

Idaho Consolidated State Plan under the Every Student Succeeds Act

School Supports and School Improvement July 6, 2017



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

Introductions and Goals

- Introductions:
 - Marcia Beckman, Associate Deputy Superintendent, Federal Programs, *Idaho Department of Education*
 - Karlynn Laraway, Director, Assessment, *Idaho Department of Education*
 - Duncan Robb, Chief Policy Officer, *Idaho Department of Education*
 - Karen Seay, Director, Federal Programs, *Idaho Department of Education*
 - Allison Westfall, Director of Communications, *Idaho Department of Education*
- Goals:
 - Share information on how Idaho SDE plans to support schools in improvement under the Every Student Succeeds Act
 - Gather feedback and ideas about supporting schools in improvement



Guiding Questions

- What are the most helpful ways the state can support all schools? Schools in improvement?
- What should the state stay away from and leave completely to the local school district, even if the school is underperforming?
- How should the state intervene with low-performing schools?
- What should the exit criteria be for moving out of comprehensive support and improvement?



School Identification Using the Framework



K-8

- ISAT Proficiency or Growth (ELA and Math)
- English Learner Proficiency/ English Learner Growth to Proficiency
- School Quality/Student Success Indicator



High School

- ISAT Proficiency or Growth (ELA and Math)
- English Learner Proficiency/ English Learner Growth to Proficiency
- Four Year Cohort Graduation Rate
- School Quality/Student Success Indicator



Alternative High Schools

- ISAT Proficiency or Growth (ELA and Math)
- English Learner Proficiency/ English Learner Growth to Proficiency
- Four Year Cohort Graduation Rate
- School Quality/Student Success Indicator

Schools in Improvement under ESSA

Comprehensive Support and Improvement

- Lowest performing, lowest growing schools (5% of Title I schools)
- All high schools with a graduation rate less than 67%

Targeted Support and Improvement

- Schools with the highest achievement gaps



Comprehensive Support and Improvement Requirements

Comprehensive Support and Improvement Schools

- LEA and State responsibilities
 - Engage stakeholders in writing an improvement plan
 - Develops and implements a plan for the school
 - Informed by student performance against the long term goals
 - Includes a school-level needs assessment
 - Identifies resource inequities
 - Includes evidence-based interventions
 - Approved by the school, LEA, and State
 - Monitored and periodically reviewed by State



Targeted Support and Improvement Requirements

Targeted Support and Improvement Schools

- State must notify each LEA if of any served school with a subgroup of students consistently underperforming
- State ensures the LEA provides notification to the school

School responsibility

- Engages stakeholders to develop and implement a plan that
 - Is informed by subgroup data against long-term goals
 - Includes evidence-based interventions
 - Is approved by the LEA
 - Is monitored by the LEA
 - Includes additional action following unsuccessful implementation of the plan



State Technical Assistance Team (STAT)



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ISDE Strategic Plan Goal 2

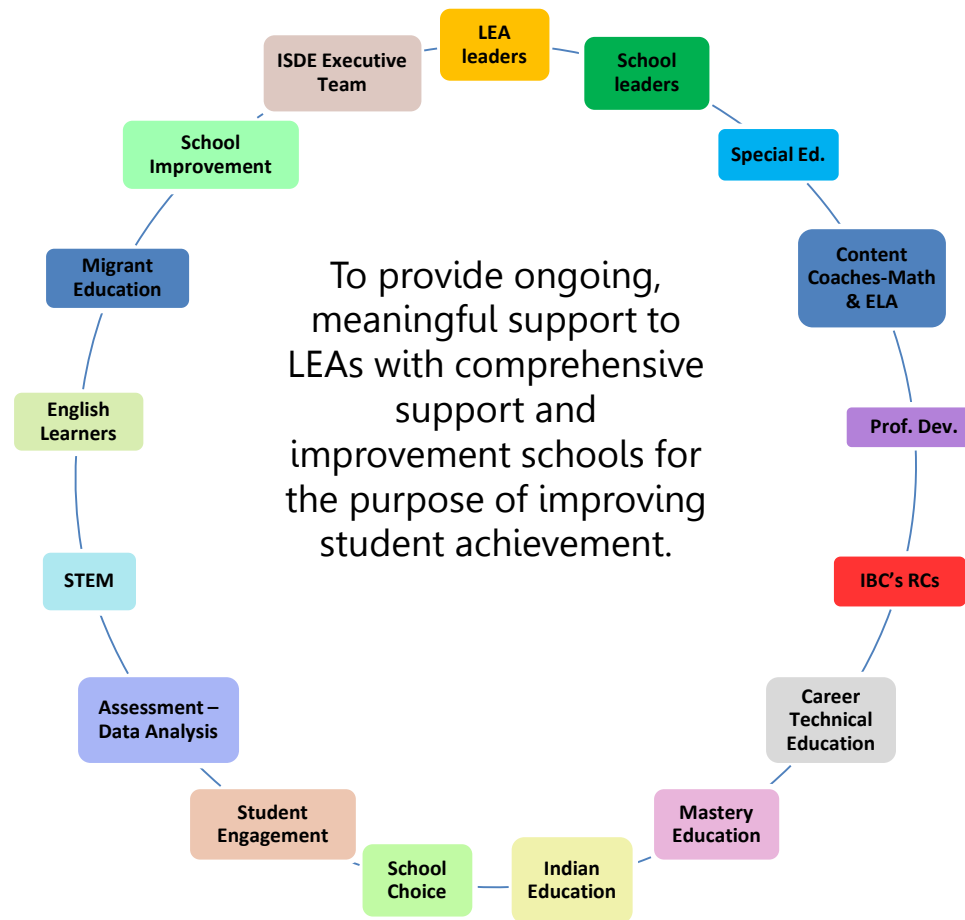
All education stakeholders in Idaho are mutually responsible for accountability and student progress



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Purpose of the State Technical Assistance Team (STAT)



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Who is the State Technical Assistance Team (STAT)

- Core team (Executive team members, School Improvement Coordinator, Federal Programs director, Regional Education Lab (REL))
- SDE program and content experts (i.e. assessment director, special ed director, ELA and math coach coordinators, EL director, etc.)
- LEA leadership
- School leadership
- Regional Coordinators for the IBC project
- Capacity Builder for school/district

It's anyone and everyone who needs to be at the table.



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What happens during a State Technical Assistance (STAT) meeting?

Agenda

- Data review
- Report outs
- Next steps

* The team meets regularly



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How does the State customize services?

Capacity builder will be the case manager/facilitator for the school and district

- First year
 - Needs assessment
 - Identify priorities
 - Identify strategies for implementation
 - Identify resources

- Ongoing support
 - Implementation of the plan
 - Evaluation of progress
 - Resource connections



Whatever it Takes...

- School Improvement Grants
 - Est. \$50,000 minimum per year; formula or competitive
- Deep data dives
- Idaho Building Capacity Project
- Coaches
- Idaho Principals' Network
- Idaho Superintendents' Network
- Idaho Principals' Mentoring Project
- SDE program and content technical assistance
- Whatever it takes...



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More Rigorous Interventions

- Notification of insufficient progress from Superintendent of Public Instruction:
 - Idaho State Board of Education
 - Local School Board
 - Superintendent of the LEA with the building principal copied
- Required LEA actions:
 - The State Board may direct the use of some of the LEA's state continuous improvement funds for Board training in school improvement
 - Leadership coach may be assigned to the School Board and LEA leader to inform school improvement at local level
 - State-led review of systems and processes at the LEA and school level will be conducted
- Continued CSI status will be noted on the school report card



Feedback Sessions

- In preparation for submitting Idaho's Consolidated Plan on Sept. 18, 2017, the SDE is hosting four opportunities to collect feedback
- *All webinars are held from 10 - 11 AM MST*
- [Thu, Jun 22 – State Goals and Accountability System](#) - archived
- [Thu, Jun 29 – The School Quality \(or “5th”\) Indicator](#) – archived
- [Thu, Jul 6 – School Supports and School Improvement](#)
- [Thu, Jul 13 – Supports for Educators and Educator Effectiveness](#)
- June 22 and June 29 webinars are archived at <http://sde.idaho.gov/topics/consolidated-plan/>



Next
Webinar



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Thank-you for joining us and participating today in this webinar.

We look forward to hearing from you.

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