



COLORADO
Department of Education

ESSA School Improvement Spoke Committee

September 23, 2016

Committee Co-Leads: Brad Bylsma, Lisa Medler, Peter Sherman

ESSA School Improvement Spoke Committee Agenda for Today

- 10:00** Welcome, goals for the day, framing
Committee updates
- 10:20** Guiding principles and theory of action
- 10:40** Current state supports and interventions
- 11:00** School support scenarios
- 11:45** Lunch
- 12:15** State Plan discussion and recording of ideas
- 1:30** Next steps and topics

ESSA School Improvement Spoke Committee Guiding Thoughts

- **Let's do what we know will be best for students.**
- **Let's make your engagement on this committee as tangible, clear, and productive as possible.**
- **We want your input and representation. We also strive to be as transparent as possible about what is possible and negotiable vs. what may be less-negotiable.**
- **We welcome individuals who are interested in specific aspects of this work to engage with us deeper in between spoke committee meetings.**

Decision Points for School Improvement and Support

- SEA supports for identified schools
- Identify and define “evidence-based” interventions
- Allocation of School Improvement resources

ESSA School Improvement Spoke Committee Guiding Questions

- What are our current (and recent past) supports offered by CDE (specifically for districts and schools in Priority Improvement or Turnaround)?
- What has worked and what has not worked in our previous efforts to turnaround low-performing systems? How do we know?
- What theory of action should we follow in designing our systems of support to have the biggest impact on low-performing systems?
- What criteria should we consider and apply for CDE systems of supports to low-performing districts and schools?
- Where are we negotiable and non-negotiable in what supports we offer? Why?
- What funding is necessary in order to provide these systems of support?

ESSA School Improvement Spoke Committee

Questions to answer (for next time)

- **How should CDE allocate funds to LEAs?**
- **How can we utilize the funding levers through competitive and/or formula funding to prioritize actions and evidence-based practice for low-performing schools?**
- **What performance goals and/or criteria can we set to determine either awarding of funds or retention of funds to LEAs?**

Guiding Principles and a Theory of Action



Guiding Principles (or a theory of action) for School Improvement work

We will build district capacity to support low-performing schools and ensure students success, IF we...

- Focus work with district staff and leadership with some direct support for schools;
- Create a deep pool of school and district leaders that specialize in addressing low-performing systems;
- Focus on results, rather than inputs that do not yield high value;
- Differentiate our support based on district/school need and willingness to engage;
- Offer a variety of strategies and tools matched to district/school need (e.g., performance management tool, autonomy and flexibility); and
- Continuously evaluate the impact of our support systems and adjust practices rapidly when needed.

Guiding Principles (or a theory of action) for School Improvement work

We will build district capacity to support low-performing schools and ensure students success, IF we...

- Some direct school support
- School and district leadership
- Focus on results
- Differentiate our support
- Variety of strategies and tools
- Evaluate the impact of our support

TO DO

- In table groups, discuss these guiding principles and consider what you would add, revise, remove.
- Write your notes on the handout.
- Be prepared to share out one thought.

Current CDE Supports and Interventions and the ESSA context



Current State of CDE Supports Federal 1003 grants

■ 1003 Grants

- Generate an eligibility list based on lowest achieving schools (priority schools) and schools with achievement gaps (focus schools)
- Flag for Priority Improvement/Turnaround SPF
- Close overlap between lowest achieving and SPF, but not exact
- Further along the clock does not affect priority school status
- Some PI/T schools are not Title I schools, thus not eligible for 1003 grants

■ Awarding a grant

- Eligible schools are able to apply for competitive grant programs
- CDE runs a competitive grant process



Current 1003-funded Programs

Grant Name	Award Size	# of awards annually	Duration	Targeted Schools	Key Features
TIG	>\$200,000/yr per school	4-6	5 years (3 years in 2016)	<ul style="list-style-type: none"> • Priority Schools 	<ul style="list-style-type: none"> • District involvement • Light CDE engagement • Some required PD
Turnaround Network	\$65,000/yr	8-12	3 years	<ul style="list-style-type: none"> • Priority Improvement/Turnaround (does not need to be Title I to participate) 	<ul style="list-style-type: none"> • District involvement • High CDE engagement • CDE PD required • Concurrent turnaround leadership program
Connect for Success	\$65,000/yr		2.5 years	<ul style="list-style-type: none"> • Focus schools 	<ul style="list-style-type: none"> • District involvement • Some required PD
Pathways Planning	\$100,000/yr		1 year	<ul style="list-style-type: none"> • Districts 	<ul style="list-style-type: none"> • District grant • CDE engagement required
Diagnostic Review & Improvement Planning	\$50,000/yr		1 year		<ul style="list-style-type: none"> • Light CDE engagement
Reading Ignite	\$75,000-\$125,000		2 years		



Other Turnaround-Targeted Programs

- **School Turnaround Leaders Development Program**
 - State funded
 - Identifies Turnaround Leadership providers
 - Provides grants to districts and schools for individuals to attend these programs

- **Targeted Support from CDE**
 - UIP
 - MTSS
 - Literacy
 - Federal programs funds coordination
 - Accountability clock supports

Differences under ESSA

State Leverage Points for School Improvement

From CCSSO (Council of Chief State School Officers)

1. School identification for **Comprehensive** and **Targeted** Support and Improvement
2. Distribution and use of Title I school improvement funds
3. SEA approval and monitoring of support and improvement plans
4. Coordination with other federal Title programs and SEA/LEA initiatives

Eligibility for Support Services:

ALL Priority Improvement/Turnaround;
Comprehensive/Targeted; Priority/Focus
All are eligible for supports.
Some are eligible for funding.

\$ Grants and funding available

- Funding may be issued by formula and/or competitions
- Rigorous criteria exist to issue, maintain, renew funding
- MOU agreement about results and impact

General Support

District consultation
Planning support
Cons. App

Intensive Support

District systems
consultation
Diagnostics
Pathway planning
Leadership training

Specialized Support

Pathway consultation:
Innovation, Management,
Zone development

Accountability

- Must earn rating off of the accountability clock.
- Differentiated monitoring for performance using agreed-upon metrics.
- Same recommendation process for State Board.

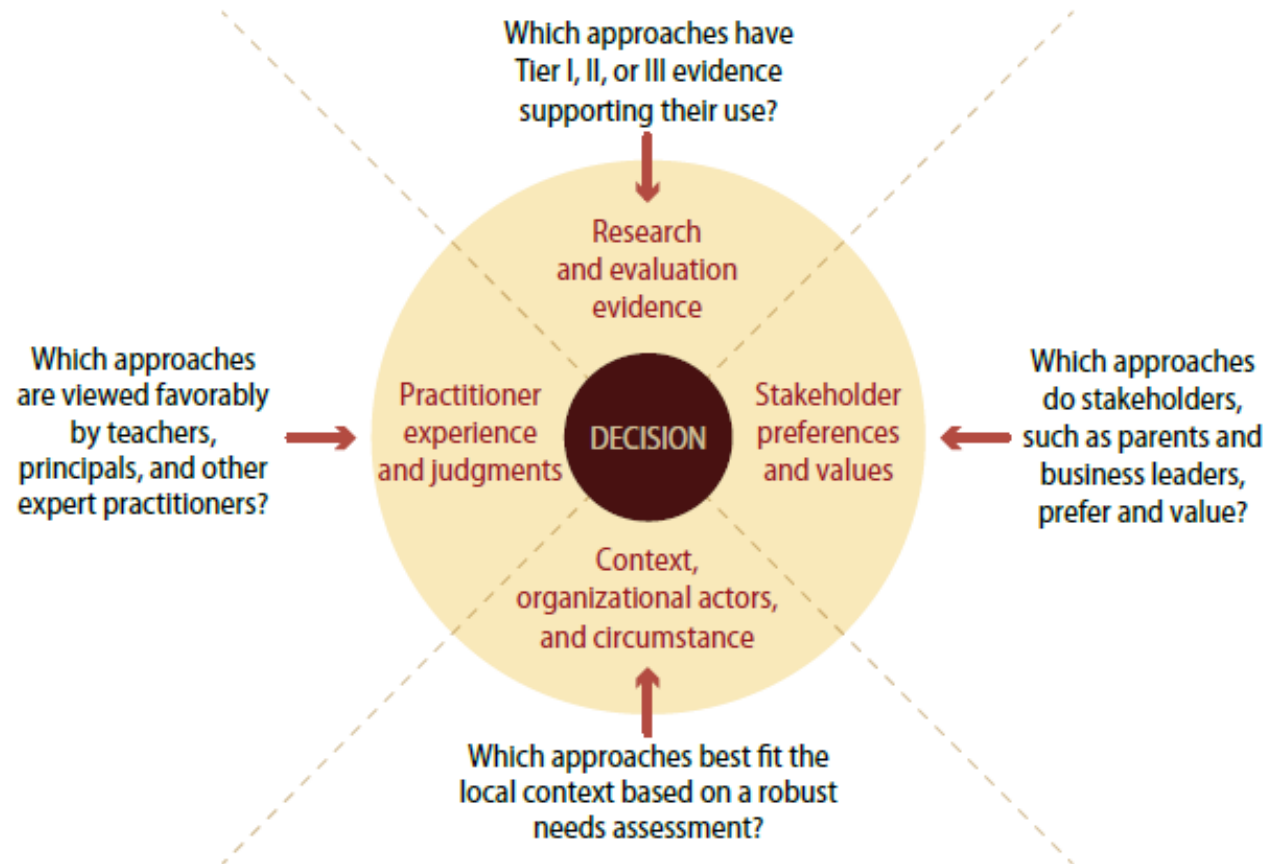
Expectations and technical assistance provided and differentiated for:

- Improvement Planning
- Performance Management
- Leadership training

Decision Criteria for Selecting Interventions

From CCSSO (Council of Chief State School Officers)

FIGURE 1
Factors that influence decision-making in education



<https://www.americanprogress.org/issues/education/report/2016/08/31/143223/better-evidence-better-choices-better-schools/>

Source: *Better Evidence, Better Choices, Better Schools: State Supports for Evidence-Based School Improvement and the Every Student Succeeds Act*. Fleischman, Scott, and Sargrad. Center for American Progress.

Mock School Scenarios

Goal:

To look at 4 representative fictional schools and consider what supports they have received, what they might need, and CDE's role in their improvement.



School Scenarios

- **Platte River Elementary School**
- **Sage Middle School**
- **Columbia Elementary School**
- **Plateau High School**

Key questions for groups to consider

- Listen about each of the four school scenarios.
- Choose which of the scenarios is most relevant/interesting to you – go to that table.

TO DO

Read the details about your scenario, discuss and document your thoughts on the graphic organizer.

- Strengths?
- Weaknesses?
- Considerations for the CO ESSA plan?

Working Lunch



State Plan Outline

Goal: to capture each group's best thinking in what will become the outline of the plan.



Proposed State Plan Template

- **Group 1 (Evidence Based Interventions) -- Alisa and Sarah**
- **Group 2 (System Flow and Timeline) -- Lisa**
- **Group 3 (Improvement Planning) -- Lisa**
- **Group 4 (Data Use and Monitoring) -- Brad**
- **Group 5 (System of Supports from SEA) -- Peter and Lindsey**

TO DO

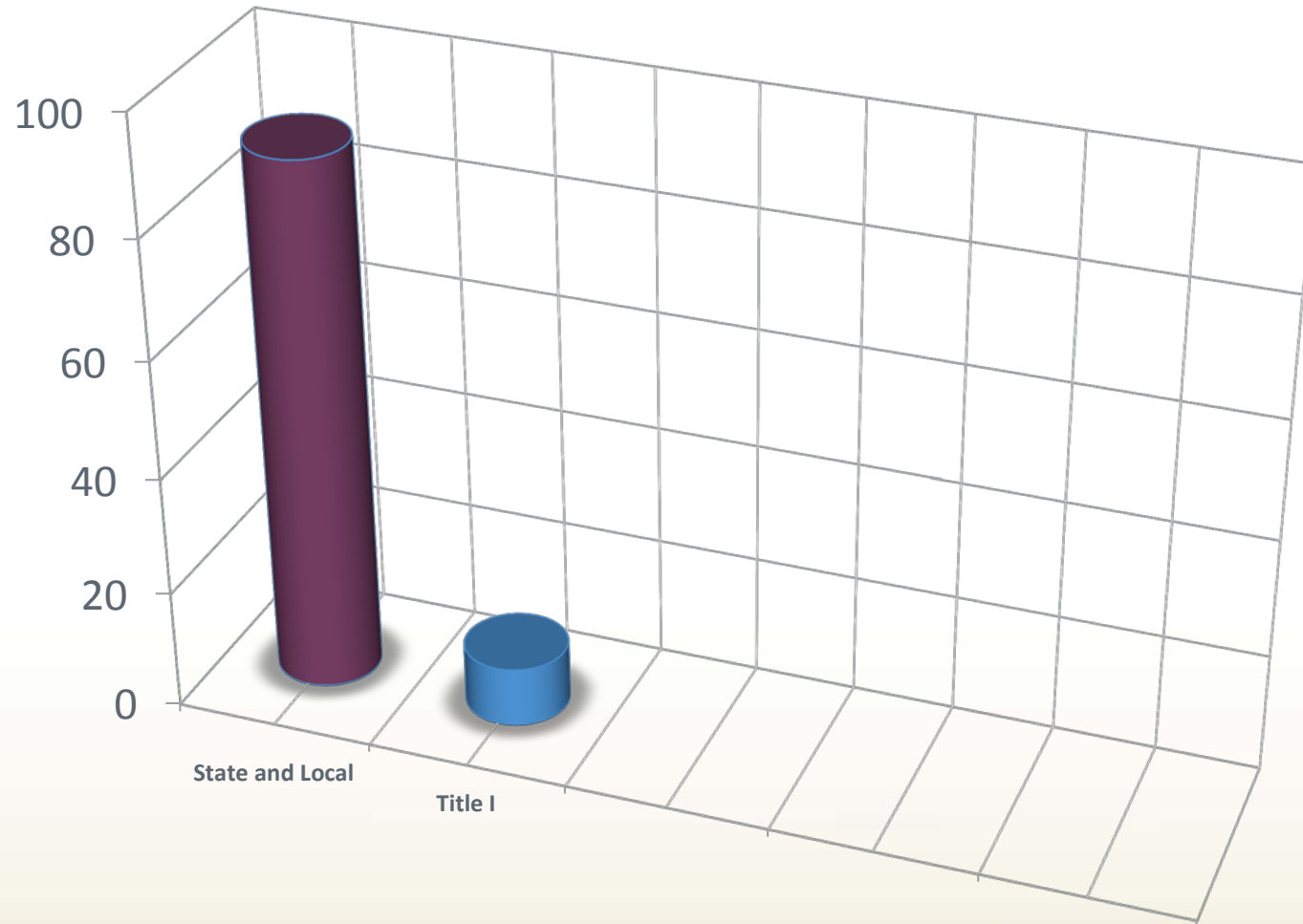
Choose one of these groups/topics and join that group.

Read, discuss, and document your ideas.

Goal: to capture each group's best thinking in what will become the outline of the plan.



District Instructional Costs - Estimated Percentages (for discussion purposes only)



ESSA Title I Funds ~ \$150M Annually (Estimates only)



■ Distribution to districts 132M
■ 3% Dir Serv (Optional) 4.5M
■ Delinquent Alloc. 1.5M

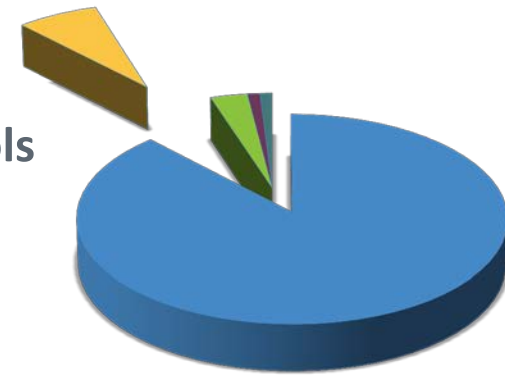
■ 7% SI Funds (Required) 10.5M
■ State Admin 1.5M



Title I School Improvement Set-Aside

7 % Must be set aside to support schools identified for ESEA School Improvement.

- **Eligibility for access to set aside**
 - Lowest 5% of Title I schools in the state
 - High Schools with grad rate less than 67%
 - Schools with underperforming Subgroups
- **Estimated ~ \$10,500,000**
- **95% of set-aside must go to LEAs with identified schools**
- **SEA must**
 - Prioritize LEAs with large numbers of identified schools
 - Take into account the geographic diversity of the LEAs in the state
- **Decision Points**
 - Award funds by formula?
 - Award funds competitively (as under NCLB)?
 - Hybrid (formula and competitive)?
 - Should SEA retain funds to provide direct services?



Next Steps

- **Next meeting in October**
 - October 14 OR October 18?
- **Funding discussion**
- **React to written draft**

