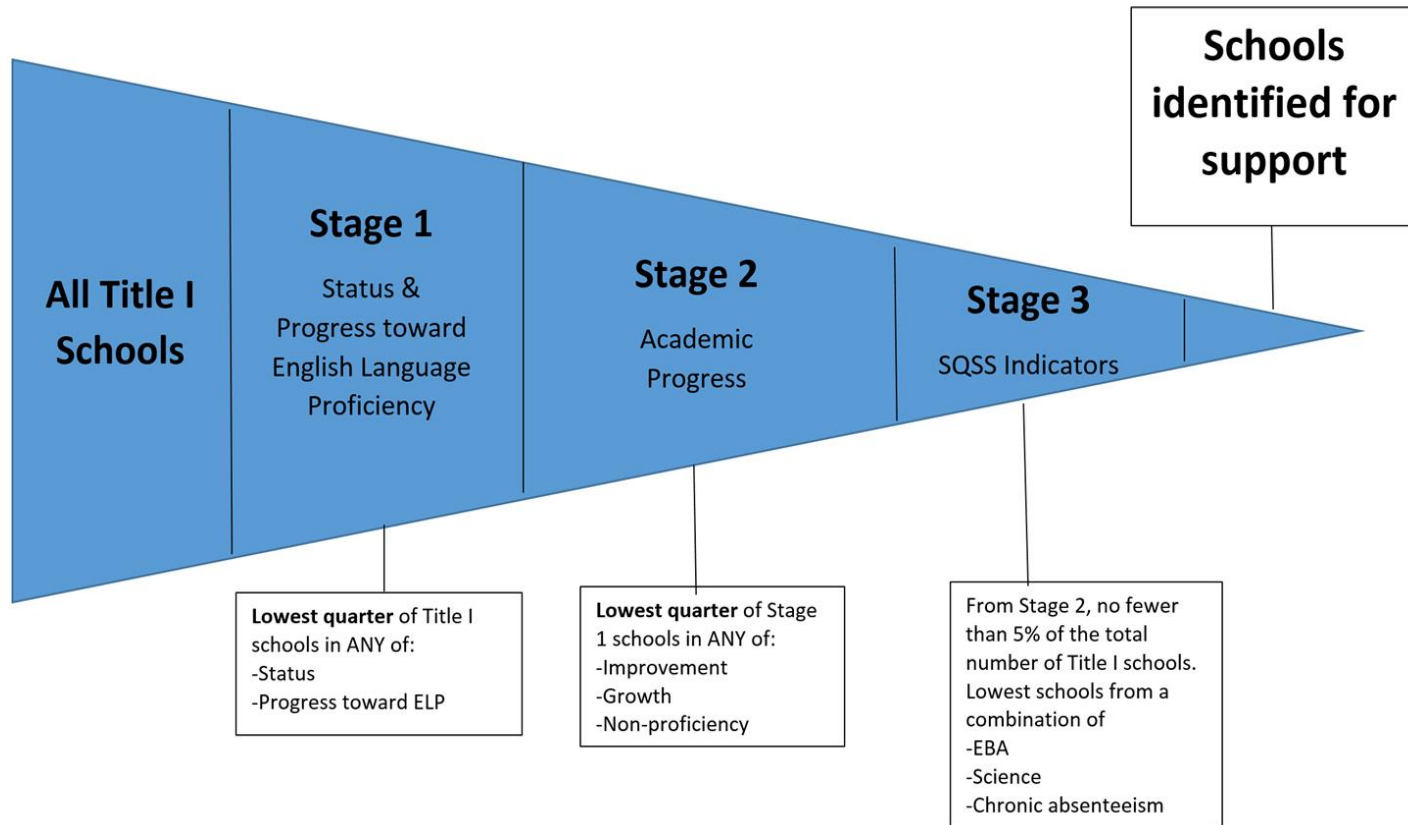
Designation - Supporting schools

- Priority schools – at least three schools, supported by state funding
- Comprehensive Support & Improvement (CSI)
- Targeted Support & Improvement (TSI)



Designation

How schools will be designated...



Comprehensive Support and Improvement (CSI)
Targeted Support and Improvement (TSI)
Additional Targeted Support and Improvement (ATSI)

10/23/2018



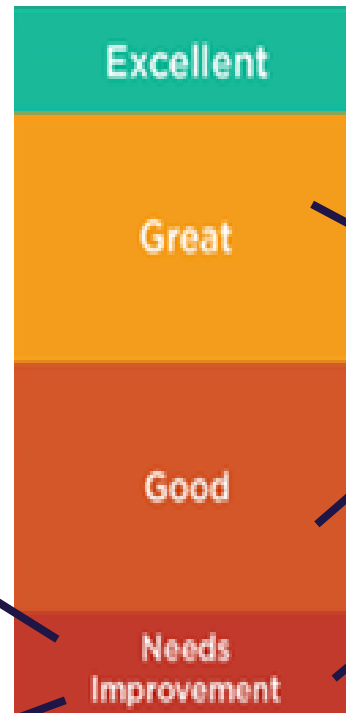
Designation: Levels of Support

CSI

- Lowest 5% of Title I schools
- High schools with grad rates below 67%
- Consistently low-performing subgroups

Priority Schools

- Schools most needing support to improve



TSI

- Consistently low-performing subgroups.

**Beginning in 2019-20, any school with consistently low-performing subgroup may not be classified as Excellent*

What is CSI?



- Comprehensive Support and Improvement
- Different than “Priority Schools”
- Schools will be identified for 2018-19 school year based on 2017-18 data
- Includes lowest 5% of Title I schools and high schools having graduation rates <67%
 - Approximately 25-30 schools

How Often will CSI Designation Occur?



- Nebraska will designate schools for comprehensive support and improvement every three years
- In order to exit CSI designation
 - A school must not be re-identified for CSI,
 - Must not fall below the 25th percentile of Title I schools in any indicator in State, and
 - Must have shown improvement on all indicators which led to its initial identification

More Rigorous CSI Interventions



- For schools identified for *Comprehensive Support and Improvement*, the NDE shall annually review any progress plans and determine whether any modifications are needed
- If a school has not met the exit criteria for needing comprehensive support and improvement by the fourth consecutive school year, the Nebraska Department of Education shall reevaluate the progress plan to determine if
 - a. a significant revision of the progress plan is necessary,
 - b. an entirely new progress plan is developed, or
 - c. an alternative administrative structure is warranted

What is TSI?



- Targeted Support and Improvement
- Based on subgroup information
- Identification will begin in 2019-20 school year; based on data from 2017-18 & 2018-19

More Rigorous TSI Interventions



- For schools identified for *Targeted Support and Improvement* the Nebraska Department of Education shall annually review any progress plans and determine whether any modifications are needed
- If a school has not met the exit criteria for needing targeted support and improvement by the fourth consecutive school year, the Nebraska Department of Education shall reevaluate the progress plan to determine if
 - a. a significant revision of the progress plan is necessary,
 - b. an entirely new progress plan is developed, or
 - c. the school should be identified for *Comprehensive Support and Improvement*

What is ATSI?



- Additional Targeted Support and Improvement
- Any school in which one or more subgroups of students is performing at or below the performance of all students in the lowest performing schools

Evidence-based?



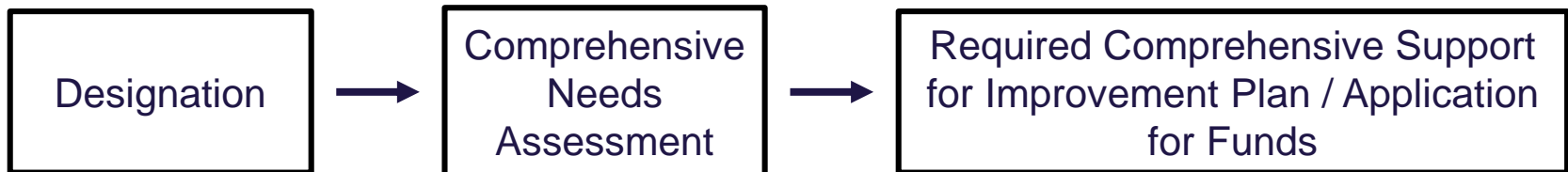
- In general, the term “evidence-based,” when used with respect to State, local educational agency, or school activity, means an activity, strategy, or intervention that
 - Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on
 - Strong evidence from at least 1 well-designed and well-implemented experimental study;
 - Moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - Promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection or
 - Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and
 - Includes ongoing efforts to examine the effects of such activity, strategy, or intervention

Definition for Specific Activities Funded Under ESSA: When used with respect to interventions or improvement activities or strategies funded under section 1003 (Title I-A), the term “evidence-based” means a State, local educational agency, or school activity, strategy, or intervention that meets the requirements listed above.



Support for Improvement Funds

- Initially will focus on CSI schools
 - Lowest performing 5% of Title I schools
 - Any High School with graduation rate <67%
- 7% reserve of State's Title I funds
 - Approximately \$5 million (2018-19)
- Takes the place of previous Title I Accountability and §1003(g) School Improvement Grants (SIG) funds
- Competitive grant process





What is the Support for Improvement Plan/ Application?

- Initially will be a plan for schools identified for Comprehensive Support and Improvement (CSI)
- Competitive application for additional funding
- Required for ALL Districts having one or more schools identified for CSI in 2018-19
- Plan will be required for Districts having TSI schools beginning in 2019-20
 - Focused on improving student outcomes based on indicators in AQuESTT for each subgroup of students considered to be consistently underperforming
- The NDE will evaluate progress on each plan annually to determine eligibility of continuation of grants and/or supports



Autonomy to Develop Plan

- School's identified for CSI, TSI, or ATSI have some autonomy in its plan development
- Based on Needs Assessment



Required Comprehensive Needs Assessment

- Being developed in partnership with ESUs, REL (Regional Educational Lab), & NDE
- Use of data to identify needs and gaps
- Should be informed by other sources of information
 - EBA
 - Accreditation Review (AdvancED or Frameworks)
 - Student surveys
- Outlines minimum expectations
 - e.g. Aligned curriculum
- Begins process of determining root cause analysis
- Honors the current work by focusing on assets



ESSA: Comprehensive Support for Improvement Plan Will...

- Be based on a school-level Needs Assessment that is Informed by all indicators in accountability system (AQuESTT) (with the assistance from the NDE and appropriate ESU staff)
 - NSCAS status, growth, improvement, English language proficiency/progress, chronic absenteeism, participation, & graduation rates for high schools
- Be developed after stakeholder engagement (teachers, parents, school leaders, etc.)
- Include measurable goals targeted to the achievement gaps based on the needs assessment and focused within three effective school indicators that may include
 - Clear compelling direction
 - Student and staff culture
 - Instructional leadership
 - Student success and access
 - Teaching and learning
 - School leadership
- Include evidence-based interventions
- Identify resource inequities
- Implement an evaluation system to monitor the effectiveness of selected interventions in improving academic achievement and narrow the achievement gaps
- Be approved by the school, district, and NDE
- Periodically reviewed by NDE



Support for Improvement (SFI)

- Will include the coordination of resources by
- the Nebraska Department of Education designated staff members,
 - local Educational Service Unit staff, and
 - outside consultants as deemed necessary

Outline of Supports and Eligible Supports



- The Nebraska Department of Education staff from various programs will be identified to support *Comprehensive Support and Improvement* schools
- ESU staff from across the state will receive professional learning opportunities preparing them to support identified schools
- Supports will be designed and coordinated with specific attention to small community schools, urban/metro schools, and other common traits among identified schools
- Supports from other entities and partners will be considered to be eligible support with Nebraska Department of Education approval
- School improvement plans will be aligned with state and federal requirements
- Supports for professional development including the use of Title II-A and other funds used for effective educators will be prioritized for schools that qualify for comprehensive and targeted support and interventions
- Schools that do not qualify or otherwise receive assistance under this program will be considered for support through other state resources as available
- Title I schools that are not selected for *Comprehensive Support and Improvement* are eligible for other targeted assistance including school improvement planning guidance with the intent of aligning state and federal accountability requirements. Such supports are intended to improve capacity alignment between the NDE, ESUs, districts, and partners



Priority for SFI Funding

The State educational agency, in allocating funds to local educational agencies identified for improvement, shall give priority to local educational agencies that—

1. serve high numbers, or a high percentage of, elementary and secondary Title I schools;
2. demonstrate the greatest need for such funds, as determined by the State; and
3. demonstrate the strongest commitment to using funds to enable the lowest-performing schools to improve student achievement and student outcomes



Competitive Support for Improvement Funding/Assistance

- Schools demonstrating the greatest need will receive funds first
- Each successful applicant will be assigned an improvement assistance team based on the needs assessment, diagnostic assessment, and improvement plan
- Schools will be eligible for annual support and eligible to maintain support for up to three years
- Focus on sustainability after funding ends

CSI Support



- Title I schools selected for CSI will also receive additional support in development of a custom school improvement plan
- Successful applicants for assistance will be assigned an improvement assistance team based on the needs assessment and improvement plan
- Schools will be eligible for annual support for up to three years



What Else Could be Included?

- This is where the committee provided valuable input...
- What additional information could help NDE in awarding SFI funds?
- What additional information could help NDE identify a school's needs?
- What supports would help schools identified as Needs Improvement, Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support and Improvement?
- How can NDE help with communications?
 - e.g. School boards, staff, parents, community?