

# The Every Student Succeeds Act - Title I School Improvement

Title I Directors' Meeting

November 1, 2017

# The Elementary and Secondary Education Act (ESEA) SEC. 1003(a) Priority and Focus Schools

- 2016/2017 school year, 47 Utah Title I Schools were identified as either Priority or Focus Schools
- 5 Priority Schools and 13 Focus Schools exited school improvement status
- 10 Priority Schools and 19 Focus Schools will remain in School Improvement status for the remainder of the 2017/2018 school year.
  - These schools will receive additional Title I 1003(a) school improvement funds.

# USBE – The Story, The Plan

- Senate Bill 235/234 - School Turnaround and Leadership Development Act
- ESEA Flexibility Waiver – School Improvement

# The Every Student Succeeds Act (ESSA) SEC. 1003(a) School Improvement

- Comprehensive Support and Improvement (CSI)
- Target Support and Improvement (TSI)

# Funding for School Improvement

- New State-level set-asides:
  - Mandatory 7% set-aside for School Improvement interventions and technical assistance (1003)(a)
  - 5% of 7% for State Administration
  - 95% formula or competitive to LEAs for Title I schools identified for Comprehensive Support and Improvement (CSI)
    - Roughly \$6 million and change

# Comprehensive Support and Improvement (CSI) Identification

- Comprehensive Support and Improvement (CSI)
  - Annually, starting in 2018-2019 the state will identify any school assigned the lowest rating in the state's accountability system for two consecutive years (or at least the lowest 5 percent of Title I schools).
  - Once every two years, starting in 2018-2019 any high school in the State with a 4-year adjusted cohort graduation rate at or below 67 percent for two consecutive years.

# Comprehensive Support and Improvement (CSI) Timeline and Implementation

## September–October 2018

- Lowest performing schools will be identified.
- Notification to local education agencies (LEA).
- USBE holds meeting with LEAs and schools to discuss school improvement process and requirements.
- LEAs and schools notify parents regarding the school's improvement status.

## November 2018–March 2019

- Comprehensive needs assessment and root cause analysis completed for each school.
- Needs assessment and root cause analysis are used to develop a school improvement plan with input from all stakeholder groups that includes evidence-based interventions.

# Comprehensive Support and Improvement (CSI) Timeline and Implementation Continued

## **April–May 2019**

- LEAs submit school improvement plans to USBE.
- USBE convenes a cross-department team to review and approve plans and provide specific feedback to LEAs.

## **May–August 2019**

- LEAs and schools plan and prepare for implementation.

## **August 2019–June 2021**

- Schools implement improvement plans.
- USBE and external consultants engage schools in quarterly progress checks and provide technical assistance.
- School performance is reviewed by USBE annually toward progress in meeting exit criteria

# Comprehensive Support and Improvement (CSI) Exit Criteria

- Earn higher than the lowest rating in the state's accountability system for two consecutive years; and
- Perform above the lowest performing 5 percent of schools for two consecutive years.
  - Title I schools that do not meet the exit criteria will participate in “more rigorous interventions.”

# Targeted Support and Improvement (TSI) Identification

- Starting in 2018-2019, a school will be identified as one with a “consistently underperforming” student group if any of its student groups falls below the percentage of points (cut score) associated with the lowest rating in the state’s accountability system for two consecutive years (i.e., currently less than 38 percent for high schools and less than 35.5 percent for elementary and middle schools).
- Student groups include: economically disadvantaged students, students with disabilities, students who are English Learners, and students by major racial and ethnic groups (i.e., American Indian, African American, White, Pacific Islander, Asian, Hispanic, and Multiracial students).
- This identification occurs annually beginning school year 2018–2019. Schools already identified for comprehensive support and improvement will not be identified for targeted support and improvement.

# Targeted Support and Improvement (TSI) Identification Continued

- LEAs in which TSI schools are identified are responsible for the school's planning and implementation of interventions to address the student group's low performance.
- There is no additional funding through ESSA 1003(a) funds for identified TSI schools.

# Targeted Support and Improvement (TSI) Exit Criteria

- Schools identified for additional targeted support and improvement will exit when, for two consecutive years, the school no longer has student groups performing below the cut score (percentage of points) associated with the lowest rating in the state's accountability system. Schools are expected to make the necessary improvements to exit within four years.
- This timeline for exiting targeted support and improvement status is intended to allow schools at least two years to implement changes in practice and two years to demonstrate two consecutive years of improvement.
- Any Title I school that does not meet the exit criteria will be identified for comprehensive support and improvement (CSI).

# THANK YOU!

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