School Improvement under ESSA

Presented by Stephen Earley

Vision for School Improvement

School Improvement does not occur through one-size-fits-all mandates.

"The State's role in School Improvement will be rooted in helping schools identify and implement the specific solutions *that schools need to address* their specific challenges.*"* NYSED ESSA PLAN, page 79

One size does NOT fit all.

Vision for School Improvement

To accomplish this requires:

1. A robust Needs Assessment that can take into consideration all factors facing the school
2. A flexible approach from the State that provides differentiated support

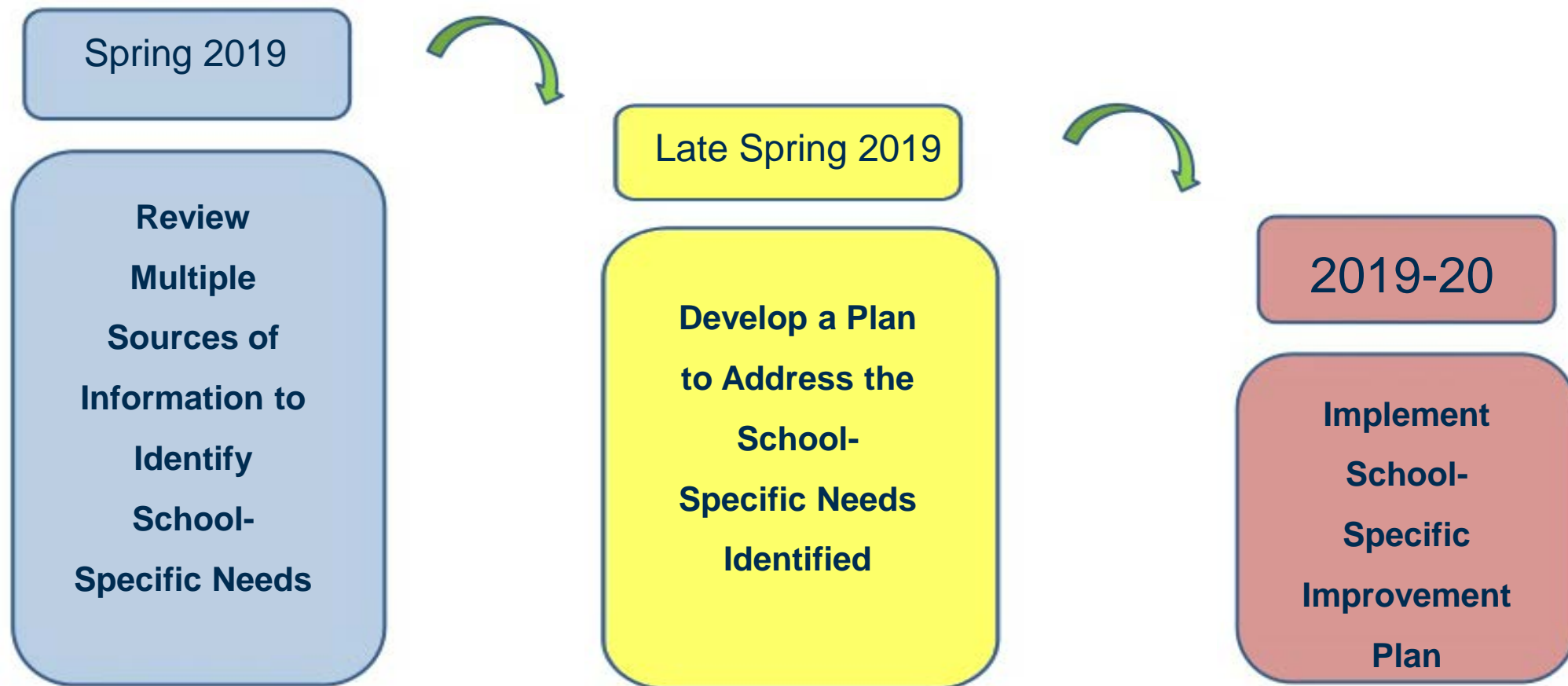One size does NOT fit all.

State's Role in Supporting School Improvement

- **Help schools** identify and implement the **specific solutions** needed to address their specific challenges.

- **Support schools differently** based on their needs and the extent of gains over time.

- Provide **more support and oversight** to those with greatest needs.

This is done "with you," not "to you"

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Getting to School-Specific Needs

Spring 2019

Review Multiple Sources of Information to Identify School-Specific Needs

Late Spring 2019

Develop a Plan to Address the School-Specific Needs Identified

2019-20

Implement School-Specific Improvement Plan

Supports & Improvements for Schools

All identified schools will:
- Undergo a Comprehensive Needs Assessment
- Develop an annual plan based on the results
- Have flexibility to develop school-specific solutions to their challenges
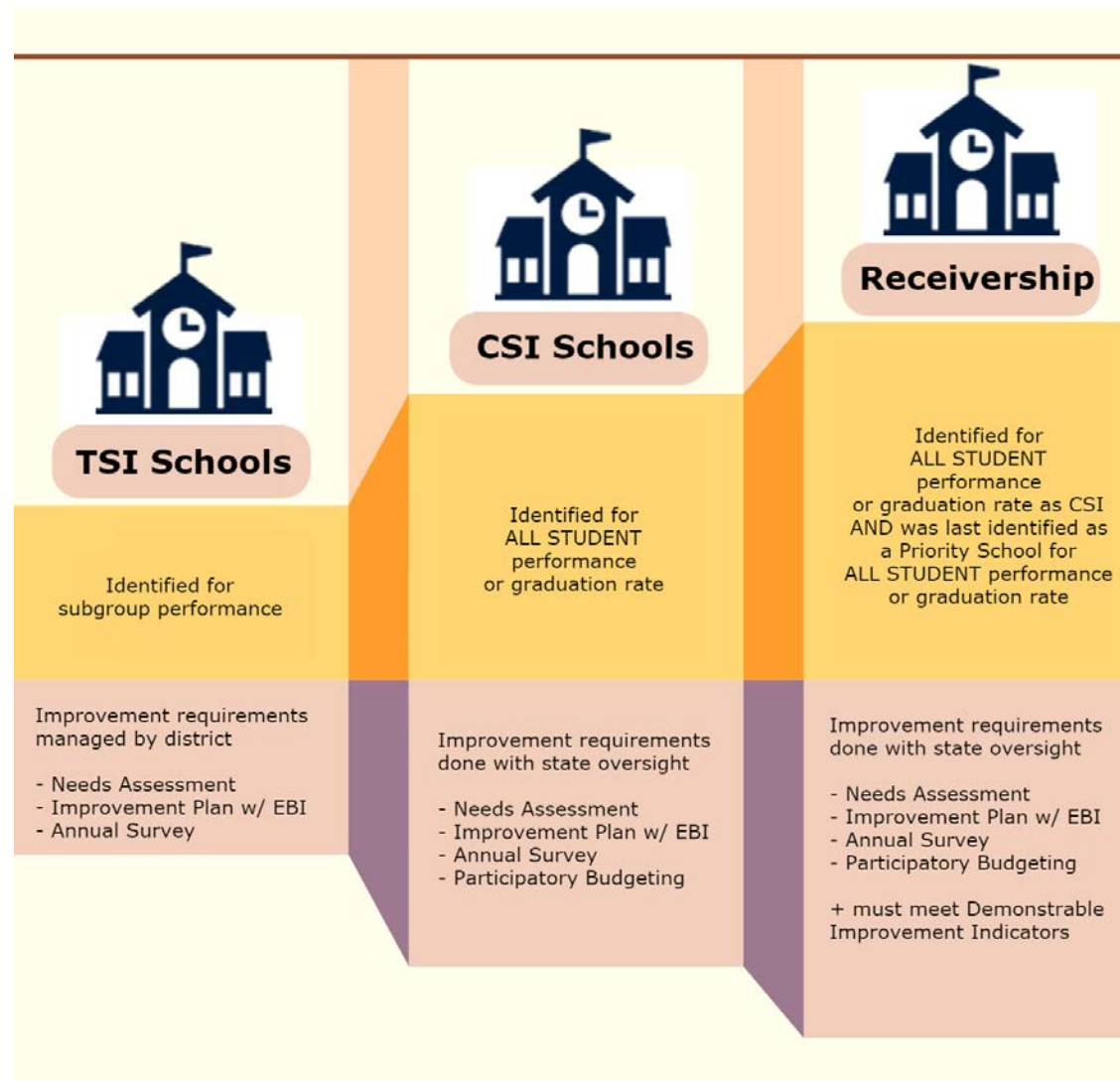
The State will:
- Provide technical assistance throughout the time schools are identified. Level of support determined based on annual school results.
- Focus its attention and resources on schools not making gains.
  - Identified schools that do not make gains will receive additional support and assistance in subsequent years, combined with additional requirements.
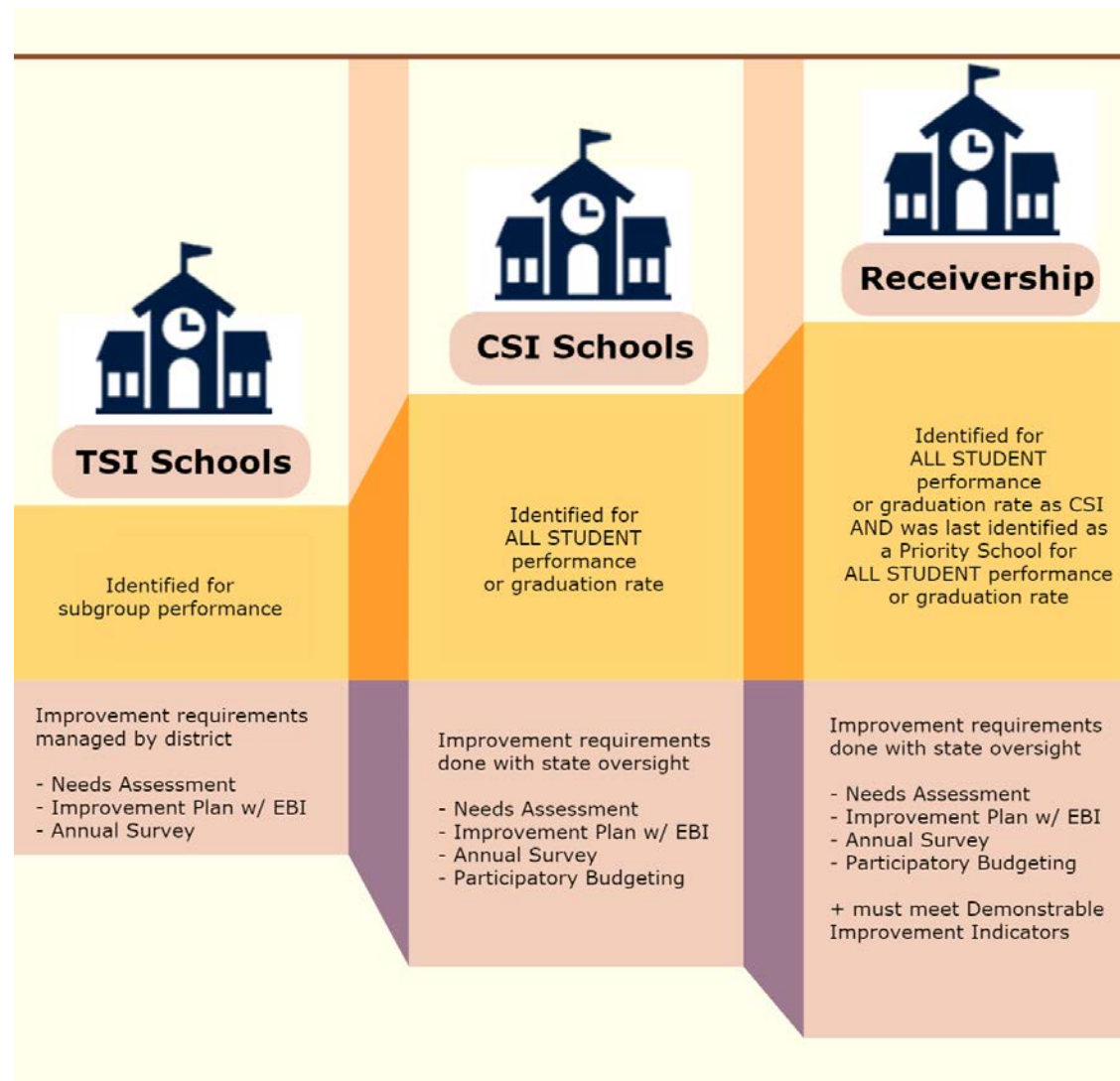
Differentiated Accountability

NYSED's approach toward identified schools is designed around the concept that the schools that need the most support will be the ones that get the most attention from the state.
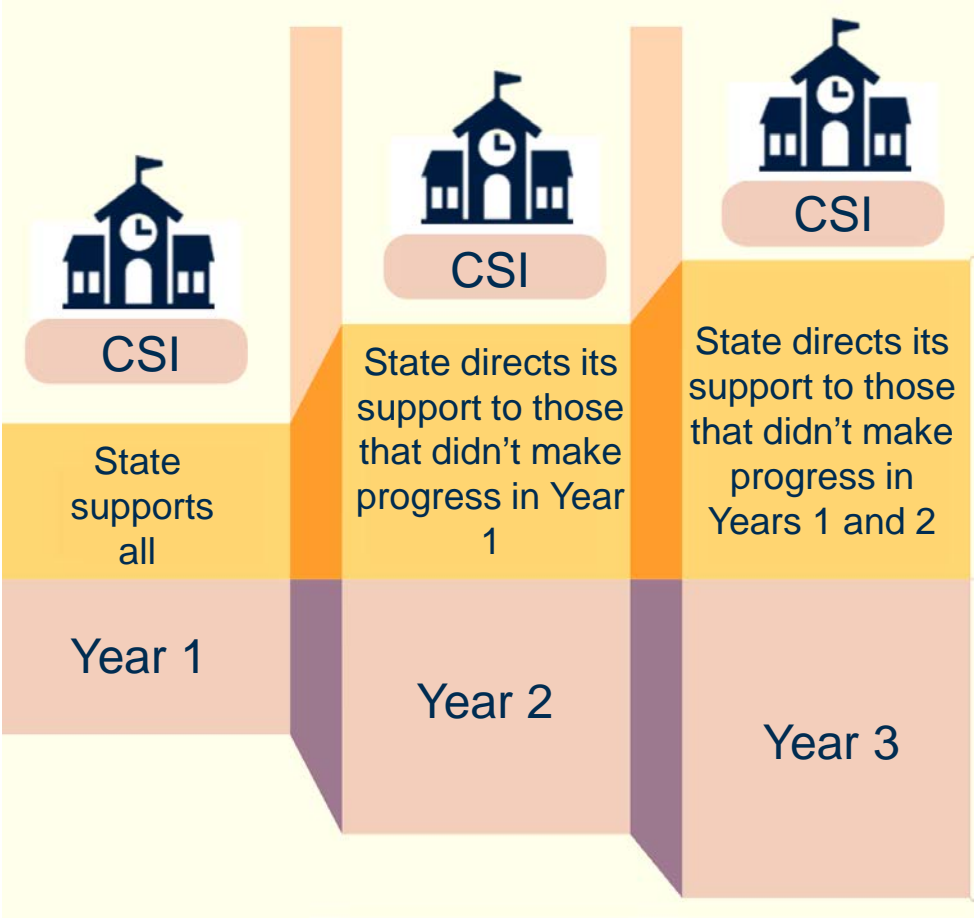
Differentiated Accountability

Differentiated Support

Differentiated Support Within CSI

CSI

State supports all

Year 1

CSI

State directs its support to those that didn't make progress in Year 1

Year 2

CSI

State directs its support to those that didn't make progress in Years 1 and 2

Year 3

CSI and TSI Requirements

All CSI and TSI schools must:

1. Conduct Annual Surveys of Parents, Students, and Staff

2. Undergo a Comprehensive Needs Assessment that informs its School Improvement Plan

3. Develop an Annual Improvement Plan that includes at least one evidence-based intervention

4. Must include evidence that stakeholders were involved in the development of the Improvement Plan

CSI Requirements

Additional Requirements for CSI Schools:

1. Must implement a Participatory Budgeting process or approved alternative (beginning in 19-20)

2. Must submit its annual Improvement Plan to the State for approval

   - the State will reject plans that do not show adequate participation from stakeholders (to be defined later)

   - The annual Improvement Plans for all secondary schools must have been developed in consultation with students.
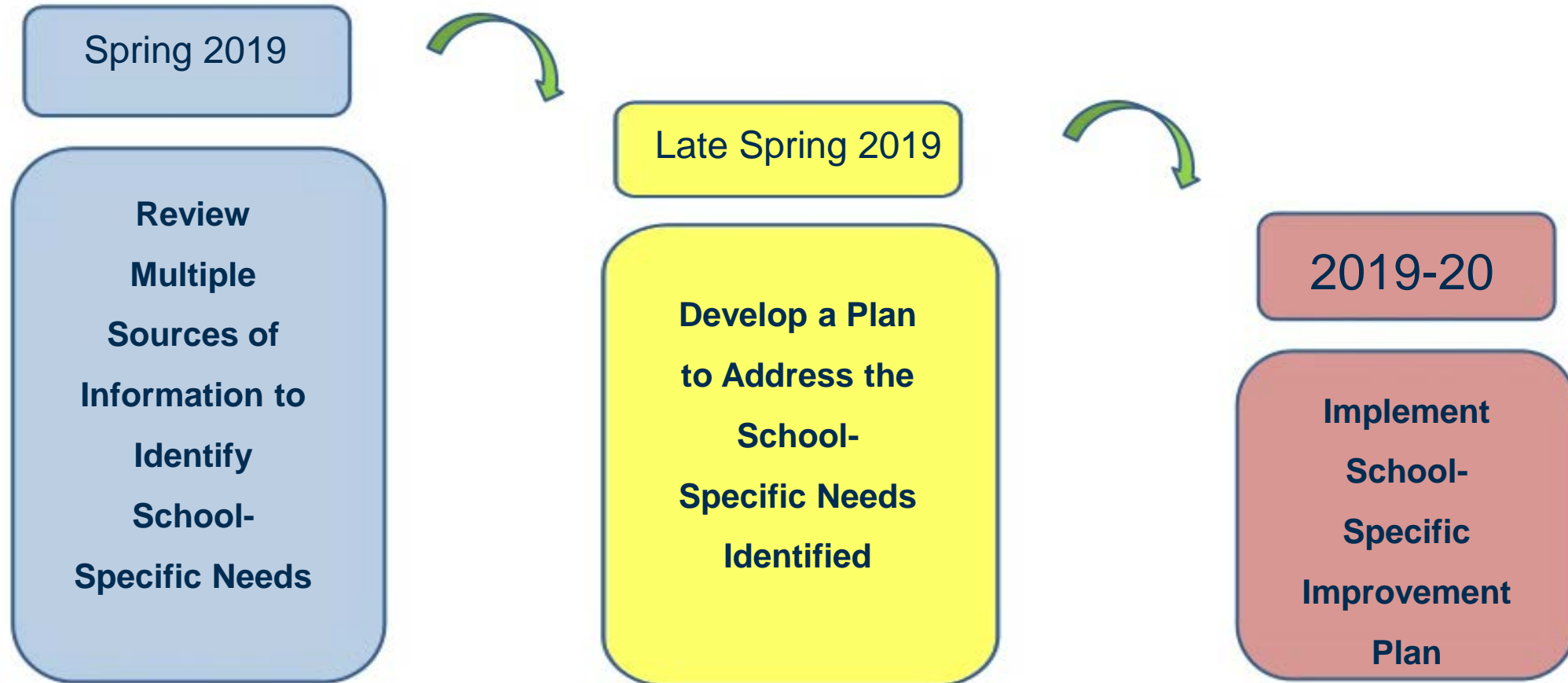
CSI Requirements

Additional Support for CSI Schools:

NYSED will lead the on-site Needs Assessment at CSI schools in 2018-19 through its DTSDE process.

- Districts will supply one representative to serve on the Integrated Intervention Team (IIT).

- If Districts are engaged in ongoing collaboration with a School Improvement Consultant, Districts may include that person on the IIT as well.

Getting to School-Specific Needs

Spring 2019

Review Multiple Sources of Information to Identify School-Specific Needs

Late Spring 2019

Develop a Plan to Address the School-Specific Needs Identified

2019-20

Implement School-Specific Improvement Plan

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Connection to Annual Improvement Plan

The DTSDE on-site Needs Assessment is one part of a larger reflection of school needs that is done when developing the annual School Comprehensive Education Plan (SCEP).
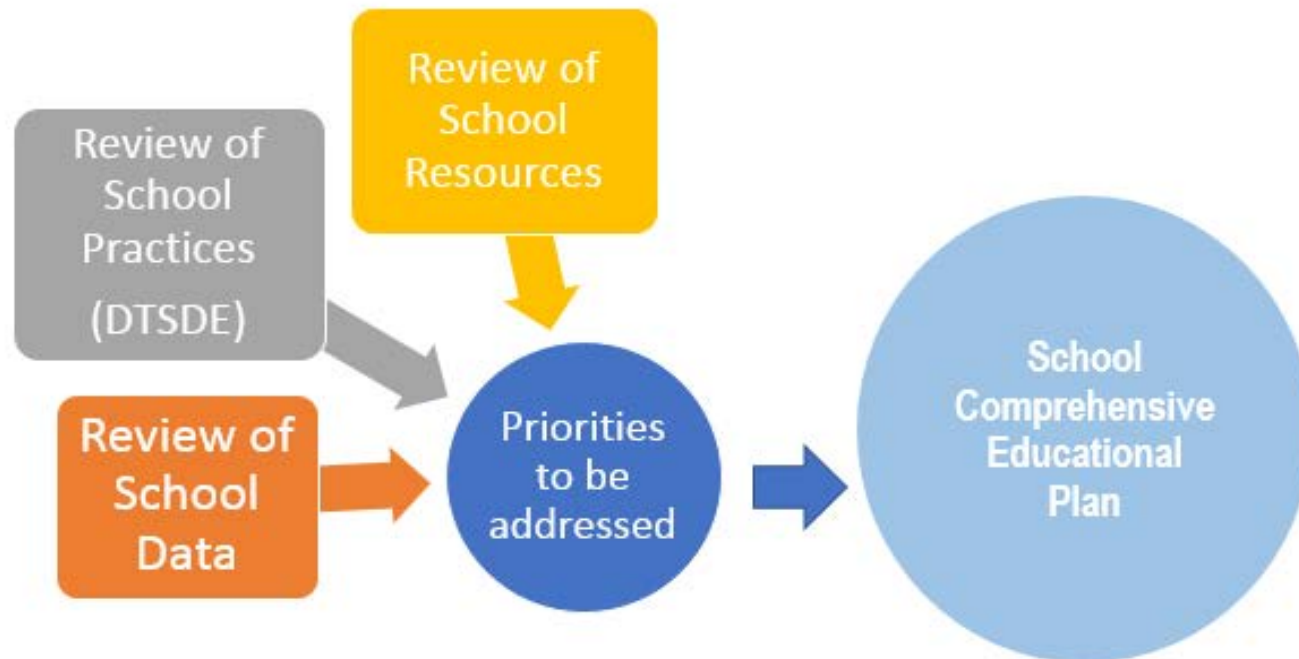
Broader Needs Assessment

Identify Priorities for SCEP

Review of Data
1. Interim Assessment Data
2. Survey Data
3. Achievement Data
4. Attendance/Behavior Data

Review of Practices
1. DTSDE Report
2. Social-Emotional Inventory
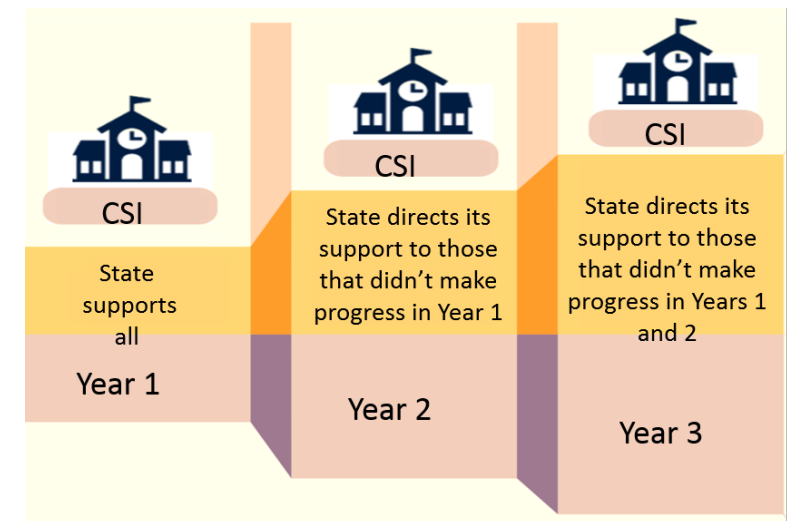3. Family Engagement Inventory
4. PD Inventory

Review of Resources
1. PD Inventory
2. Feedback on Impact of PD
3. DTSDE Self-Reflection

Work with stakeholders to develop next year's SCEP

Annual Achievement Progression Target

NYSED will direct its support and oversight in Years 2 and 3 to the schools that do not meet their **Annual Achievement Progression Target**


CSI

State supports all

Year 1

CSI

State directs its support to those that didn't make progress in Year 1

Year 2

CSI

State directs its support to those that didn't make progress in Years 1 and 2

Year 3

Annual Achievement Progression Target

Annual Achievement Progression Target

ES and MS:

- Both the Core Subject Performance Index and Weighted Average Achievement Index are higher than the previous year OR
- The school's Mean Student Growth Percentile from the most recent year is higher than last year's OR
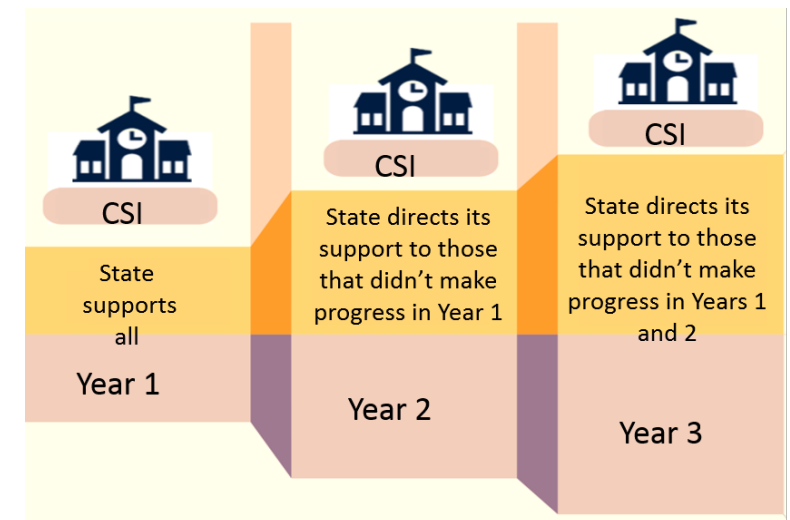- The school's Mean Student Growth Percentile from the most recent year is > 50.
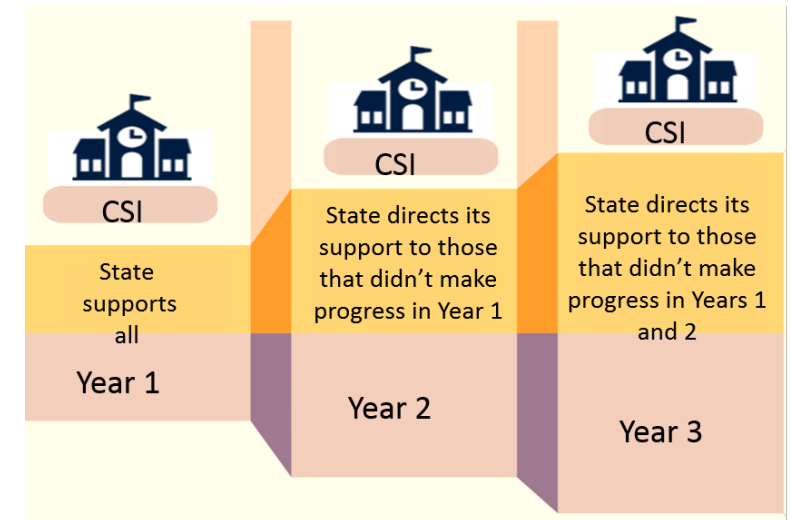
Annual Achievement Progression Target

Annual Achievement Progression Target

HS:

- Progress Performance Index is higher than last year's OR
- Graduation Rate is higher than last year's

For both the new 4/5/6 Graduation Rate must exceed 67%.

Annual Achievement Progression Target

What happens if Progress is not made at the CSI school?

1) NYSED will provide additional on-site technical assistance and coaching

2) The District will have to complete additional requirements:

   If the Target is not met for one year:
   - The District will complete a report that outlines how it will provide support to the school leaders

   If the Target is not met for two years:
   - The District will have an additional component on its District Needs Assessment that assess its capacity to support the school leaders of the school, along with a plan to provide the supports and resources identified from the District Needs Assessment

Annual Achievement Progression Target

What happens if the CSI school has lower results?

1) NYSED will provide additional on-site technical assistance and coaching
2) In addition to District requirements identified on the previous page, any school that has a decrease in its results for two consecutive years will be required to offer Public School Choice in the 4th year.

In addition, any school identified currently as CSI that remains in CSI status throughout this identification cycle and re-identified as CSI again in three years will enter the New York State Receivership Program

Needs Assessments in TSI Schools

- Will be completed by the District

- Will need to follow certain specific NYSED protocols

- Should be designed to identify needs, particularly for the subgroup identified, to inform the next year's improvement plan

Types of Reviews

Requirements of TSI Needs Assessments

- Schools identified for Economically Disadvantaged and Racial/Ethnic Subgroups will have a District-led DTSDE Review with certain requirements
- Schools identified for SWD will have a RSE-TASC walkthrough completed
- School identified for ELL will have the ELL Best Practices Tool completed

Schools identified for combinations of subgroups above will have multiple tools completed within the DTSDE process.
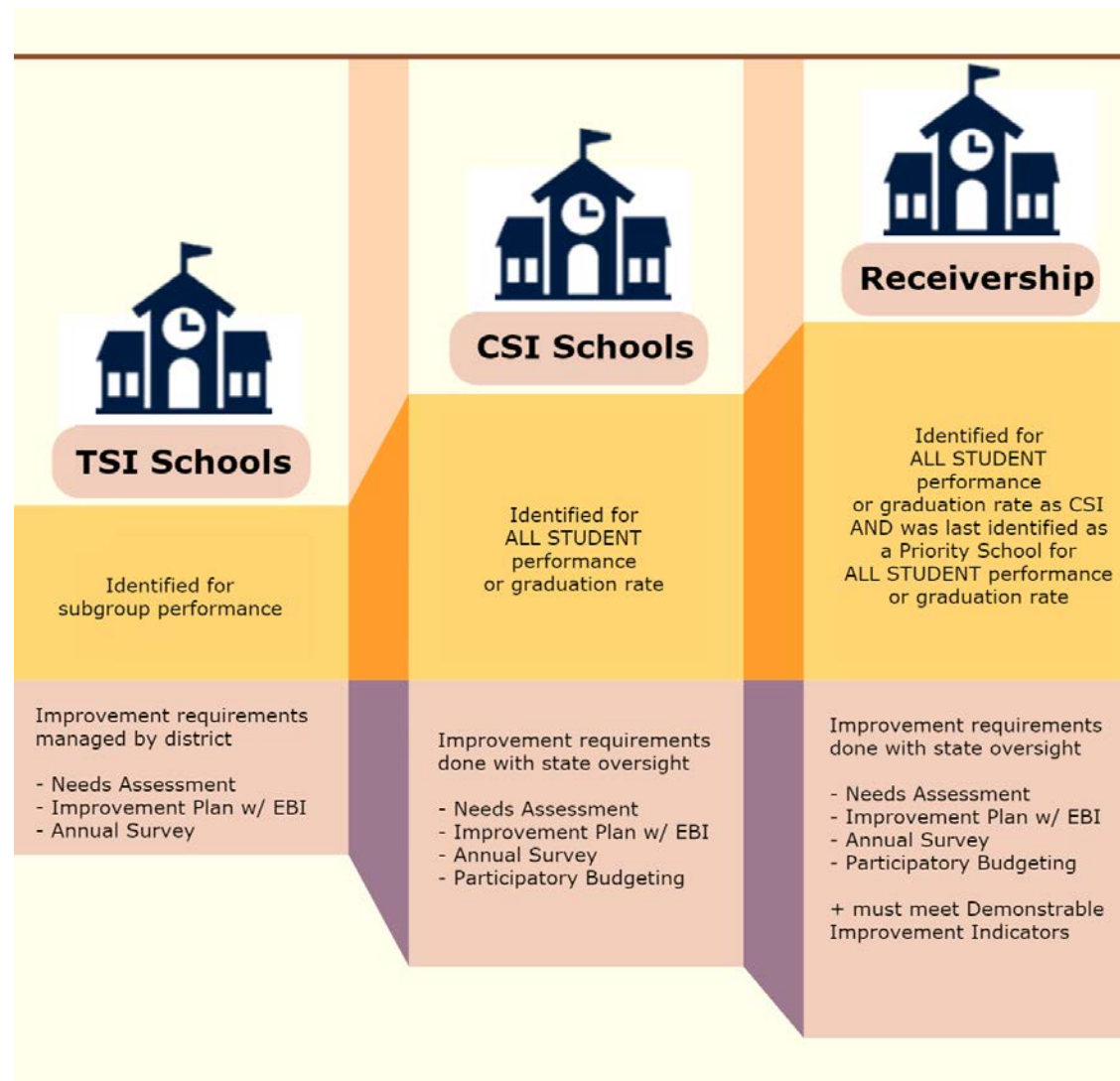
Recommendation Requirements

The total number of recommendations from all subgroups should be between 4-7 recommendations per school.

Schools with subgroups that do not have minimum requirements will still be expected to receive 4-7 recommendations total.

Identification	Review Requirement	Subgroup Recommendation Requirement
Asian	DTSDE	No subgroup minimum*
Black	DTSDE	No subgroup minimum *
Hispanic	DTSDE	No subgroup minimum *
White	DTSDE	No subgroup minimum *
Multiracial	DTSDE	No subgroup minimum *
ED	DTSDE	No subgroup minimum *
SWD	RSE-TASC Walkthrough	Minimum 2 recommendations for SWD; minimum 4 recommendations if this is the only subgroup identified
ELL	ELL Best Practices Walkthrough	Minimum 2 recommendations for ELL; minimum 4 recommendations if this is the only subgroup identified

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Differentiated Accountability

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THANK YOU!

Questions?
FIELDSUPPORT@NYSED.GOV