

School Improvement

Max Lang, Ph.D.

School Improvement Specialist

Max.Lang@Schools.Utah.Gov

801-537-7725

Leslie Evans, M.Ed.

School Improvement Specialist

Leslie.Evans@Schools.Utah.Gov

801-568-7851

Key Terms



1. ESSA Comprehensive Support and Improvement (CSI) Identification

- a. Lowest 5% of Title 1 schools averaged over 3 years, and
- b. Any HS with a 67% graduation rate, or lower for three school years, on average.

2. ESSA Targeted Support and Improvement (TSI) Identification

- a. For two consecutive years, any of a school's student group(s) that falls below the percentage of points (cut score) associated with the lowest performing 5 percent of schools in the state's accountability system.

3. The terms, Priority and Focus Schools, are not used in ESSA

4. SB 234 - School Turnaround and Leadership Development Act

School Identification CSI/TSI/State Turnaround

(ESEA section 1111(c)(4)(D))

Utah System of Support for School Improvement

ESSA School Improvement 1003(a)

State School Turnaround and Leadership Development Act (S.B. 234)

Comprehensive Supports for School Improvement (CSI)

Targeted Supports for School Improvement (TSI)

Double-Identification

One Accountability System

State School Turnaround

- Lowest performing 3% of all schools, regardless of Title I status, for two consecutive years

10/12/2018

OR

Federal ESSA Comprehensive Support and Improvement (CSI)

- Lowest performing 5% of Title I schools averaged over 3 years,
- Any HS with a 67% grad rate or lower for three school years, on average.

3 Years

5

Federal ESSA Targeted Support and Improvement (TSI)

- For two consecutive years, any of the school's student groups fall below the percentage of points (cut score) associated with the lowest performing 5 percent of schools in the state's accountability system.

Student Groups

- Students who are economically disadvantaged
- Students with disabilities
- Students who are English learners
- Students by major racial and ethnic groups

4 years

Comprehensive Support and Improvement (CSI) – Identification Details and Timeline

Types of Schools	Description	Frequency of Identification	Initial year of identification
Lowest-Performing (Title I Schools)	Any Title I school performing in the lowest 5 percent of Title I schools for three years, on average.	Once every three years	2018-2019
Low High School Graduation Rate	Any high school in the State with a 4-year adjusted cohort graduation rate at or below 67 percent for three years, on average.	Once every three years	2018–2019
Chronically Low-Performing Student Group	Any Title I school with a consistently underperforming student group that does not improve within four years.	Annually	2022–2023
Additional Category	Any school performing in the lowest 3 percent of all schools for two consecutive years.	Annually	2018–2019

<https://www2.ed.gov/admins/lead/account/stateplan17/utconsolidatedstateplanfinal.pdf>

1003 School Improvement Allocations

- Reserve 7% of Title I funds and allocate 95% of that to LEAs

HOWEVER

- There has been a decrease in the overall Title I funding to the State
- There is a hold-harmless calculation for Title I LEA allocations so 7% cannot be reserved for School Improvement

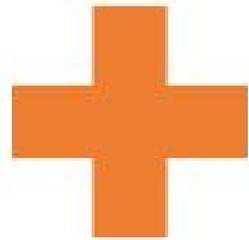
THEREFORE

- School Improvement funds must be targeted to the greatest need

Proposed Formula to Award Title I, Section 1003(a) School Improvement Funds



Formula



Competitive
Award



LEA School
Improvement
1003(a)
Funding

LEA 1003(a) funds = Formula + Competitive Award

Formula- Base amount of ~10k plus consideration of the following factors:

- Poverty/demographics/subgroups
- Per Pupil Allocation (PPA)
- Title 1 Allocation

Competitive- Formula amounts go out to schools, first, with the balance offered to competitive grants with the following considerations:

- Application must be tied to a needs-assessment and root cause analysis.
- The activities proposed in the SIP must meet Levels 1 and/or 2 of the Evidence-based in ESSA table below.

1003 School Improvement SST / Provider

Continuous Improvement Cycle: Four Domains

- An agency will be hired to conduct needs assessments and root cause analyses in CSI schools
- Options for plan development, plan implementation, monitoring the work, and adjusting course
 - USBE list of approved School Support Team leaders
 - Contracted providers
 - Combination of both
 - Other

Funding/Allowable Uses of Funds

A school identified for improvement under ESSA must implement evidence-based practices that meet the top three levels of evidence if the school is the recipient of any Title I 1003(a) school improvement funds.

Definition of “Evidence-Based” in ESSA⁶⁰

Evidence-based means an activity, strategy, or intervention that meets the following:

DESCRIPTION	LEVEL	RESEARCH STUDY CRITERIA
An activity, strategy, practice, intervention, or program that demonstrates a <i>statistically significant effect on improving student outcomes</i>	LEVEL 1 STRONG EVIDENCE Experimental Studies	Evidence cited is based on: <i>at least 1 well-designed and well-implemented experimental study</i>
	LEVEL 2 MODERATE EVIDENCE Quasi-experimental Studies	Evidence cited is based on: <i>at least 1 well-designed and well-implemented quasi-experimental study</i>
	LEVEL 3 PROMISING EVIDENCE Correlational Studies	Evidence cited is based on: <i>at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias</i>
	LEVEL 4 DEMONSTRATES A RATIONALE	Evidence cited is based on: <i>high-quality research findings or positive evaluation, and includes ongoing efforts to examine the effects of such activity, strategy, or intervention</i>

- LEAs with identified CSI and/or TSI schools may (but are not required to) set aside part of the Title I, Part A funds to support identified schools in the implementation of evidence-based strategies to improve student outcomes.
- LEAs with CSI or TSI schools may set aside 5% of Title I, Part A funds to provide financial incentives and rewards to teachers in CSI or TSI schools for the purpose of recruiting and retaining effective teachers.
- LEAs may provide transportation for students in CSI schools if the LEA chooses to offer these students the option to transfer to another higher-performing school.
- Under ESSA, TSI and CSI schools that receive Title I funds have the same Title I, Part A spending options as any other Title I school, and may use Title I, Part A funds to support the school's TSI and CSI initiatives.

- It is important to note the distinction between how Title I, Part A funds may be used in a TSI or CSI school versus how Section 1003 school improvement funds must be used. Under ESSA, regular Title I, Part A funds may support any allowable Title I, Part A cost whether it meets ESSA's definition of evidence-based or not. This is different from how Section 1003 school improvement funds must be used.
- Section 1003 school improvement funds may only be used to support activities that meet ESSA's top three tiers of evidence. In other words, Section 1003 funds can only be used to fund activities, strategies, programs, or interventions based on a study that demonstrates the activity, strategy, or intervention has a statistically significant effect on improving student outcomes.⁶¹

⁶¹ ESSA, Section 8101(21)(B) stating: (B) DEFINITION FOR SPECIFIC ACTIVITIES FUNDED UNDER THIS ACT. When used with respect to interventions or improvement activities or strategies funded under section 1003, the term "evidence-based" means a State, local educational agency, or school activity, strategy, or intervention that meets the requirements of subclause (I), (II), or (III) of subparagraph (A)(i).