

School Improvement Processes

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

ESSA Title I : Improving the Academic Achievement of the Disadvantaged

The purpose of Title I is “to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.”

(ESSA Sec. 1001 [U.S.C. 6301] p. 8)

Title I is a federally-funded program under the Elementary and Secondary Education Act of 1965 (ESEA) reauthorized by Congress as the Every Student Succeeds Act (ESSA) in December 2015.

Title I includes:

Title I, Part A: Improving Basic Programs Operated by LEAs

Title I, 1003(a): School Improvement

Title I, Part C: Education of Migratory Children

Title I, Part D: Programs for Students who are Neglected and Delinquent

New ESSA Terms

1. Comprehensive Support and Improvement (CSI) Identification

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

2. Targeted Support and Improvement (TSI) Identification

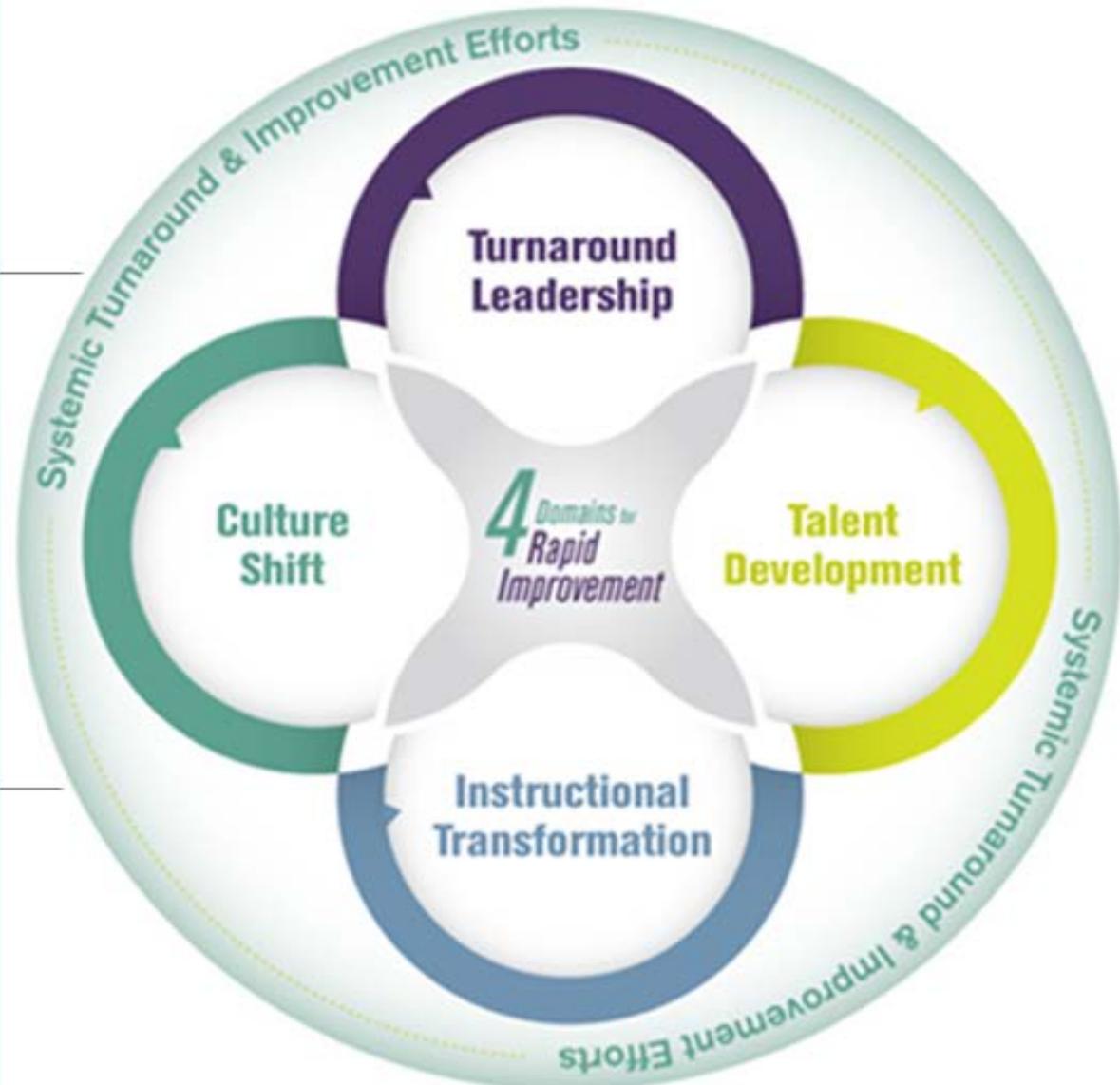
- a. For two consecutive years, any of a school's student group(s) that falls below the percentage of points (cut score) associated with the lowest performing 5 percent of schools in the state's accountability system.

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

School Identification	Description	Frequency of Identification	Initial Year of Identification
Comprehensive Support and Improvement (CSI)	Any Title I school performing in the lowest 5% of Title I schools for 3 years, on average	Once every three years	2018-19
Comprehensive Support and Improvement (CSI) – Graduation Rate	ANY high school in the State with a 4-year adjusted cohort graduation rate at, or below, 67% for 3 years, on average	Once every three years	2018-19
Targeted Support and Improvement (TSI)	ANY school with student group(s) below the percentage of points (cut score) associated with the lowest performing 5 percent of schools in the state’s accountability system.	Annually	2018-19

4 Domains for Rapid School Improvement

The Center on School Turnaround at WestEd



https://centeronschoolturnaround.org/wp-content/uploads/2018/03/CST_Four-Domains-Framework-Final.pdf

Continuous Improvement Cycle

1. Set the Direction
2. Needs Assessment and Root Cause Analysis
3. Create the Plan
4. Implement the Plan
5. Monitor the Plan
6. Adjust Course



<https://schools.utah.gov/eseastateinitiatives/schoolimprovement>

Title I School Improvement Process

(Turnaround/CSI and TSI):

1. Notify parents of school's improvement status
2. Establish a school leadership team
3. Comprehensive needs assessment
4. Root cause analysis
5. Revise/develop a School Improvement Plan (SIP) based on results of needs assessment/root cause analysis
 - Include evidence-based practices
6. Conduct a Peer Review of the proposed SIP
7. Present SIP to local board
8. Submit CSI/Turnaround plans to USBE
9. Implement the SIP
10. Monitor and report school progress on a quarterly basis
11. Work with USBE School Improvement Team

#8-11 NA for TSI Schools

Definition of "Evidence-Based" in the Every Student Succeeds Act (ESSA)

The top 3 levels require at least one study that found a **statistically significant effect** on improving student outcomes or other relevant outcomes. The specific level of evidence (1-3) depends on the study's design:

(1) Strong

- At least 1 well-designed and well-implemented **experimental** study (i.e., randomized)

(2) Moderate

- At least 1 well-designed and well-implemented **quasi-experimental** study (i.e., matched)

(3) Promising

- At least 1 well-designed and well-implemented **correlational** study with statistical controls for selection bias

Required for all Title I school improvement plans
and
Eligible for a priority under 7 competitive grants

The 4th level of evidence includes ideas that do not yet have an evidence base qualifying for the top 3 levels. Given the requirement in the 2nd bullet below to examine the effects of these ideas, this level can be referred to as "evidence-building."

(4) "Evidence-Building"

- **Demonstrates a rationale** based on high-quality research or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes
- Includes **ongoing efforts to examine the effects** of such activity, strategy, or intervention

Included for all other uses of "evidence-based"

Funding for School Improvement 1003(a)

- States may reserve up to 7% of the Title 1 federal allocation, 95% of that amount must be used to support schools identified as being in the lowest performing 5% of Title I schools, based on the Utah accountability system.
 - In FY 2019 the "hold-harmless provision" was reinstated for LEAs. Thus, it is no longer possible to set-aside 7%.
- This money funds Comprehensive Support and Improvement (CSI) interventions

Funding for 1003(a) School Improvement

Formula Planning Grant

Weighting based on:

1. Per Pupil Amount

2. %Poverty

75-100%

50-74%

35-49%

3. English Learners (N size ≥ 10)

Level 1 x 3

Level 2 x 2

4. Location

Competitive Award

LEAs apply on behalf of CSI schools for additional funding.

Proposal: Allocate funds available after formula allocation for activities like:

Home Visits

Teacher Recruitment and Retention

Other

Contact Us

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