FROM ESSA PLANS TO IMPLEMENTATION

A Look at Fifty State Plans and Opportunities to Advance Effective School Improvement

AIR®

May 14, 2018

EducationCounsel
Policy ı Strategy ı Law ı Advocacy

Agenda

1 Setting the ESSA Context

2 Trends in ESSA Plans

3 Designing School Improvement Systems

4 What We Know

5 Moving to Implementation

6 Q & A

Setting the ESSA Context

How long ago was ESSA enacted?

A. 1 year ago

B. 1 ½ year ago

C. 2 years ago

D. 2 ½ years ago

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C. 2 years ago

D. 2 ½ years ago

Answer: D

What does ESSA include?

A. Focus on equity

B. Focus on CCR expectations

C. Devolution toward states and districts

D. Focus on stakeholder engagement, use of evidence, and continuous improvement

What does ESSA include?

A. Focus on equity

B. Focus on CCR expectations

C. Devolution toward states and districts

D. Focus on stakeholder engagement, use of evidence, and continuous improvement

Answer: All of the above

True or False?

States and districts must meet all ESSA requirements even if they were not required by USED to be addressed in ESSA state plans

True or False?

States and districts must meet all ESSA requirements even if they were not required by USED to be addressed in ESSA state plans
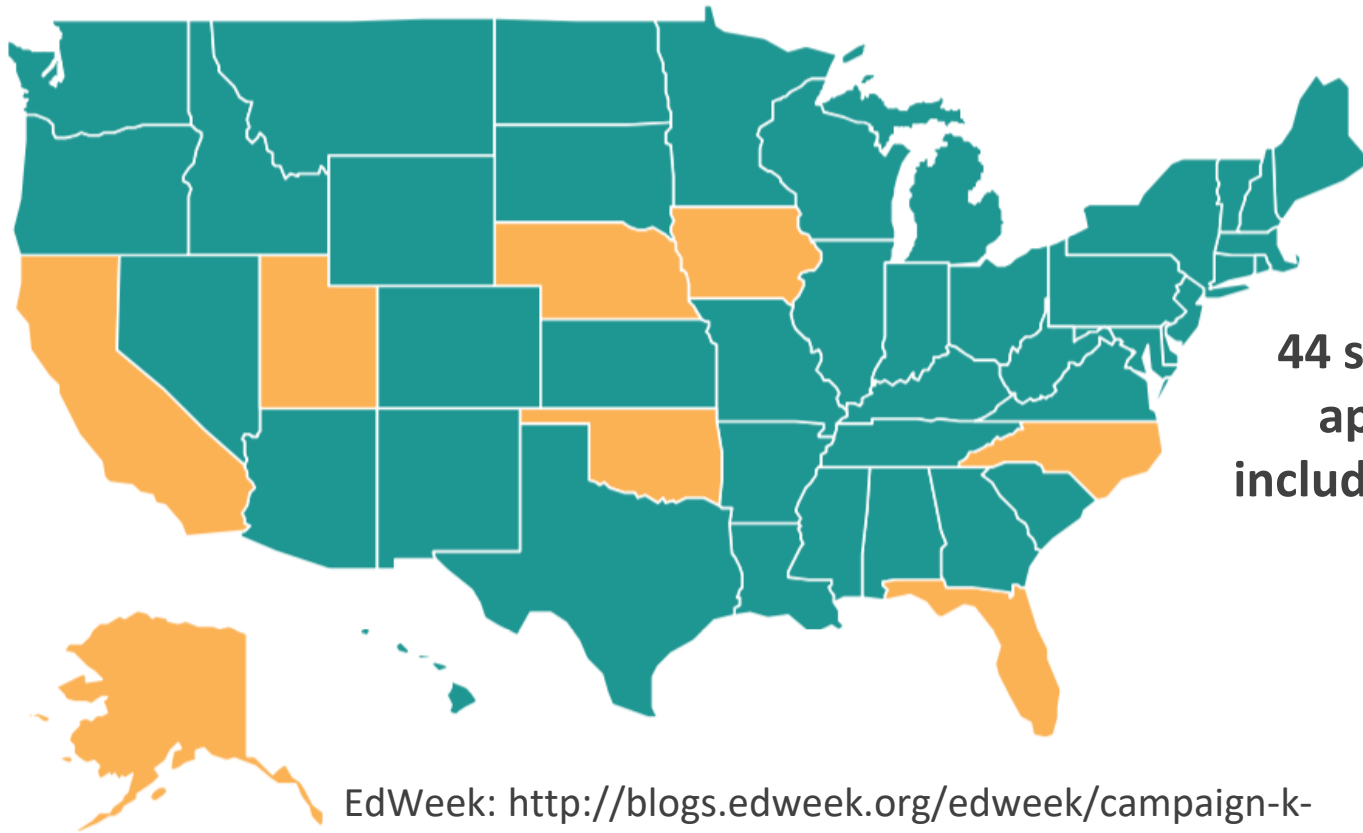
Answer: True

True or False?

Just because something was not in a state's federal ESSA plan does not mean the state is not doing it.

True or False?

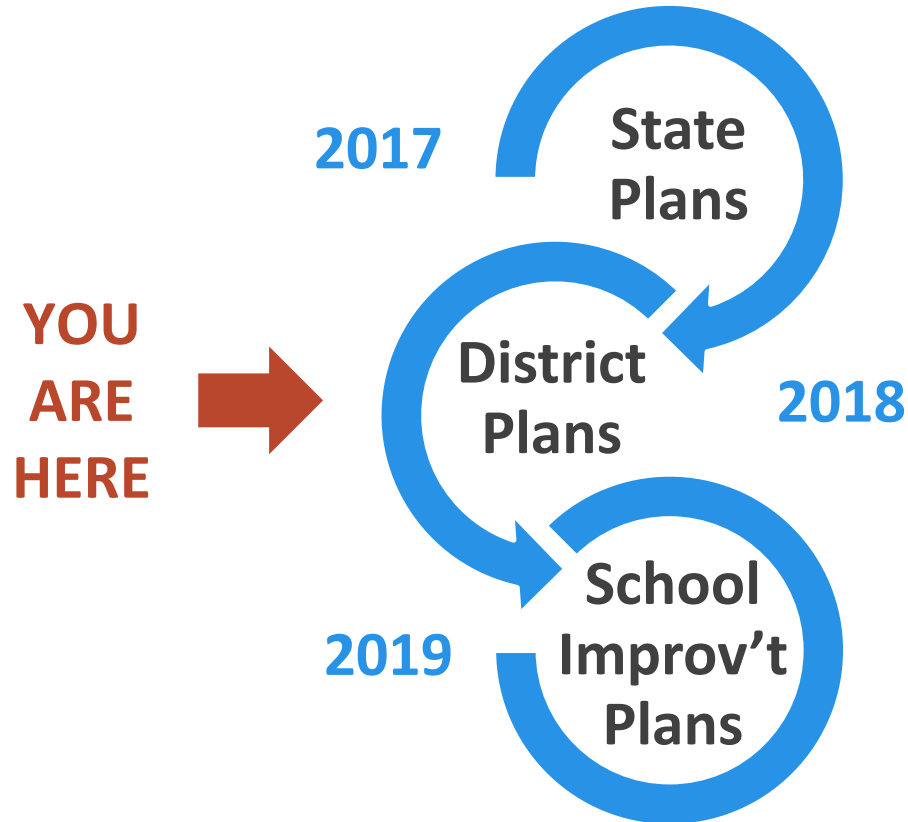Just because something was not in a state's federal ESSA plan does not mean the state is not doing it.

Answer: True

Status Update

44 state plans
approved,
including DC & PR

EdWeek: http://blogs.edweek.org/edweek/campaign-k-
12/2017/10/essa_plan_tracker_ progress_betsy_ devos_approved.html

Sequence of ESSA plans

2017 State Plans

YOU ARE HERE → District Plans **2018**

2019 School Improv't Plans

Trends in ESSA State Plans
Accountability

NOTE: Information subject to significant change during Plan approval process

ESSA Trends Analysis

Focus Areas

Standards & Assessments

Accountability, Support, & School Improvement

Teachers & Leaders

Supporting All Students (EL, SWD, Title IV)

Stakeholder Engagement

Continuous Improvement

ESSA sets accountability expectations

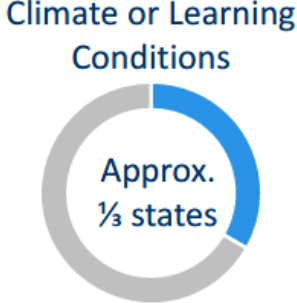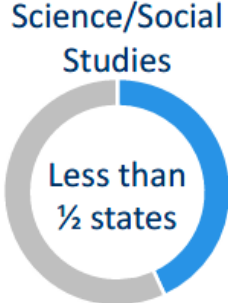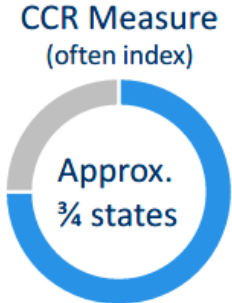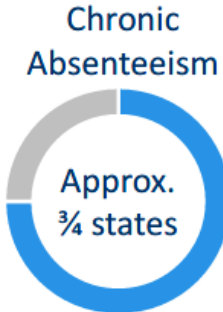| Goals	Indicators	System of Differentiation	School Identification
Long term goals	Academic	N-size	Definitions: CSI, TSI, ATSI
Interim goals	Other academic	Weights	Timelines
Gap closure	Grad rate	Different'n	Exit criteria
	ELP	Subgroups	Resource allocation
	SQSS		

Overall Accountability Trends

Trends in ESSA state plans

- Goals
- N-size
- Differentiation of schools
- CSI/TSI
- Indicators/measures
- Subgroup accountability

Trends in new state accountability measures
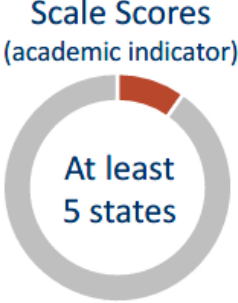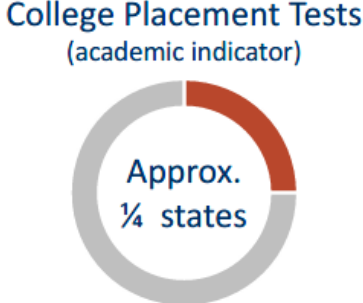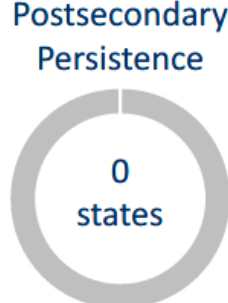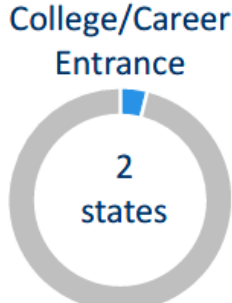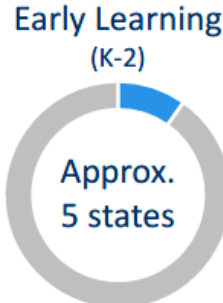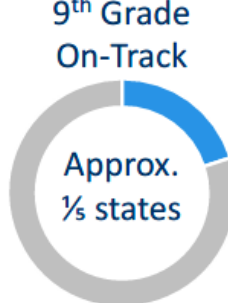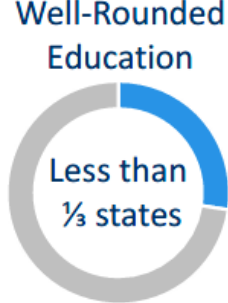
Chronic Absenteeism
Approx. ¾ states

CCR Measure (often index)
Approx. ¾ states

Science/Social Studies
Less than ½ states

Climate or Learning Conditions
Approx. ⅓ states

Well-Rounded Education
Less than ⅓ states

9th Grade On-Track
Approx. ⅕ states

Early Learning (K-2)
Approx. 5 states

College/Career Entrance
2 states

Postsecondary Persistence
0 states

College Placement Tests (academic indicator)
Approx. ¼ states

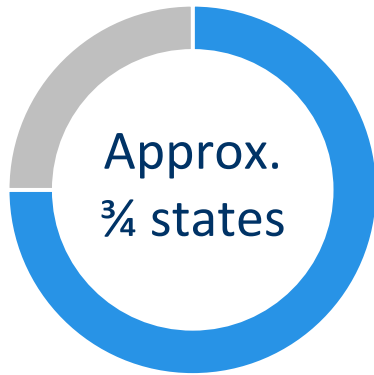**Scale Scores** (academic indicator)
At least 5 states

Participation Rate* (academic indicator)
*A large number of states were required to update this measure prior to plan approval. Numbers not yet known.
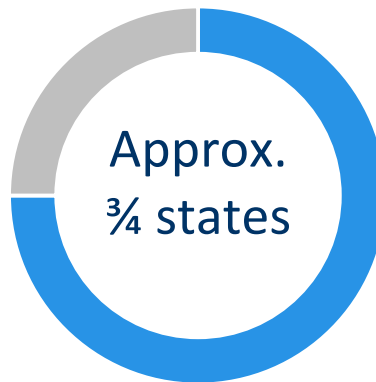
Trends in new state accountability measures

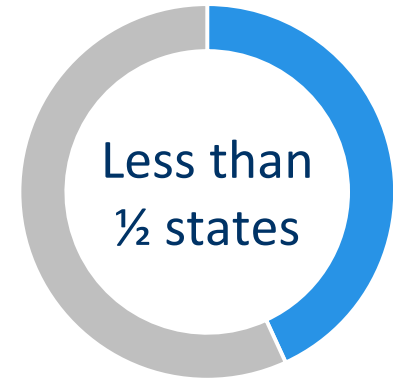## Measures of School Quality and Student Success

Chronic Absenteeism

Approx. ¾ states

CCR Measure
(often index)

Approx. ¾ states

Science/ Social Studies

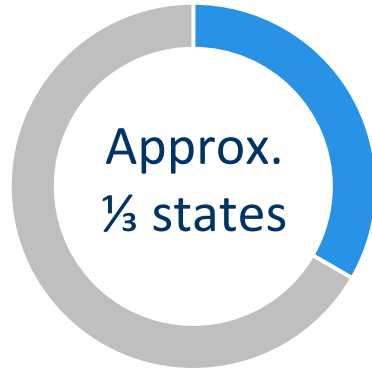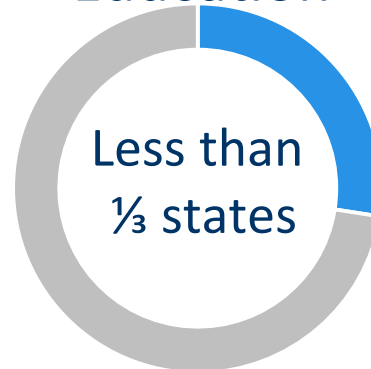Less than ½ states

Trends in new state accountability measures

Measures of School Quality and Student Success

Climate or Learning Conditions
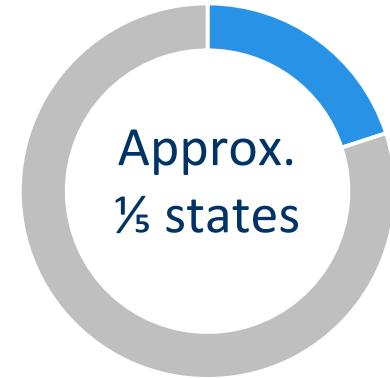
Approx. ⅓ states

Well-Rounded Education

Less than ⅓ states

9th Grade On-Track

Approx. ⅕ states

Trends in new state accountability measures

Measures of School Quality and Student Success

Early Learning (K-2) — Approx. 5 states
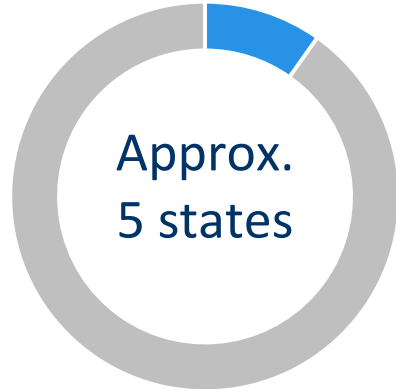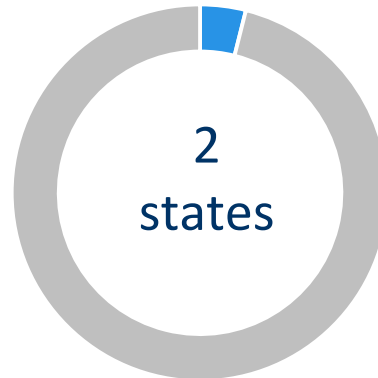
College/Career Entrance — 2 states

Postsecondary Persistence — 0 states
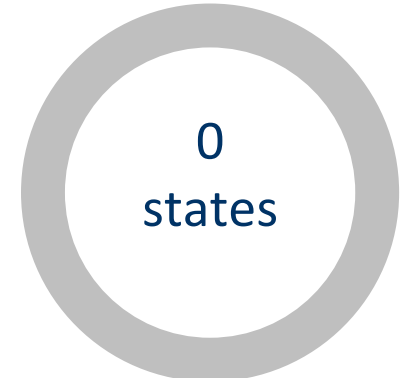
Trends in new state accountability measures

Measures for Academic Indicator

College Placement Tests
(academic indicator)
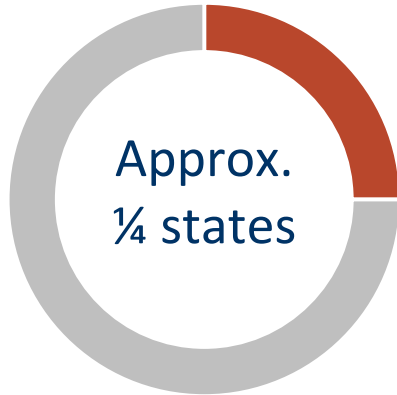
Approx.
¼ states

Scale Scores
(academic indicator)

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5 states

Participation Rate*
(academic indicator)

*A large number of states were required to update this measure prior to plan approval. Numbers not yet known.

Trends in ESSA State Plans
School Improvement

NOTE: Information subject to significant change during Plan approval process

School Supports and Improvement

Trends in ESSA state plans

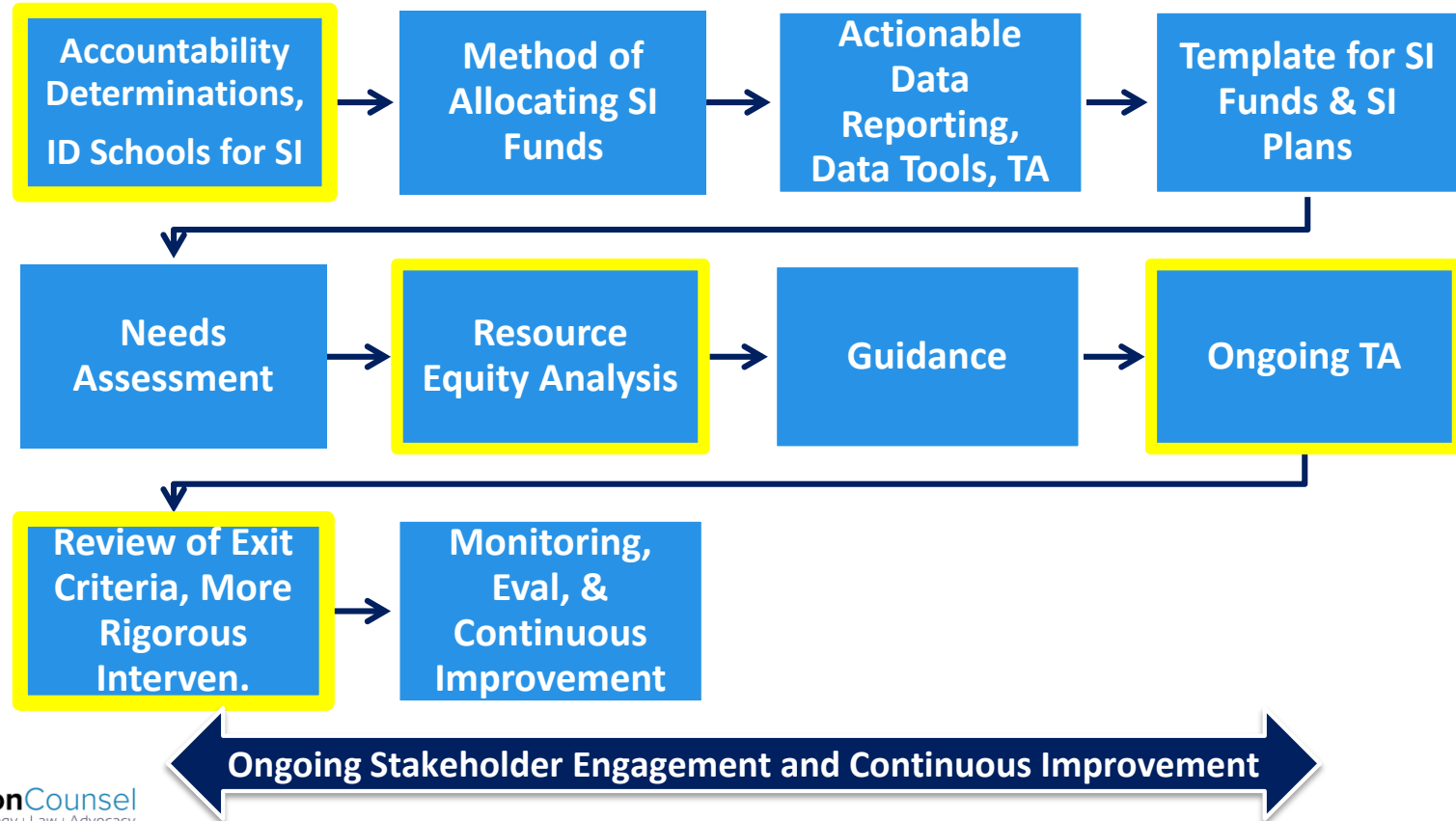- Use of school improvement funds
- Systems, structures, and frameworks to support school improvement
- Needs assessment
- Evidence, data, and continuous improvement

School Improvement Architecture

ESSA's State School Improvement Architecture

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┌─────────────────┐     ┌─────────────────┐     ┌─────────────────┐     ┌─────────────────┐
│ Accountability  │     │ Method of       │     │ Actionable      │     │ Template for SI │
│ Determinations, │ ──▶ │ Allocating SI   │ ──▶ │ Data            │ ──▶ │ Funds & SI      │
│                 │     │ Funds           │     │ Reporting,      │     │ Plans           │
│ ID Schools for SI│    │                 │     │ Data Tools, TA  │     │                 │
└─────────────────┘     └─────────────────┘     └─────────────────┘     └─────────────────┘
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┌─────────────────┐     ┌─────────────────┐     ┌─────────────────┐     ┌─────────────────┐
│ Needs           │     │ Resource        │     │                 │     │                 │
│ Assessment      │ ──▶ │ Equity Analysis │ ──▶ │ Guidance        │ ──▶ │ Ongoing TA      │
│                 │     │                 │     │                 │     │                 │
└─────────────────┘     └─────────────────┘     └─────────────────┘     └─────────────────┘
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┌─────────────────┐     ┌─────────────────┐
│ Review of Exit  │     │ Monitoring,     │
│ Criteria, More  │ ──▶ │ Eval, &         │
│ Rigorous        │     │ Continuous      │
│ Interven.       │     │ Improvement     │
└─────────────────┘     └─────────────────┘
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◀━━━━ **Ongoing Stakeholder Engagement and Continuous Improvement** ━━━━▶

EducationCounsel
Policy ۱ Strategy ۱ Law ۱ Advocacy

Principles of Effective School Improvement Systems

Published by the Council of Chief State School Officers (2017)

CCSSO School Improvement Principles

What We Know

Research Findings

- A consistent finding in studies of school turnaround: Strong principals lead schools with dramatic achievement gains.

- A lack of programmatic coherence is one of the most common performance problems in low-performing schools.

- The research and data are clear—teacher quality is the single most important variable impacting student achievement.

Moving to Implementation

School Improvement Path

Co-interpretation[SM] is our method for engaging diverse stakeholders in a collaborative data review and decision-making process that will drive the school improvement plan.

Reflect and Prepare

Plan

Launch

A quick win is an immediate positive change that creates momentum for the improvement process and signals early success.

Implement

Establish Foundation for Continuous Improvement

Monitor

Support

Sustain and Innovate

Reality Check
AIR engages the district and school leadership teams at the midpoint of the implementation process to reflect upon the data collected to assess progress to date and determine course corrections through the development of a 30-60-90-day action plan.

AIR Framework for Systemic Improvement

Leadership that Drives Change

- Apply improved leadership competencies to lead improvement

- Empower school leadership teams to make equity-based decisions

- Select, support, and retain effective teachers and leaders

- Provide targeted actionable feedback to improve teaching and learning

Student Access and Opportunity

- Develop a coherent instructional guidance system

- Align implementation of curriculum, instruction, and assessment

- Utilize multitiered academic supports and interventions to improve outcomes for struggling learners

- Establish and promote equity and excellence for underserved student populations, including low-income students, English learners, and students with disabilities

Educator Effectiveness

- Strengthen educator collaboration and implementation of evidence-based practices through professional learning communities

- Leverage instructional coaching systems of support

- Develop and support teacher leadership opportunities

- Establish and sustain effective teaching conditions

Safe and Supportive Environment

- Create a student-centered learning climate

- Promote comprehensive family and community engagement

- Support social-emotional learning practices

- Apply schoolwide culturally responsive practices to ensure equity

Family and Community Engagement

- Actively work to build and maintain trusting relationships that enable equity for all students

- Cultivate and engage a broad range of stakeholders in the school improvement process

- Leverage partnerships to strengthen opportunities for all students and families

- Develop diverse opportunities to cultivate family and community in supporting student success

Continuous Improvement and Coherence

- Implement and monitor ongoing feedback loops and process

- Maintain an effective data collection system for decision making

- Make data-based decisions that lead to improvement for all students

- Ensure strategies and interventions align with the guiding Theory of Action

Questions?

THANK YOU

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Appendix

ESSA Accountability & SI Determinations

CSI, TSI, and ATSI schools

Category	Which Schools?	When First Identified?	How Often Identified?
Comprehensive Support and Improvement (CSI)	• Any high school with <67% graduation rate • Lowest-performing 5% of Title I schools • Non-exiting ATS schools (Title I only)	SY18-19 *(based on SY17-18 data)* After state-determined # of years to exit ATSI status	At least every 3 years

Source: *Roadmap to Implementing the CCSSO Principles of Effective School Improvement Systems*, Council of Chief State School Officers (2018)

ESSA Accountability & SI Determinations

CSI, TSI, and ATSI schools

Category	Which Schools?	When First Identified?	How Often Identified?
Targeted Support and Improvement (TSI)	• Schools with a "consistently underperforming" subgroup, as defined by the state	After state-determined # of years	Annually

Source: *Roadmap to Implementing the CCSSO Principles of Effective School Improvement Systems*, Council of Chief State School Officers (2018)

ESSA Accountability & SI Determinations

CSI, TSI, and ATSI schools

Category	Which Schools?	When First Identified?	How Often Identified?
Additional Targeted Support & Improvement (ATSI)	• TSI schools with a subgroup that—if the subgroup were a separate school—would perform at the level of the bottom 5% of Title I schools	SY18-19*	State-Determined**

Source: *Roadmap to Implementing the CCSSO Principles of Effective School Improvement Systems*, Council of Chief State School Officers (2018)

Responsibilities for Support & Improvement

Category	Conducts Needs Assessment	Identifies Resource Inequities	Develops Improvement Plan	Approves & Monitors Plan	Awards Any Funding	Sets Exit Criteria	Takes Additional Action
Comprehensive Support & Improvement (CSI)	District	District	District	State	State	State	State
Targeted Support & Improvement (TSI)	N/A*	N/A	School	District	State	District**	District
Additional Targeted Support & Improvement (ATSI)	N/A*	School***	School	District	State	State	Non-Title I: District Title I: Becomes CSI

Source: *Roadmap to Implementing the CCSSO Principles of Effective School Improvement Systems*, Council of Chief State School Officers (2018)