FROM ESSA PLANS TO IMPLEMENTATION

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

May 14, 2018
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
How long ago was ESSA enacted?

A. 1 year ago
B. 1 ½ year ago
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
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.
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

Sequence of ESSA plans

2017
State Plans

2018
District Plans

2019
School Improv’t Plans

YOU ARE HERE
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
- Supporting All Students (EL, SWD, Title IV)
- Stakeholder Engagement
- Teachers & Leaders
- Continuous Improvement
ESSA sets accountability expectations

<table>
<thead>
<tr>
<th>Goals</th>
<th>Indicators</th>
<th>System of Differentiation</th>
<th>School Identification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long term goals</td>
<td>Academic</td>
<td>N-size</td>
<td>Definitions: CSI, TSI, ATSI</td>
</tr>
<tr>
<td>Interim goals</td>
<td>Other academic</td>
<td>Weights</td>
<td>Timelines</td>
</tr>
<tr>
<td>Gap closure</td>
<td>Grad rate</td>
<td>Different’n</td>
<td>Exit criteria</td>
</tr>
<tr>
<td></td>
<td>ELP</td>
<td>Subgroups</td>
<td>Resource allocation</td>
</tr>
<tr>
<td></td>
<td>SQSS</td>
<td></td>
<td></td>
</tr>
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</table>
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. 3/4 states

- **CCR Measure (often index)**
  - Approx. 3/4 states

- **Science/Social Studies**
  - Less than 1/2 states

- **Climate or Learning Conditions**
  - Approx. 1/3 states

- **Well-Rounded Education**
  - Less than 1/2 states

- **9th Grade On-Track**
  - Approx. 1/3 states

- **Early Learning (K-2)**
  - Approx. 5 states

- **College/Career Entrance**
  - 2 states

- **Postsecondary Persistence**
  - 0 states

- **College Placement Tests (academic indicator)**
  - Approx. 1/4 states

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

- **Participation Rate**
  - *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)

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 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

Accountability Determinations, ID Schools for SI

Method of Allocating SI Funds

Actionable Data Reporting, Data Tools, TA

Template for SI Funds & SI Plans

Needs Assessment

Resource Equity Analysis

Guidance

Ongoing TA

Review of Exit Criteria, More Rigorous Interven.

Monitoring, Eval, & Continuous Improvement

Ongoing Stakeholder Engagement and Continuous Improvement
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

Establish Foundation for Continuous Improvement

Reflect and Prepare

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

Plan

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

Launch

Monitor

Support

Implement

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Which Schools?</th>
<th>When First Identified?</th>
<th>How Often Identified?</th>
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<tbody>
<tr>
<td>Comprehensive Support and Improvement (CSI)</td>
<td>• Any high school with &lt;67% graduation rate</td>
<td>SY18-19 (based on SY17-18 data)</td>
<td>At least every 3 years</td>
</tr>
<tr>
<td></td>
<td>• Lowest-performing 5% of Title I schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Non-exiting ATS schools (Title I only)</td>
<td>After state-determined # of years to exit ATSI status</td>
<td></td>
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<td>Targeted Support and Improvement (TSI)</td>
<td>• Schools with a “consistently underperforming” subgroup, as defined by the state</td>
<td>After state-determined # of years</td>
<td>Annually</td>
</tr>
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<td>Additional Targeted Support &amp; Improvement (ATSI)</td>
<td>• 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</td>
<td>SY18-19*</td>
<td>State-Determined**</td>
</tr>
</tbody>
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## Responsibilities for Support & Improvement

<table>
<thead>
<tr>
<th>Category</th>
<th>Conducts Needs Assessment</th>
<th>Identifies Resource Inequities</th>
<th>Develops Improvement Plan</th>
<th>Approves &amp; Monitors Plan</th>
<th>Awards Any Funding</th>
<th>Sets Exit Criteria</th>
<th>Takes Additional Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Support &amp; Improvement (CSI)</td>
<td>District</td>
<td>District</td>
<td>District</td>
<td>State</td>
<td>State</td>
<td>State</td>
<td>State</td>
</tr>
<tr>
<td>Targeted Support &amp; Improvement (TSI)</td>
<td>N/A*</td>
<td>N/A</td>
<td>School</td>
<td>District</td>
<td>State</td>
<td>District**</td>
<td>District</td>
</tr>
<tr>
<td>Additional Targeted Support &amp; Improvement (ATSI)</td>
<td>N/A*</td>
<td>School***</td>
<td>School</td>
<td>District</td>
<td>State</td>
<td>State</td>
<td><strong>Non-Title I: District</strong>&lt;br&gt;Title I: Becomes CSI**</td>
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