

Improvement Planning Toolkit



IDAHO STATE DEPARTMENT OF EDUCATION

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ACCOUNTABILITY PLAN

The new state accountability system was established through the rulemaking process in 2016 and accepted by the Legislature in 2017, becoming effective for the 2017-2018 school year. The accountability system includes all federally required indicators, groups schools into three categories, and then divides the indicators between student achievement and school quality within each category. The majority of the federally required indicators fall under student achievement; however, states are required to have at least one non-academic school quality indicator.

The state completed the first cycle of identification of schools for Comprehensive Support and Improvement and schools for Targeted Support and Improvement in August 2018. Idaho's philosophy was to create a system of school identification that allowed ISDE to identify schools for improvement if they are both the lowest performing in the state.

CSI IDENTIFICATION

Comprehensive Support and Improvement (CSI) identification is based on the performance of schools on four academic indicators and one school quality/student success indicator. Using a composite of the performance indicators, the lowest performing schools were identified.

Additional Information regarding CSI identification can be found at:

<http://Idaho Accountability Webpage>

<http://Idaho CSI-Up Identified Schools List>

CSI GRAD IDENTIFICATION

Comprehensive Support and Improvement Graduation (CSI Grad) identification was based on three years of graduation rates averaged and any high school with a rate lower than 67% was identified. Additional information regarding **CSI Grad** identification can be found at:

<http://Idaho Accountability Webpage>

<http://Idaho CSU-Grad School Identification List>

TSI IDENTIFICATION

Targeted Support and Improvement (TSI) identification used an analysis of performance gaps between groups of students; Economically Disadvantaged vs. Not Economically Disadvantaged, English Learners vs. Not English Learners, Students with Disabilities vs. Students without Disabilities, American Indian vs. Not American Indian, Asian vs. Not Asian, African American vs. Not African American, Hawaiian or Pacific Islander vs. Not Hawaiian or Pacific Islander, Hispanic vs. Not Hispanic, Multiracial vs. Not Multiracial, White vs. Not White. To be identified for TSI, the performance gap in a comparison group needed to be 35 percentage points or higher for three consecutive years (2016/2017/2018). Additionally, both sides of the comparison (e.g. students with disabilities and students without disabilities) had to have at least 20 students in each year. Additional Information regarding **TSI** identification can be found at:

<http://Idaho Accountability Webpage>

<http://Idaho TSI School Identification List>

<http://Idaho TSI School Identification Spreadsheet>

ATSI IDENTIFICATION

Additional Targeted Support and Improvement (ATSI) calculations use the same methodology that identified schools for Comprehensive Support and Improvement (CSI) but among student subgroups, rather than all students. Schools were identified for **ATSI** if the composite of the performance indicators for any of the subgroups was below that for the highest performing school in the bottom 5% of the CSI schools. Additional Information regarding **ATSI** identification can be found at:

<http://Idaho Accountability Webpage>

<http://Idaho ATSI School Identification List>

<http://Idaho ATSI School Identification Spreadsheet>

IMPROVEMENT PLANNING

Any school with one or more **TSI** or **ATSI** identification will be required to develop and implement an improvement plan that is aligned to the long-term goals for the state (see appendix A), and approved by their LEA as outlined in Idaho's ESSA plan:

- A. Schools will develop and implement a plan involving stakeholders that include principals and other school leaders, teachers and parents
- B. The plan is written to improve student outcomes based on the indicator in the statewide accountability system for each subgroup of students that was the subject of the notification. The plan must:
 - i. Be informed by all indicators including student performance against long-term goals.
 - ii. Include evidence-based interventions
 - iii. Be approved by the LEA prior to implementation
 - iv. Be monitored upon submission and implementation by the LEA
 - v. Result in additional action following unsuccessful implementation of such plan after a number of years determined by the LEA

Schools identified as **CSI** are required to complete their improvement plan utilizing the state provided Schoolwide/ Improvement Plan (SWIP) located at [SWIP Tool Online Access](#).

Schools with a **TSI** or **ATSI** identification may also choose to utilize the SWIP tool or may elect to meet the above plan requirements in any format accepted by their LEA. **A school having multiple identifications will need to ensure their plan meets the criteria of each requirement under ESSA.**

Schools should begin the planning process by analyzing data specific of the overall or sub group identification(s). Data can be accessed through Test Information Distribution Engine (TIDE).

The SWIP tool is outlined in appendix B. Note that TIDE data is pre-populated into the SWIP tool.

Example improvement planning process for TSI or ATSI Only:

<p>#1. Review the TSI or ATSI measure summary documents using the links below:</p> <p>http://Idaho TSI School Identification Spreadsheet</p> <p>http://Idaho ATSI School Identification Spreadsheet</p>
<p>#2 Complete an analysis of school level data related to the sub group of students that were the subject of the notification. Data can be found in TIDE.</p>
<p>#3: In accordance with requirement (a) schools gather stakeholders to develop and implement a plan aligned to the long term goals for the state. Resources for writing SMART goals and identifying evidence based practices can be found in Appendix C.</p>
<p>#4 Write a plan to improve student outcomes based on the indicator in the statewide</p>

accountability system for each subgroup of students that was the subject of the notification (b i-vi)	
<p>Schools already using the SWIP tool</p> <p>Open the SWIP tool and select to change the year from 2017-2018 to 2018-2019.</p> <p>Complete the sections of the plan that are applicable to the TSI planning requirements outlined above (see b i-v).</p> <p>In all other sections write in “see 2017-2018 SWIP plan.” This will allow the system to create the new plan without duplication of efforts.</p> <p>Note: Schoolwide schools may also use the SWIP for the annual Schoolwide Plan Evaluation.</p>	<p>Schools who have not previously used the SWIP tool</p> <p>Contact your LEA SWIP administrator and request your school be added to the application.</p> <p>Have your LEA SWIP administrator add a SWIP School Editor for your school.</p> <p>Complete the sections of the plan that are applicable to the TSI planning requirements outlined above (see b i-v).</p> <p>In all other sections write in “NA” This will allow the system to create the plan without the full requirements of Title 1-A schools serving students.</p>
<p>#5: Schools must submit their TSI & ATSI plan to the local LEA to be approved prior to implementation. Note that schools are not required to submit these plans to the state.</p>	

STATE SUPPORTS & CONTACTS

The chart below details state department contacts for questions regarding CSI, TSI and ATSI identifications and planning support.

Name & Contact Information	Support Role
Karen Seay, kseay@sde.idaho.gov , 208-332-6978	Director, Federal Programs
Tyson Carter, tcarter@sde.idaho.gov , 208-332-6917	Coordinator of School Improvement (CSI-Up Contact)
Michelle Clement Taylor, mtaylor@sde.idaho.gov , 208-332-6963	Coordinator, ESSA (CSI Grad Contact)
Alayna Gee, agee@sde.idaho.gov , 208-332-6979	Coordinator, MTSS (TSI & ATSI Contact)
Kathy Gauby, kgauby@sde.idaho.gov , 208-332-6889	Coordinator, Title I-A (SWIP Contact)
Karlynn Laraway, klaraway@sde.idaho.gov , 208-332-6976	Director, Assessment
Kevin Whitman, kwhitman@sde.idaho.gov , 208-332-6893	Coordinator, Data and Analysis (TIDE Contact)

APPENDIX A: STATE LONG-TERM GOALS

Idaho’s long-term goal for English/Language Art and Mathematics is to reduce the percentage of non-proficient students by 33% over six years. “Proficient” means that a student has met or exceeded grade level standards in a specific subject as determined by performance on the associated assessment. The below long-term goals result in closing achievement gaps, especially for student groups that currently show the lowest achievement.

ELA/Literacy	2016 Baseline	Long-term Goal 2022
All Students	53.0%	68.7%
Economically disadvantaged	40.6%	60.4%
Students with disabilities	15.0%	43.3%
English learners	6.9%	37.9%
Black/African American	34.1%	56.1%
Asian or Pacific Islander	65.0%	76.7%
American Indian or Alaskan Native	30.6%	53.7%
Hispanic or Latino	33.6%	55.7%
Native Hawaiian/Other Pacific Islander	46.7%	64.5%
White	57.9%	71.9%
Two or More Races	54.5%	69.7%

Math	2016 Baseline	Long-term Goal 2022
All Students	41.6%	61.1%
Economically disadvantaged	30.3%	53.5%
Students with disabilities	15.2%	43.5%

Math	2016 Baseline	Long-term Goal 2022
English learners	7.1%	38.1%
Black/African American	22.2%	48.1%
Asian or Pacific Islander	56.8%	71.2%
American Indian or Alaskan Native	19.4%	46.3%
Hispanic or Latino	22.0%	48.0%
Native Hawaiian/Other Pacific Islander	33.6%	55.7%
White	46.6%	64.4%
Two or More Races	42.2%	61.5%

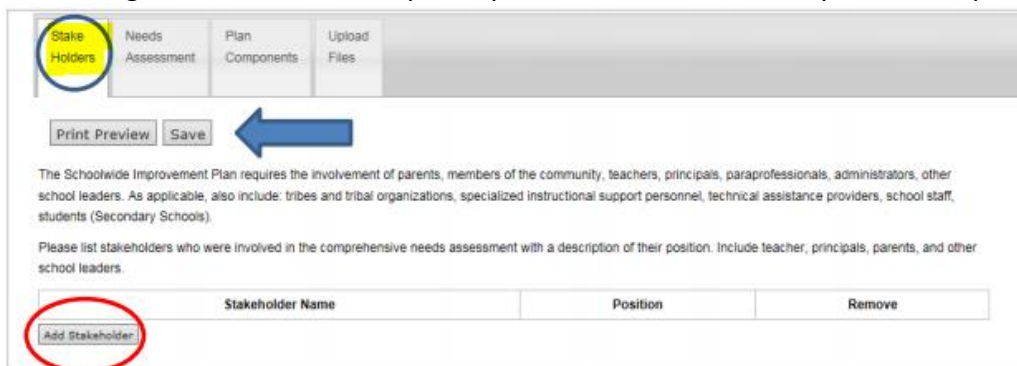
APPENDIX B: SWIP TOOL COMPONENTS

The SWIP tool is available to all schools to support and streamline improvement planning. Schools are not required to utilize this tool for **TSI** or **ATSI** planning.

School-wide Improvement Plan (SWIP) Components

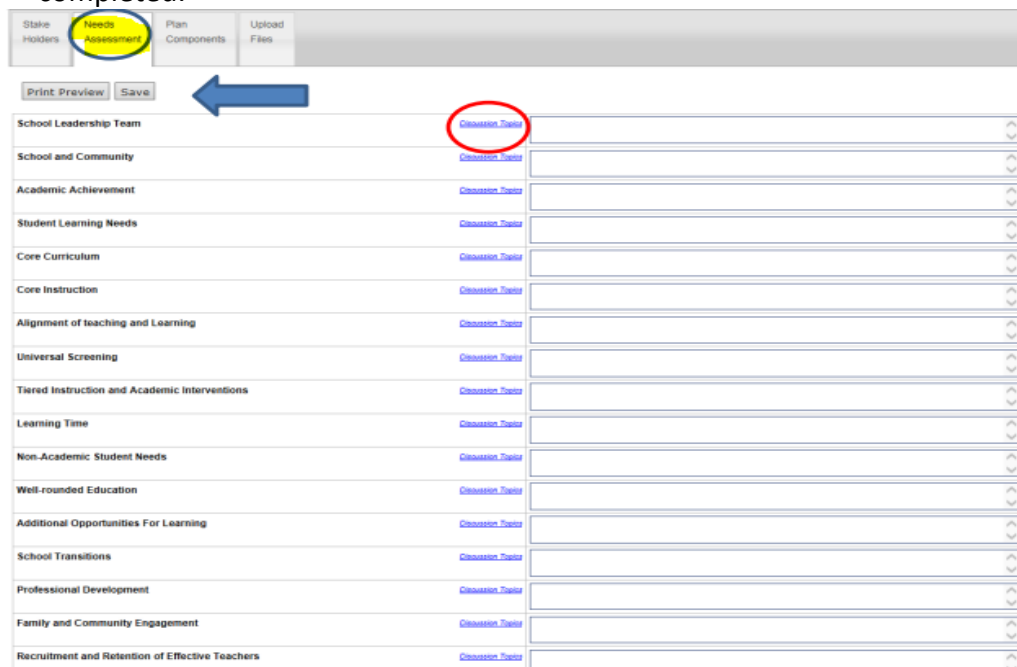
1. Stakeholders
2. Needs Assessment
3. Plan Components
4. File Upload
5. Assurance/Submit

1. Including stakeholders is a required provision in TSI & ATSI improvement plans.



The screenshot shows the 'Stakeholders' tab selected in the top navigation bar. Below the navigation bar are 'Print Preview' and 'Save' buttons. A blue arrow points to the 'Save' button. The main content area contains a paragraph explaining the requirement for stakeholder involvement, followed by a table with columns for 'Stakeholder Name', 'Position', and 'Remove'. The 'Add Stakeholder' button is circled in red.

2. TSI & ATSI planning encourages but does not require a needs assessment be completed.



The screenshot shows the 'Needs Assessment' tab selected in the top navigation bar. Below the navigation bar are 'Print Preview' and 'Save' buttons. A blue arrow points to the 'Save' button. The main content area is a table with various assessment categories listed in the first column and a 'Discussion Topic' column. The 'Discussion Topic' column is circled in red.

	Discussion Topic
School Leadership Team	
School and Community	
Academic Achievement	
Student Learning Needs	
Core Curriculum	
Core Instruction	
Alignment of teaching and Learning	
Universal Screening	
Tiered Instruction and Academic Interventions	
Learning Time	
Non-Academic Student Needs	
Well-rounded Education	
Additional Opportunities For Learning	
School Transitions	
Professional Development	
Family and Community Engagement	
Recruitment and Retention of Effective Teachers	

- TSI plans must include goals for each sub-group. The SWIP plan components section allows for the creation of multiple goals with aligned evidence based interventions. TSI & ATSI requires that interventions be evidence based. ATSI requires an additional identification of resource inequities (#3 in plan components)

Stake Holders Needs Assessment **Plan Components** Upload Files

Print Preview Save

1. Prioritized Needs:
Based on your Needs Assessment, describe and prioritize a few key needs in instruction and the school program. Write a SMART goal for each key need. Each goal must be written using the SMART process: **S**pecific, **M**easurable, **A**ttainable, **R**igorous, and **T**ime bound. Each goal should accelerate student outcomes toward state proficiency levels.

Need Description	SMART Goal	Remove
Add Prioritized Need		

2. Evidence Based Interventions:
Based on the school's prioritized needs, describe the evidence based interventions to improve student outcomes. [Discussion Topics](#)

Intervention Strategy	How the intervention meets the definition of "Evidence Based"	Remove
Add Intervention		

3. Identify the resources needed to implement the above Intervention Strategies

4. Provide the URL where this plan will be publicly available:
NOTE: a copy of this plan must be made available in hard copy upon request

5. Describe how the Schoolwide Improvement Plan (SWIP) will be monitored and evaluated for effectiveness. [Discussion Topics](#)

- TSI & ATSI plans are submitted to the local LEA for approval prior to implementation.

Stake Holders Needs Assessment Plan Components **Upload Files**

Print Preview Save **Warning: You have unsaved changes**

- If this error comes up you will need to go to any blank space within the SWIP and add an "X" if you have no SWIP plan for 2017-2018 or the comment "see SWIP 2017-2018 plan" if you are utilizing the SWIP for your Title I-A Schoolwide Plan.

Stake Holders Needs Assessment Plan Components Upload Files **Data Validation Issues**

Print Preview Save

APPENDIX C: RESOURCES

Evidence for ESSA	Category
<p>This site provides up-to-date information regarding programs that meet the ESSA standards for evidence.</p> <p>Center for Research and Reform in Education, John Hopkins University Evidence for ESSA Website</p>	<p>Reading Math</p>

Best Evidence Encyclopedia	Category
<p>Access to summaries of scientific reviews related to information about the strength of evidence supporting programs in grades K-12.</p> <p>John Hopkins University/ Center for Data-Driven Reform in Education Best Evidence Encyclopedia Website</p>	<p>Reading Math Science School Reform Early Childhood</p>

Results First Clearinghouse Database	Category
<p>Access to information regarding the evaluation of programs in social policy areas, including education. The site provides rating, descriptions, outcomes, setting, and population rating provided by multiple national clearinghouses.</p> <p>The PEW Charitable Trusts Results First Clearinghouse Website</p>	<p>Education School</p>

National Center on Intensive Intervention	Category
<p>This tools chart presents information about academic intervention programs. The four tabs on the academic intervention chart include information and ratings on the technical rigor of the studies including; study quality, study</p>	<p>Reading Math Writing</p>

National Center on Intensive Intervention	Category
<p>results, intensity, and additional research.</p> <p>American Institutes for Research (AIR) National Center on Intensive Intervention Website</p>	

Evidence Based Intervention Network	Category
<p>To support the use of evidence based interventions (EBI) in schools, the Evidence Based Intervention Network (EBIN) was developed to provide guidance in the selection and implementation of EBI in the classroom setting. The EBIN has an extensive resource base including evidence based intervention briefs, video modeling of EBIs, information on selecting and using EBI. Each of these resources has been developed in collaboration with faculty and students from a variety of universities.</p> <p>University of Missouri Evidence Based Intervention Network Website</p>	<p>Reading Math Behavior RTI</p>

RTI Action Network- A Program of the National Center on Learning Disabilities	Category
<p>The RTI Action Network is dedicated to the effective implementation of Response to Intervention (RTI) in school districts nationwide. Our goal is to guide educators and families in the large-scale implementation of RTI so that each child has access to quality instruction and that struggling students – including those with learning and attention issues – are identified early and receive the necessary supports to be successful. The RTI Action Network is a program of the National Center for Learning Disabilities, funded by the Cisco Foundation and in partnership with the nation’s leading education associations and top RTI experts.</p> <p>National Center for Learning Disabilities RTI Action Network Website</p>	<p>RTI Tiered Instruction Ongoing Student Assessment Family Involvement</p>

American Institutes for Research (AIR)	Category
<p>AIR is one of the world's largest behavioral and social science research and evaluation organizations. Our overriding goal is to use the best science available to bring the most effective ideas and approaches to enhancing everyday life.</p> <p style="text-align: center;">American Institutes for Research (AIR) American Institutes for Research Website</p>	<p>Early Childhood Education and Social Development Higher Education and Career Readiness Families & Communities</p>

Designing and Delivering Intensive Interventions: A Teacher's Toolkit	Category
<p>Grounded in research, this toolkit is based on the Center on Instruction's Intensive Interventions for Students Struggling in Reading and Mathematics: A Practical Guide. It provides activities and resources to assist practitioners in designing and delivering intensive interventions in reading and mathematics for K–12 students with significant learning difficulties and disabilities.</p> <p style="text-align: center;">Center on Instruction at RMC Research Corporation Designing and Delivering Intensive Interventions Website</p>	<p>Literacy Special Education Reading Instruction and Interventions Math Instruction and Intervention Tools to Support RTI Implementation</p>