



COLORADO

Department of Education

ESSA Spoke Committee: School Improvement and Support

August 17, 2016

Introductions

- Name, role, organization
- What interests you most about the work of this committee?
- Why did you agree to participating to work on school improvement and support?



Agenda

- Welcome and Introductions
- Overview of State Process for ESSA Plan Development
- Background and Context Setting for School Support and Improvement
- Small Group Work

Current Context

- Reauthorization of ESEA – Every Student Succeeds Act (ESSA)
- Signed into Federal law on December 10, 2015
- Replaces the No Child Left Behind Act
- Replaces the ESEA Flex Waiver, expired on August 1st – largely used state law to meet federal requirements
- ESSA establishes broad policy requirements for states and school districts:
 - Academic Standards
 - Aligned Assessments
 - School Accountability
 - School Improvement
 - Teacher Quality
- Creates programs and provides funding to support state and local implementation of the requirements

USDE Proposed ESSA Rules

- **Proposed rules regarding ESSA accountability, reporting, and state plans**
 - Comments were submitted on August 1
 - CDE submitted comments where it believes proposed rules went beyond Secretary's authority and/or contained unworkable requirements
 - USDE has 120 days to finalize and release.



ESSA State Plan Development



APPROVAL*

- Colorado Department of Education
- Governor's Office
- State Board of Education
- ESSA Committee of Practitioners

* List of approvers is dictated in the federal law.

CRITICAL PARTNERSHIPS FOR INPUT THROUGHOUT THE PROCESS

- General Assembly
- School Districts
- Education organizations
- Advocacy Groups
- Parents, students & community

What We Have Heard

■ ESSA Listening Tour

- CDE visited 7 locations around the state, held a virtual session, and attended nearly 40 additional ESSA meetings and events throughout May and June to solicit stakeholder feedback on ESSA State Plan Development.
- CDE reached more than 1,500 people throughout the listening events and received more than 3,800 comments.

■ CDE compiled feedback on major decision points for:

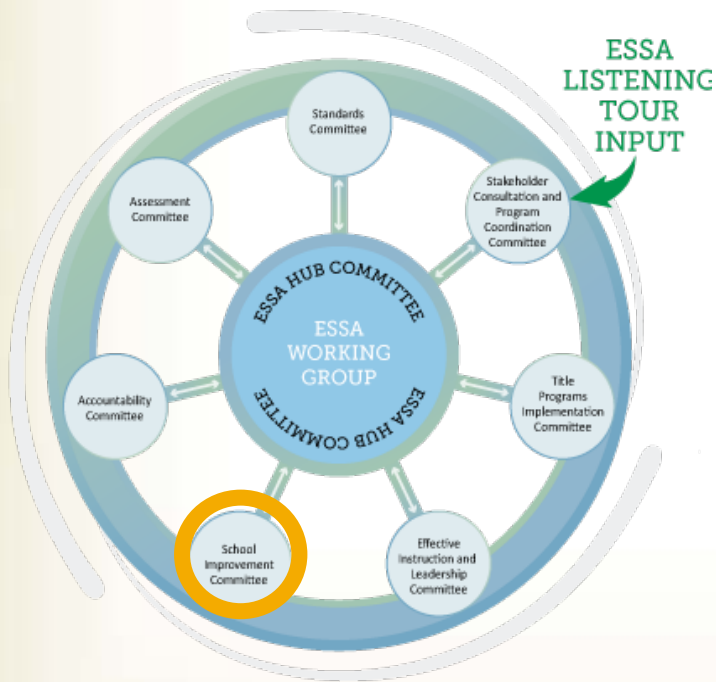
- Standards, Assessment, and Accountability
- Quality Instruction and Leadership



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Charge for Spoke Committees



- Draft, review, and revise sections of Colorado’s ESSA State Plan;
- Provide recommendations on content specific decision points
- Identify possible areas for additional flexibility in state legislation
- Propose responses to and provide justifications for decisions made concerning stakeholder feedback; and,
- Present and submit draft sections, recommendations , and summaries of the ESSA state plan work to the Hub committee.

Structure for the School Improvement Spoke

Groups	Roles
Committee Leads	Leadership for the committee and final decision making
Working Group	Create draft plan based upon feedback
Internal Advisory Group	Advise, design thinking, draft specific sections, provide feedback
External Advisory Group	Advise, design thinking, provide feedback

Timeline Overview



Colorado must submit an ESSA state plan by March 6 or July 3, 2017, per the proposed regulations.

Proposed Timeline and Focus for External Advisory Committee

Timeline	Focus
Aug 17 Meeting	Orientation Design thinking on support structures
Sept 23 Meeting	Feedback on draft of support structures Design thinking on resource allocation
Oct (Meeting date TBD)	Feedback on draft of resource allocation Review of overall recommendations
End of Oct	Submit proposed plan for School Improvement and Supports to CDE and Hub Committee
Nov – Dec	Vet plan with your constituents and colleagues and provide general comments

Decision Points for School Improvement and Support

- **SEA supports for identified schools**
 - Definitions, timelines, interventions, and supports
 - Comprehensive Support Schools
 - Targeted Support Schools
 - Additional interventions for schools not making progress
- **Allocation of School Improvement resources**
 - CDE must reserve 7% of the state Title I allocation to support identified schools
 - Formula v. Competitive
 - Direct services to districts with identified schools
- **Identify and define “evidence-based” interventions**
 - Definition
 - List of approved interventions?



Definitions

■ Comprehensive Schools:

- Includes at least the bottom 5% of lowest performing Title I schools
- Includes any high school failing to graduate at least 1/3 of students
- Identified at least every three years starting in 2017-18

■ Targeted Schools

- Any schools that is consistently underperforming for one or more disaggregated groups of students
- Additional Targeted schools (schools with subgroups that would meet the lowest 5% definition)

Assumptions/Dependencies

- **The Accountability Spoke Committee is recommending how to identify comprehensive and targeted schools – and exit criteria. This will inform our committee work.**
- **We plan to use the ESSA plan as an opportunity to re-vision supports for low performing systems.**
- **State laws are still in effect – we will note and maintain a list of needed policy changes.**
- **We seek to clarify specific roles for state, districts and schools in supports and school improvement.**

Norms

- **Participate – be present and contribute**
- **Represent your constituents, colleagues and the State of Colorado**
- **Speak your mind – this is a safe space, but it is a public meeting**
- **Be a problem-solver**
- **Honor thoughts of all**
 - Everyone and every idea is respected
 - Control your sidebars and your technology
- **Balance listening and speaking**
- **Help to ensure that all voices are heard**
- **Provide feedback on the process and product**
- **What else?**



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Supports Discussion

On post-it notes, please write about...

- What supports have you received or been involved in implementing that ultimately have impacted student achievement (from CDE, district, other partners...)?
- What should the purpose/goal/theory of action be for systems of support?

- **Post your notes around the room. We will share out some highlights.**



Small Group: Evidence-Based Interventions

- Of the identified supports, what are the qualities and characteristics that make these valuable and productive?



Small Group: Evidence-Based Interventions

Working in table groups...

- **In designing systems of support, what are the qualities and components that need to be in place?**
 - From CDE to identified districts?
 - From CDE to identified schools?
 - From districts to identified schools?
 - From other stakeholders?
 - What are the best ways to leverage grants?
 - What type of leadership training would you need to support these efforts?

From Listening Tour: *What supports and services can CDE provide that would be helpful to districts with schools on improvement?*

- **Assistance with School Improvement Planning**
 - Examples included help with root cause analysis, data analysis, UIP writing and revisions, onsite school visits, etc.
- **Collaboration for School Improvement Planning**
 - Encourage more collaboration between districts and schools, connect districts/schools with each other to show real life promising practices
 - Sharing of best practices for instruction, etc.
- **Professional Development and Professional Learning**
 - More guidance and offerings of CDE-approved PD
- **Other Supportive Services**
 - Funding opportunities like Turnaround Leadership Academy, Turnaround Network, Connect for Success
 - An online menu of resources and other services offered by CDE such as supplemental grant writing training



From Listening Tour: *What is an appropriate length of time before more intensive interventions should be required for “consistently underperforming” schools/subgroups?*

- In order of frequency in responses:
 - 3 years
 - 3-5 years
 - 5-7 years
 - 2 years
 - 2-3 years
- Responses indicated that interventions should take no longer than **7 years**.
- Some responses did not agree with any timeline.

Next Steps

- Give us feedback on today's meeting structure
- CDE will draft state plan on support structures based upon today's work for your feedback
- Next meeting will focus more on resource allocation

**Thank
YOU!**