

Every Student Succeeds Act (ESSA)

Support to Low Performing Schools

**State Board Meeting
March 27, 2017**

4.2 Identification of Schools

- **What is required?**
 - Identification and Exit Criteria for
 - Comprehensive Support and Improvement Schools (CSI Schools)
 - Targeted Support and Improvement Schools (TSI Schools)
- **What we heard?**
 - Focus on school growth and improvement
 - Identify and address resource inequities
 - Reduce burden of exit by supporting sustainability of activities for schools that exit identification

Comprehensive Support and Improvement Schools

Types of Schools	Description	Timeline for Identification	Initial year of Identification
Lowest Performing	Not less than the lowest-performing five percent of schools in the State participating in Title I.	At least once every three years	2018-2019
Low Graduation Rate	All public high school in the State failing to graduate at least 67% of enrolled students.	At least once every three years	2018-2019
Chronically Low-Performing Subgroup	Any Title I school identified for targeted support and improvement and did not improve over a State-determined number of years.	At least once every three years	State-determined
Additional Category	At the discretion of the State, additional statewide categories of schools	At least once every three years	State-determined

Targeted Support and Improvement Schools

Types of Schools	Description	Timeline for Identification	Initial year of Identification
Low-Performing Subgroup	Any school in which one or more subgroups of students is performing at or below the performance of all students in the lowest performing schools. These schools must receive additional targeted support under the law.	At least once every three years	2018-2019
Consistently Underperforming Subgroup	Any school with one or more consistently underperforming subgroups.	Annually	2019-2020

Exit Criteria

- ❑ Eligible for exit after three years.
- ❑ Schools must no longer meet the identification criteria that resulted in identification as CSI or TSI.
- ❑ Schools will be required to develop a sustainability plan.
- ❑ Sustainability plans must be approved by MSDE.

4.3 State Support and Improvement for Low-Performing Schools

- **What is required?**
 - School Improvement Resources
 - Technical Assistance Regarding Evidence-Based Interventions
 - More Rigorous Interventions
 - Periodic Resource Review
- **What we heard?**
 - Extensive feedback pertaining to staffing, leadership, funding and resources, partnerships and parental involvement, educating the whole child, and wrap around services

4.3 State Support and Improvement for Low-Performing Schools

- School Improvement Resources
 - Strategic allocation of funds with rigorous accountability for the use of funds.
 - Formula funding and competitive grants
 - Fiscal monitoring and evaluation
 - Provide incentives to drive change
 - Prioritize awarding of funds based on need and the implementation of evidence-based strategies with strong accountability measures

4.3 State Support and Improvement for Low-Performing Schools

B. Technical Assistance Regarding Evidence-Based Interventions

- MSDE will utilize the four domains for rapid school improvement as a framework to establish a systemic approach to improvement efforts.

Four Domains of Rapid School Improvement



**Turnaround
Leadership**



**Talent
Development**



**Instructional
Transformation**



Culture Shift

Systemic Improvement

Refer to Section 4.3 in the Table

Every Student Succeeds Act – State Examples – Support to Low-Performing Schools



State	4.2 Identification	4.2 Exit Criteria	4.3 School Improvement Resources	4.3 Technical Assistance on Selecting Evidence-Based Interventions	4.3 More Rigorous Interventions	4.3 Periodic Resource Review
Maryland	<p>Comprehensive and Support Improvement (CSI) Schools</p> <ul style="list-style-type: none"> Indicators in the accountability system will be used to identify CSI schools. CSI schools will include: <ol style="list-style-type: none"> <i>Lowest Performing:</i> Title I schools that are the 5% of the lowest achieving Title I schools in the state based on both achievement data and lack of progress in the “all students” group; <i>Low Graduation Rate:</i> All public high schools failing to graduate at least 67% of enrolled students based on the four year adjusted cohort graduation rate; <i>Chronically Low-Performing Subgroup:</i> Any Title I school identified for targeted support and improvement that does not improve within three years. <p>Targeted Support and Improvement (TSI) Schools</p> <ul style="list-style-type: none"> TSI schools will include low-performing and consistently underperforming subgroups. Subgroups categories include: economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners. The two types of TSI Schools are: <ol style="list-style-type: none"> <i>Low-Performing Subgroup TSI Schools:</i> Schools with at least one low-performing subgroup of students, performing below the summative performance of all students subgroup 	<ul style="list-style-type: none"> Based on accountability system. CSI and TSI schools that no longer meet identification criteria after three years will be eligible to exit. CSI schools that fail to meet exit criteria after three years will be targeted for more rigorous interventions. Schools eligible to exit must develop a sustainability plan. The plan must be approved by MSDE prior to exit. 	<ul style="list-style-type: none"> Formula funding and competitive grant opportunities will be provided to Local Education Agencies (LEAs) to improve lowest performing schools. Awarding of funds will be prioritized based on need and implementation of evidence-based strategies with strong accountability measures. A robust monitoring and evaluation process for the use of funds has been established. 	<ul style="list-style-type: none"> A root cause analysis will be conducted by a third party, external to MSDE and the LEA. The purpose of the analysis is to uncover causes for school performance problems. LEAs must demonstrate that they have collaborated with a diverse stakeholder group that includes but is not limited to central office staff, school administration, teachers, parents, business partners, higher education partners and other community partners to: <ul style="list-style-type: none"> review the results of the root cause analysis for the school; identify needs based on root cause analysis; and align and prioritize needs based on local school system and state goals. LEAs will be required to develop a plan of action that includes evidence-based interventions to address identified needs and accountability indicators that resulted in the school’s designation. LEAs must demonstrate that the action plan was developed by a diverse stakeholder group. Action plans must be approved by MSDE. <p><Continued on Next Page></p>	<p>MSDE will lead a stakeholder group to modify plan of action and revise intervention strategies.</p> <p>Local school superintendents will be required to assign experienced and effective teachers and leaders to schools identified as needing more rigorous interventions.</p> <p>Principals will be required to use MSDE school leadership coaches.</p> <p>Principals, assistant principals, and teacher leaders will be required to participate in MSDE professional learning experiences that are designed to address the needs of low-performing schools. They will be required to implement resources and strategies from professional learning experiences. MSDE will monitor implementation.</p> <p><Continued on Next Page></p>	<ul style="list-style-type: none"> A review of resource allocation and inequities will be a part of the root cause analysis and monitoring process. MSDE will provide guidance and resources focused on addressing resource inequities in a school and/or school system. Local school superintendents will be held accountable for developing and implementing strategies to address resource inequalities in CSI and TSI schools.



Identify and Prioritize Needs

□ Current Practice

- Needs assessment completed by school principal.

□ Revised Practice

- Root cause analysis conducted by external stakeholder.
 - Analysis will include engagement with a broad range of stakeholders (parents, students, community partners, etc.)
- Assess allocation of resources to ascertain and develop strategies to correct inequities.
- Collaboratively prioritize needs and identify high-quality supports that are in alignment with state and school system goals.



Targeted and Differentiated Support

□ Current Practice

- Local school systems assess quality of curriculum and support implementation.
- All school systems receive the same level and type of support from MSDE.

□ Revised Practice

- MSDE vetted curriculum that aligns to standards.
- MSDE supports implementation of curriculum with a high-level of fidelity.
- MSDE provides customized professional learning experiences for school administrators designed to address the unique needs of low-performing schools.



Accountability for Improvement

- Current Practice
 - Document reviews
 - Monitoring visits
- Revised Practice
 - Establish stronger accountability measures.
 - Connect distribution of funds to meeting established benchmarks.
 - Provide purposeful on-site and virtual supports.

4.3 More Rigorous Interventions

Every Student Succeeds Act – State Examples – Support to Low-Performing Schools



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4.3 More Rigorous Interventions

- MSDE leads revision of intervention strategies.
- Superintendents required to assign experienced and effective teachers and leaders to CSI schools.
- MSDE leadership coaches assigned to principals.
- Monthly on-site visits.

4.3 Periodic Resource Review

Every Student Succeeds Act – State Examples – Support to Low-Performing Schools



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State Examples

Support to Low Performing Schools



Every Student Succeeds Act – State Examples – Support to Low-Performing Schools

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[Refer to Table for Examples](#)

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Maryland	<p>in any of the lowest performing 5% percent of Title I schools.</p> <p>2. <i>Consistently Underperforming Subgroup TSI Schools:</i> Schools with consistently underperforming subgroups, as defined by the State’s accountability system.</p>			<ul style="list-style-type: none"> MSDE will collaborate with the central office staff and school administration in establishing and implementing a monitoring process to ensure selected practices are implemented with fidelity. Identified schools will be required to use MSDE vetted curriculum for English Language Arts and mathematics. MSDE will collaborate with LEAs to ensure that curriculum is implemented with a high level of fidelity. Principals, assistant principals, and teacher leaders from TSI and CSI schools will be required to participate in MSDE professional learning experiences designed to build leadership capacity and address the unique needs of low-performing schools. Professional learning experiences include but are not limited to the Aspiring Leaders Institute and Promising Principals Academy, and Priority Leaders Program. MSDE will develop a resource hub that contains evidence-based interventions, effective practices, research articles, rubrics, templates, planning documents, and other items that support the identification, implementation, and assessment of evidence-based interventions. 	<ul style="list-style-type: none"> MSDE will provide strategies and implementation guidance to school-based personnel and central office staff on how to: <ul style="list-style-type: none"> provide, monitor, and assess tiered academic support and nonacademic support to students; build teacher and leader capacity; and engage the community in school improvement efforts. LEAs will be required to implement strategies. Implementation of strategies will be monitored by MSDE MSDE will lead a team composed of central office staff, school administration, and other stakeholder groups to conduct monthly on-site school visits to analyze data, conduct learning walks, and participate in formal/informal classroom observations. School administration and central office staff will be required to implement recommendations that are developed as a result of monthly visits. MSDE will conduct quarterly fiscal review sessions. LEAs will be required to make modifications base on outcomes of fiscal review sessions. 	

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Maryland				<ul style="list-style-type: none"> Quarterly on-site and virtual visits will be conducted for fiscal monitoring and to review progress towards meeting identified goals. Distribution of funds will be connected to meeting established benchmarks and accountability measures. 	<ul style="list-style-type: none"> Distribution of funds will be connected to meeting established benchmarks and accountability measures. 	

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Delaware	<ul style="list-style-type: none"> Identified groups as defined by law Identification based on an index across indicators of the accountability framework, a summative determination Will identify every three years Stakeholder feedback indicated that all schools in the lowest five percent should be considered for CSI, not just Title I schools Definition and methodology for identifying “consistently underperforming” is to be determined, but will be based on the accountability system 	<ul style="list-style-type: none"> Exit criteria based on identification criteria Have up to four years to exit Required to meet targets for two years Schools should develop a sustainability plan Delaware Department of Education (DDOE) will negotiate exit targets with LEAs based on the data from 2016-2017 school year. Targets set will be relevant and appropriate to the needs of the individual school communities and reasonable to the extent that the school will not be immediately reidentified in the next identification cycle 	<ul style="list-style-type: none"> Using a consolidated grant application process Monitoring of implementation and expenditures during monthly check-ins Hybrid grant process, formula based allocation with optional competitive funds available Formula-based amount is based on student enrollment Do not anticipate “significant” funds for TSI schools, but will provide technical assistance to support LEAs 	<p>Provide support and assistance to LEAs in the form of:</p> <ul style="list-style-type: none"> On-site technical assistance, off-site networking sessions, embedded professional development, virtual learning experiences, guidance documents Planning tools and templates Sample needs assessment tools Root cause analysis Fiscal and plan monitoring Evidence-based resources/strategies Assistance in plan development and grant application Deploying DDOE experts for ongoing support Develop a resource hub with regionally implemented evidence-based strategies Individualization 	<ul style="list-style-type: none"> Identify an external partner to conduct qualitative needs assessments at both the school and district levels The DDOE will work collaboratively with the LEA/school to provide support in the development of an appropriate and actionable improvement plan Revised plans will include a DDOE-determined intervention Root cause analysis to diagnose reasons for not exiting DDOE will review fidelity of implementation of original plan Identify and address resource inequities Enhance onsite technical assistance More intensive oversight Leadership capacity review 	<ul style="list-style-type: none"> At the beginning of each four-year improvement cycle, those LEAs determined to have a significant number of schools identified for school improvement will work to identify any resource inequities Staff members across DDOE branches and workgroups will work in collaboration with the LEAs to assess resource inequities and provide support for improvement plan development and implementation

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Illinois	<ul style="list-style-type: none"> Identified groups as defined by law Identification and notification will occur on a three-year cycle <p>Consistently underperforming:</p> <ul style="list-style-type: none"> Any school that has failed to meet the 95 percent assessment threshold for all students or for one or more student demographic groups for the past three consecutive years will be identified and notified of their eligibility Any school for which the former English learners or the students formerly with disabilities subgroups' performance is as low as the "all students" group in any identified school will also be identified for comprehensive supports and improvement 	<ul style="list-style-type: none"> No longer identified Established a growth trajectory for students Strong plan for sustainability that articulates a clear rationale for what it proposes to sustain and how the school will maintain a strong rate of growth while addressing reduced services, supports, and/or funding Schools have one optional planning year and up to three years of full implementation before being expected to meet exit criteria 	<ul style="list-style-type: none"> Will develop a formula for allotment of funds and services Will use funds for a review and approval process for external providers that will become part of the IL-EMPOWER network. 	<ul style="list-style-type: none"> CSI Schools are required to partner with IL-EMPOWER, a framework for continuous improvement that is systemic, prevention-focused, and data-informed in order to build LEA talent and capacity IL-EMPOWER will provide comprehensive, differentiated and elective supports and services to eligible schools to ensure the effective implementation of evidence-based interventions Illinois recognizes three "foundational drivers of improvement," which are organizational, leadership, and capacity building 	<ul style="list-style-type: none"> Schools that are subject to more rigorous intervention will be required to partner with an IL-EMPOWER approved partner Schools that do not exit will be supported in selecting contextually appropriate, evidence-based practices that have more rigorous levels of evidence supporting their effectiveness LEA will be supported in establishing a strong program monitoring system to ensure selected practices are implemented with high levels of fidelity 	<ul style="list-style-type: none"> Every three years, Illinois will review state, federal, and other programmatic resource allocations for each LEA serving one or more schools Outcomes will be used to drive equity plan

Every Student Succeeds Act – State Examples – Support to Low-Performing Schools

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Louisiana	<ul style="list-style-type: none"> Any school rated ‘D’ or ‘F’ for three consecutive years will be classified CSI Schools will be added to the list on an annual basis Any school that has been in the bottom 30 percent of all schools for one or more major subgroup for three consecutive years, but is not already identified for comprehensive support, qualifies for targeted support Schools exhibiting excessive out of school discipline and/or chronic absenteeism within certain subgroups will be considered for CSI or TSI three or more years of low performance are required for identification 	<ul style="list-style-type: none"> A school will have to achieve a C-rating for two consecutive years in order to exit CSI status To exit TSI status, schools must not have any subgroup scores in the bottom 30 percent of all schools for two consecutive years 	<ul style="list-style-type: none"> LEA plans will be submitted to the Department for review and successful plans will be funded through a competitive process Each LEA with CSI schools will submit one plan describing the goals, strategies and monitoring processes it will use to address the challenges at all of its identified schools Each identified school will have a point of contact at the SEA. The SEA point of contact will manage a portfolio of LEAS to monitor for effectiveness of implementation, including onsite visits, ongoing reports from the school and the LEA, and monitor improvement of students at each school 	<ul style="list-style-type: none"> The state and the school system will develop a joint support plan in order to support the improvement of CSI and TSI schools The SEA will support school leaders in building a plan for improvement based on unique needs Support could include, but is not limited to, completing a comprehensive needs assessment, advising on system-wide resource allocation, identifying effective support partners, and building a plan for system-wide management of the improvement plan 	<ul style="list-style-type: none"> If, after four years, the school does not improve its “F” rating, the school will be eligible for inclusion in the Recovery School District The Recovery School District may run the school or identify a new operator for the school, subject to the approval of the state board 	<ul style="list-style-type: none"> Reviews will be conducted to examine equitable per pupil expenditures, distribution of staff, access to high quality prekindergarten, enriching experiences, and rigorous coursework The SEA will address any identified inequities in resources that are having a negative impact on schools and students The SEA annually publishes school-level information on per-pupil expenditures, a breakdown of expenditures by category and average staff salaries

Every Student Succeeds Act – State Examples – Support to Low-Performing Schools

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Massachusetts	<ul style="list-style-type: none"> Identified groups as defined by law Will use two years of assessment results and one year of graduation data for initial identification Massachusetts will identify the definition for consistently underperforming subgroups prior to the fall of 2018 TSI schools with low performing subgroup will be identified if the school has a subgroup that is in the lowest performing 10% of all eligible subgroups and the school has not already been identified for comprehensive support 	<ul style="list-style-type: none"> Massachusetts will identify exit criteria prior to the first identification in 2018 	<ul style="list-style-type: none"> Competitive funding process If adequate school improvement funding is not available to sufficiently support all schools eligible for funding, Massachusetts will establish prioritization criteria for school improvement grant funds Massachusetts will structure the competitive school improvement grant process around critical elements of its former SIG competitive process If adequate funding is available, Massachusetts will open eligibility for school improvement funds to targeted support and intervention schools, and/or allocate school improvement grant funds according to a formula 	<ul style="list-style-type: none"> School turnaround practices highlighted Direct expert assistance and accountability from State staff and turnaround partners to support schools Identified schools will receive preferred access to professional development The direct targeted assistance for school turnaround is overseen through the Statewide System of Support in the District Support Center. “Commissioner’s Districts” provides additional support to ten largest, highest poverty districts Priority Partner Initiative is a state-level vetting of vendors for evidence-based practices Technical assistance provided through Regional District and School Assistance Centers 	<ul style="list-style-type: none"> Full state take-over through receivership Vetted educational management organizations to fully manage a school on behalf of districts or the department Support to districts in establishing alternative governance structures for specific schools or clusters of schools The department engages in active pursuit of educational management organizations In each instance of a persistently low-performing school or district, Massachusetts uses the approach that best meets their context and unique needs The department also supports districts in establishing alternative governance structures 	<ul style="list-style-type: none"> No information Draft plan indicates section will be completed prior to plan submission

Every Student Succeeds Act – State Examples – Support to Low-Performing Schools

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New Jersey	<ul style="list-style-type: none"> Identified groups as defined by law Title I schools with at or below the fifth percentile in overall performance, based on all applicable indicators and in accordance with the weighting system CSI Schools are identified every three years Consistently underperforming TSI – identification criteria is differentiated for non-high schools and high schools NJDOE will conduct longitudinal analyses of student performance data to identify schools with consistently underperforming student subgroups 	<ul style="list-style-type: none"> No longer meets identification criteria Successfully implemented its approved plan CSI and low-performing subgroup TSI schools have the opportunity to exit every three years 	<ul style="list-style-type: none"> Resources allocated via formula and/or competitive grants Resources allocation include possibility of a limited competitive grant based on priority areas of need 	<ul style="list-style-type: none"> State System of Differentiated Support and Improvement Focus on the LEA as the “unit of change”, including coordinated support mechanisms and improvement planning protocol Evidence-based interventions will be matched to the specific accountability indicators that resulted in the school’s designation Performance data will be used to determine if the right interventions were selected and implemented 3- tiered levels of support based on need (universal, targeted and intensive) with an emphasis on building LEA capacity Explanations of tiered supports provided in draft plan 	<ul style="list-style-type: none"> Schools that fail to make progress within two years of designation will be provided with more rigorous interventions Current state regulations empower the Commissioner to appoint one or more qualified external providers for schools that fail to demonstrate progress despite multiple years of intervention The provider is accountable to NJDOE, as well as the district board of education 	<ul style="list-style-type: none"> NJDOE will conduct annual resource reviews both internally and for LEAs with a significant number or percentage of schools identified for comprehensive or targeted support and improvement The LEA reviews will include an examination of all federal, state and local funding sources The distribution of school improvement funds may be weighted to provide greater financial support to LEAs with the highest-need. The comparability reports generated by NJDOE will be examined closely to discern areas of inequity so additional funding can be allocated

Every Student Succeeds Act – State Examples – Support to Low-Performing Schools

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Ohio	<ul style="list-style-type: none"> Identified groups as defined by law CSI Schools will be identified every three years Lowest five percent based on the overall summative report card grade Proposes publishing a watch list of school approaching identification <p>Additional Criteria for identifying TSI Schools</p> <ul style="list-style-type: none"> Schools that earn a grade of a D or F for Gap Closing report card component for two consecutive years Schools that do not meet multiple student subgroup performance benchmarks Schools identified for the first time as having one or more student subgroups performing at a level similar to the lowest 5% of schools 	<ul style="list-style-type: none"> Schools meeting exit criteria will be removed from lists annually The exit criteria will be based on revised report card measures and the revised gap closing measure which includes achievement, progress, and graduation rate data of all required subgroups Schools must meet exit criteria for two consecutive years. Schools have up to four years to exit Planning to provide rewards and recognition for schools that show improvement 	<ul style="list-style-type: none"> Competitive grant process May include incentives for a menu of options, such as random control trials and evidence-based research An additional incentive available to support a resource coordinator for student and family services Redesigned online planning tool/consolidated grants application, known as the Comprehensive Continuous Improvement Plan (CCIP) Differentiated performance monitoring based on district continuum of support identification level Online collection of performance-monitoring data 	<ul style="list-style-type: none"> Ohio will offer a district continuum of support and promote local control for school improvement planning Ohio utilizes the Ohio Improvement Process and regional system for technical assistance. Stakeholders asked for more local control in decision Stakeholders emphasized the need for a focus on addressing the needs of students, families, and communities Ohio will create an online evidence-based clearinghouse, providing a broad menu of provide strategies and programs. Ohio will create at Peer-to-Peer Improvement Network 	<ul style="list-style-type: none"> Schools that do not make “significant progress” are subject to in-depth resource allocation reviews, use of SEA-approved evidence-based strategies, and required direct student services May receive direct support from the Educational Service Center These districts will also participate in a comprehensive district review, identifying areas of strengths and areas needing improvement, to align evidence-based practices Districts that have multiple years of poor performance may be subject to an Academic Distress Commission Community Schools may be subject to school closure requirements 	<ul style="list-style-type: none"> Ohio will develop a review process for resource allocation, analyze data to create ranges of acceptable allocations, and use this information to inform needs assessments, improvement planning, funding allocations, models of funding, and expenditure patterns

Every Student Succeeds Act – State Examples – Support to Low-Performing Schools

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Tennessee	<ul style="list-style-type: none"> Identified every three years based on evaluation of three-year achievement data For identification, Tennessee will consider the overall success rate of all students on the following state assessments High schools will be assessed on a weighted composite of graduation rate and end-of-course exams Elementary/middle schools will be assessed on the Tennessee Comprehensive Assessment Program Consistently underperforming is defined using the aforementioned indicators 	<p>Schools will exit CSI (a.k.a. priority schools) status in one of several ways:</p> <ul style="list-style-type: none"> not identified on the next Priority school list (2020) meets or exceeds its achievement AMOs targets for two consecutive years achieves level 4 or 5 Tennessee Value Added Assessment System performance in all subject/grade content areas for two consecutive years School exceeds the 15th percentile in the state using a one-year success rate <p>Schools will exit TSI status if:</p> <ul style="list-style-type: none"> the school is not identified the following year 	<ul style="list-style-type: none"> District-led interventions grants provide districts with flexible funds to support multiple priority schools in implementing evidence-based strategies School-level grants provided through competitive application process and support eligible schools for three years: one year of planning and two years of implementation Rubrics will be developed to score competitive submissions All schools will receive a one year planning grant of equal amounts Implementation grants will be awarded through a competitive process Monitoring and annually review each district's implementation through a series of three milestone reviews Quarterly monitoring of school plans 	<ul style="list-style-type: none"> Continue state-run school district and offer district-led interventions The state will have an Office of School Improvement, Centers of Regional Excellence, professional learning communities, and an online performance management system (ePlan) All identified schools will receive training on needs assessments and root cause analysis Create a state plan for school improvement Plans to empower districts to lead turnaround in its low-performing schools Creation of a school improvement continuum, with three intervention tracks Meet with district and school leadership teams, twice yearly, to provide support in areas of challenge and to share promising practices 	<p>District options for schools that fail to exit:</p> <ul style="list-style-type: none"> Close School Initiate a district-led charter conversion Develop a transition plan with the Achievement School District Continue with current intervention In this additional year, schools must demonstrate success in order to continue district-led intervention If the school does not achieve a composite TVAAS of 4 or 5, then the school will begin the state-run school district planning year in subsequent year 	<ul style="list-style-type: none"> Tennessee will commit to the periodic review of resource allocations to ensure sufficient support for school improvement in each district serving a significant number of schools identified Resource allocation review will be integrated into existing state processes The SEA will examine district human capital resources to ensure that all students enrolled in identified schools have access to effective teachers

Every Student Succeeds Act (ESSA) Support to Excellent Educators

State Board
March 27, 28, 2017

Supporting Excellent Educators

- Educator Development, Retention and Advancement
 - Certification
 - Teacher Preparation
- Support for Educators
- Educator Equity



Educator Development, Retention and Advancement

ESSA Listening Tour Feedback

- Preparation programs should:
 - provide all prospective teachers with field and internship experiences that assure they are prepared for the cultural diversity of the classrooms to which they will most likely be assigned

ESSA Feedback

- MSDE should:
 - develop systems that promote sharing of high-quality professional learning among LEAs; and
 - consider building systems for regional professional learning to enhance broader participation by teachers

Preliminary Recommendations

Preliminary recommendations from the **ESSA Sub-Committee** and from the **Teacher Induction, Retention and Advancement Act of 2016 Workgroup** mirror one another in areas of both teacher preparation and certification

Preliminary Recommendations: Teacher Preparation

- The Institutional Performance Criteria and Professional Development School Standards are currently under revision to reflect current best-practice partnerships between LEAs and educator preparation programs
 - All prospective teachers should have direct experiences in diverse settings
 - Intern assignment should be prioritized to relate to the quality of the placement, the skill of the mentor, and the diversity of the experience
 - Educator preparation and induction/mentoring programs should intersect seamlessly

Preliminary Recommendations: Certification

- Expand the routes to certification
 - National Board Certification

- Increase the types of certificates
 - Adjunct Certificate

- Revise the Conditional Certificate
 - Renewal timeline and requirements

Preliminary Recommendations: Certification

- Review the basic requirements for initial certification and renewals
 - Reading, Content, Pedagogy, Cultural Diversity, Classroom Management, and Special needs
 - Explore the use of Micro-Credentialing
 - Revise testing requirements



Support for Educators

Feedback on Support to Educators

- More Planning time for teachers
- Program of true support in place from administration and district
- Opportunities for teacher leadership
- Monetary incentives/higher salaries
- Leadership roles shared/rotated
- Increased opportunities to provide mentoring to both new and veteran teachers

Feedback continued

- Individualized professional learning based upon student and teacher needs and choice
- More Professional Development courses and online courses available
- Opportunities to collaborate and opportunities for peer coaching/peer observation
- Input from teachers should be gathered and utilized/listen to teachers

Support to Educators

- Based on this feedback, the following recommendations address:
 - Induction and Mentoring
 - Developing Teacher Leaders
 - Professional Learning based on Teacher and Student Needs

Induction and Mentoring

- Collaboration with Institutes of Higher Education to improve pathways from pre-service to service

- Expand mentoring to include:
 - second and third year teachers
 - veteran teachers new to district
 - veteran teachers who are grade/content changers
 - new principals/assistant principals

Developing Teacher Leaders

- Attract, retain, and develop school leaders through leadership pathways.
- In collaboration with local school systems develop a state framework to:
 - define teacher leaders,
 - outline characteristics of effective teacher leaders, and
 - provide/identify resources to develop teacher leaders

Professional Learning Based upon Student & Teachers Needs

- Identify and support personalized professional learning that meets the needs of diverse populations
- Develop state models for collaborative professional learning that includes data analysis, peer coaching, and lesson study
- Support implementation of evidence-based strategies/materials aligned to state standards
- Collect tools, strategies, and resources that can be used to identify teacher professional learning needs.



Educator Equity

Equity Issues

Data show that the least qualified teachers (certification, experience) continue to be disproportionately assigned to the most challenged students across the state, with six LEAs identified as having the largest disparities

Preliminary Recommendations: Equity

MSDE is working to provide access to more and better systems for all regions of the state to access quality teachers

- Regional centers to support seamless teacher preparation and professional development

Conversations with SB 493 Teacher Induction Workgroup and ESSA groups regarding incentives for the most qualified teachers to teach the most challenged students

- Quality Teacher Incentive Act changes
- Housing incentives
- Job search support for spouses
- Loan forgiveness

Analysis by States

Support to Excellent Educators

See hard copy of document

State Examples- Supporting Excellent Educators

State	Educator Development, Retention, and Advancement			Support for Educators	Educator Equity			
	Certification and Licensure Systems	Educator Preparation Programs	Educator Growth and Development Systems	Resources to Support State-level Strategies	Skills to Address Specific Learning Needs	Definition of “ineffective teacher”	Root Causes	Identification of Strategies
Colorado	No info	No info	No info	Funds support staff who possess knowledge and skills to build LEA capacity	Virtual and in person PD on culturally responsive instructional practices; whole child supports; teacher cadet programs; effective inclusion models, and developmentally appropriate practices for children PK-3	Annual evaluation based on Colorado’s Educator Quality Standards that results in a rating of ineffective or partially effective	Inconsistent access to induction programs that include coaching/mentoring; strategies for working with struggling learners; and strategies for instructing on the CO Academic Standards; no adequate supply of teachers	Capacity building tool: Self-Assessment for Healthy Human Capital; Technical Assistance: Educator Evaluation Systems; Capacity Building: Educator Induction Programs

State	Educator Development, Retention, and Advancement			Support for Educators		Educator Equity		
	Certification and Licensure Systems	Educator Preparation Programs	Educator Growth and Development Systems	Resources to Support State-level Strategies	Skills to Address Specific Learning Needs	Definition of “ineffective teacher”	Root Causes	Identification of Strategies
Delaware	Four tiered licensure system: Provisional, Initial, Continuing, and Advanced	Educator Preparation Reports that reflect levels of program effectiveness; Competitive Innovation Grants	New Educator Induction and Mentoring; Teacher Leadership Initiatives and Pilot; Educator Feedback Cycles and Evaluation	Funds support providing LEAs with competitive grants to design, implement, and support school leadership; support a comprehensive induction program; develop multiple high-quality educator preparation programs and alternative routes to certification	Response to Intervention Guiding Coalition; Reading Writing Project; Learning Leader Network; Reimagining Professional Learning Innovation Grants; and Collaborative Feedback Loops	A teacher who has shown a pattern of ineffective teaching as defined in Delaware statute: A pattern of ineffective teaching shall be based on the most recent Summative Evaluation ratings of a teacher using the Delaware Performance Appraisal System (DPAS) II process of a state-approved alternate evaluation system	Insufficient school leadership; insufficient educator preparation; lack of effective recruitment, selection and staff management practices; need for additional induction and mentoring; low compensation and lack of career pathways.	Provide training and support in education evaluation; Publish scorecards for educator preparation programs; Improve educator data and analytics (JoinDelawareSchools.com); Support improvement in DE’s Comprehensive Induction Program; Work with LEAs to develop teacher leadership pathways; Created an Educator Equity Working Group

State	Educator Development, Retention, and Advancement			Support for Educators		Educator Equity		
	Certification and Licensure Systems	Educator Preparation Programs	Educator Growth and Development Systems	Resources to Support State-level Strategies	Skills to Address Specific Learning Needs	Definition of “ineffective teacher”	Root Causes	Identification of Strategies
Illinois	Examining strategies to support Certification and Licensure	Examining strategies- specifically for programs to prepare teachers to serve low-income and minority students	No info	Ongoing professional learning to districts; Professional Learning and Resources for Educators; Teacher Residency Program; LEA grants for Educator Leader Network	IL-Empower: providing evidence-based, developmentally appropriate, and culturally and linguistically competent practices; Using data from the IL Longitudinal Data Systems to more efficiently support and improve resource allocations; Educator Dashboard; Illinois Virtual School for students; Online Impact (online PD site)	A teacher who has received a “needs improvement” on an evaluation and, in a subsequent evaluation, received a rating of “unsatisfactory” or “needs improvement”	No info (requesting an extension)	No info (requesting an extension)

State	Educator Development, Retention, and Advancement			Support for Educators		Educator Equity		
	Certification and Licensure Systems	Educator Preparation Programs	Educator Growth and Development Systems	Resources to Support State-level Strategies	Skills to Address Specific Learning Needs	Definition of “ineffective teacher”	Root Causes	Identification of Strategies
Louisiana	Funds will be used to support the development and expansion of yearlong teaching residencies that results in certified teachers and leaders (Believe and Prepare Program)	Funds will be used to support the yearlong teaching residencies	Funds will be used to offer differential compensation and training for mentor teachers	Strategically provides professional development to school systems around quality curriculum and the quality assessment system; Three teachers per school supported as teacher leaders; expand principal fellowships	Supporting educators to provide full access to the content they teach to students, with multiple pathways for making sense of that content and for demonstrating learning mastery	Does not define	Limited partnerships between districts and teacher preparation programs; challenges around retention for new and experienced teachers	Strengthen partnerships through a grant program for districts and teacher prep programs to design and expand competency based; Establishing Mentor Teacher Role

State	Educator Development, Retention, and Advancement			Support for Educators		Educator Equity		
	Certification and Licensure Systems	Educator Preparation Programs	Educator Growth and Development Systems	Resources to Support State-level Strategies	Skills to Address Specific Learning Needs	Definition of “ineffective teacher”	Root Causes	Identification of Strategies
Massachusetts	Requires that educators-including teachers, support personnel, and administrators-hold a MA license for their specific role	Require performance assessments for prospective teachers and administrators; implement an education preparation program review process; use data to support continuous improvement; and foster partnerships between educator preparation programs and districts	Induction and professional growth and development system (educator evaluation system)	Revised ELA/Literacy and Mathematics Standards; Focus on early literacy, middle grades math, and the Student Learning Experience Report (a survey on students’ experiences with effective teachers)	Educator Guidebook for Inclusive Practices; Foundations for Inclusive Practice Online Courses; Inclusive Practice and Teacher Candidate lesson; Collaborative for Academic, Social, and Emotional Learning	An educator who has been rated as needs improvement or unsatisfactory on the summative performance rating of the education evaluation framework	Experience gap; preparation gap; and effectiveness gap	Implement Teacher Performance Assessment; Continue supporting districts in Education Evaluation implementation; Distribute Educator Evaluation Guidebook for Inclusive Practice

State	Educator Development, Retention, and Advancement			Support for Educators		Educator Equity		
	Certification and Licensure Systems	Educator Preparation Programs	Educator Growth and Development Systems	Resources to Support State-level Strategies	Skills to Address Specific Learning Needs	Definition of “ineffective teacher”	Root Causes	Identification of Strategies
New Jersey	Upgrade the Teacher certification information system to decrease processing time	Educator Preparation Provider Performance Reports; Research about emerging national best practices in educator preparation	Initiatives to support classroom teachers, teacher leaders, school administrators, and other educational stakeholders throughout their entire professional life cycle	Building teacher leadership capacity to support beginning teachers grants program; achievement coaches; improve Algebra I Teaching and Learning; Building on Curricular Framework; Literacy Initiative; Improve Data Literacy; and Technology	NJ Tiered System of Support to provide a framework for schools to address the needs of all learners through a continuum of supports and interventions	An educator who receives an annual summative evaluation rating of “ineffective”	Lack of Access to high-quality applicants; lack of fidelity/consistency of evaluation implementation across the State; Inability to effectively manage talent; lack of access to data on educator preparation program quality; Lack of awareness about focus on and/or ability to impact out-of-field placement in some LEAs; Data quality issues; and teacher turnover	Upgrade the online teacher certification system; Develop comprehensive recruitment plan; Support evaluation implementation; Utilize Achieve NJ to manage talent (tenure system); Increase access to high quality data on educator preparation programs; Support 12 LEAs with greatest number of out-of-field teachers and improve reporting of such; Utilize Performance Reports to improve data quality and ensure accuracy; Raise bar for inexperienced teachers through better preparation and certification requirements; Improve induction support

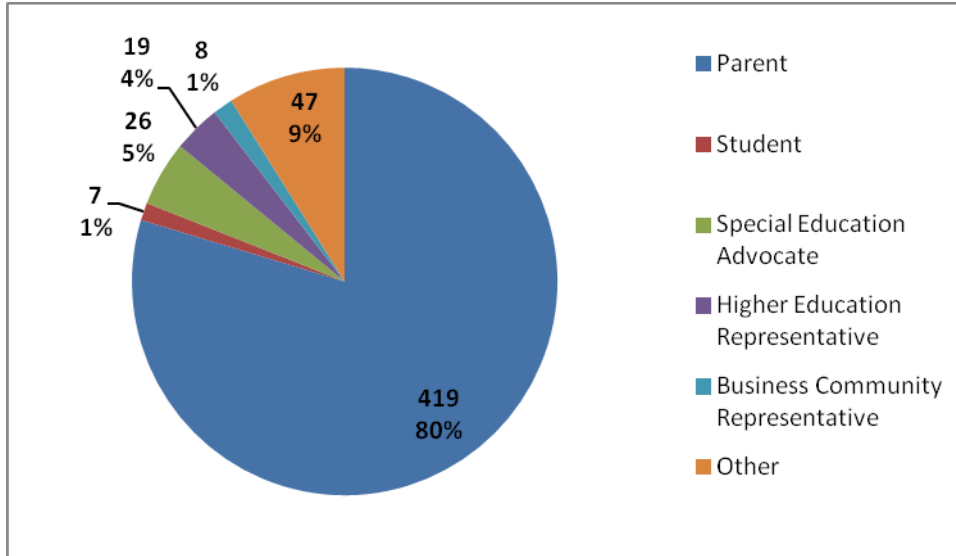
State	Educator Development, Retention, and Advancement			Support for Educators		Educator Equity		
	Certification and Licensure Systems	Educator Preparation Programs	Educator Growth and Development Systems	Resources to Support State-level Strategies	Skills to Address Specific Learning Needs	Definition of “ineffective teacher”	Root Causes	Identification of Strategies
OHIO	Four tiered licensure system: teacher certification programs; residency programs; licensure in categories with specific content and pedagogy requirements; and require professional development for educators renewing their license	Educator Preparation Accountability and Continuous Improvement reports; improve educator workforce diversity; improve the teacher shortage	Focused on induction, development, and advancement; offers continuous professional growth; Ohio Standards for the Teaching and Learning: The Focus of teaching and learning; conditions for teaching and learning; teaching as a profession; Principal standards; professional development standards	Value-added data training across districts; teacher leadership training focus; building capacity of AP teachers; provide low-income and minority students greater access to effective teachers, principals, and other school leaders	Strategies for Diverse Learners; Lau Resource Center (for English as second language, bilingual and multicultural education); Javits Professional Development Modules’ for The Autism and Low Incidence Center; The Ohio Center for Sensory Disabilities; Ohio Leadership Advisory Council; and Ohio STEM Learning Network	A teacher who receives a final summative rating of “ineffective” on the Ohio Teacher Evaluation System	Lack of experience with students, schools, policies, cultural competencies, and program variation; Hiring timelines, transfer and placement, salary, negative perceptions, assigning educators, postings in shortage areas; Teaching and Learning Condition quality, teacher leadership career pathways, school leadership, and leader assignment, supportive leadership, Accessibility of data and data-based decisions	Provide data tool to aid in monitoring students’ equitable access to excellent educators; Develop knowledge and skills of Human Capital Management; Offer statewide web-based recruitment system; provide technical assistance to hard-to-staff schools; Value-added training to determine use value-added results in considering course assignments, student assignments, and PD needs; To better understand school conditions in their schools and reasons why educators stay/exit; Partner with Ohio Department of Higher Education and educator preparation programs to continue to provide quality and effective educators

State	Educator Development, Retention, and Advancement			Support for Educators	Educator Equity			
	Certification and Licensure Systems	Educator Preparation Programs	Educator Growth and Development Systems	Resources to Support State-level Strategies	Skills to Address Specific Learning Needs	Definition of “ineffective teacher”	Root Causes	Identification of Strategies
Tennessee	Based on experience, licensed degrees/ PRAXIS, and evaluation/role	Increasing emphasis on beginning of teacher pipeline; raising standards of admission; requiring rigorous coursework; offering high-quality clinical experiences; and developing more information candidate assessment systems	Promote educator effectiveness; support implementation while encouraging increased local ownership and flexibility; and foster continuous improvement and innovation	Educator Preparation; Educator Evaluation; Professional Learning; Differentiation; and Educator Pipeline	Regional Summits; Supporting EL in Language Acquisition; CTE teacher and Administrator PD; Work-based Learning PD coordinator certification training; Pre-K and Kindergarten Portfolio Trainings; Instructional Partnership Initiative; Reading Across the Curriculum; Response to Intervention Training; Micro-Credentialing Pilot; Principal Peer Partnerships; TN Academy for School Leaders; Governor’s Academy for School Leadership; Integrated Leadership Courses	Teachers with individual growth on the Tennessee Value-Added Assessment System (TVASS) scores determined to be below expectations and significantly below expectations	Lack of quality preparation programs in certain regions/for certain subjects; insufficient professional learning opportunities; variance in leadership skills and capacity; and rural challenges	Transparency, accountability, and continuous improvement reports for educator preparation programs; Teacher preparation report card; Interim, focused and comprehensive reviews; New online educator management program (TNCompass); edPTA-performance-based subject-specific assessment and support system for teacher prep programs; Teacher and Principal Residency Programs

Every Student Succeeds Act

Survey Results based on the first Draft of the Consolidated State Plan Published 12/7/16

Analysis of survey responses other than educators:



Long Term Goals and Measurements of Interim Progress

What is an appropriate amount of growth to expect from students each year on the PARCC Assessments?

	Non-Educators	Educators
10 Percent	14%	7%
5 Percent	33%	23%
3 Percent	22%	25%
2 Percent	17%	24%
1 Percent	14%	22%

Should targets be set to include all students reaching 100% proficiency by a set date?

	Non-Educators	Educators
I don't know	10%	1%
No	71%	98%
Yes	18%	.6%

Standards and Assessments:

Which do you value more?

	Non-Educators	Educators
Depth of understanding	34%	22%
Limited Testing	66%	78%

Which better promotes meaningful assessment?

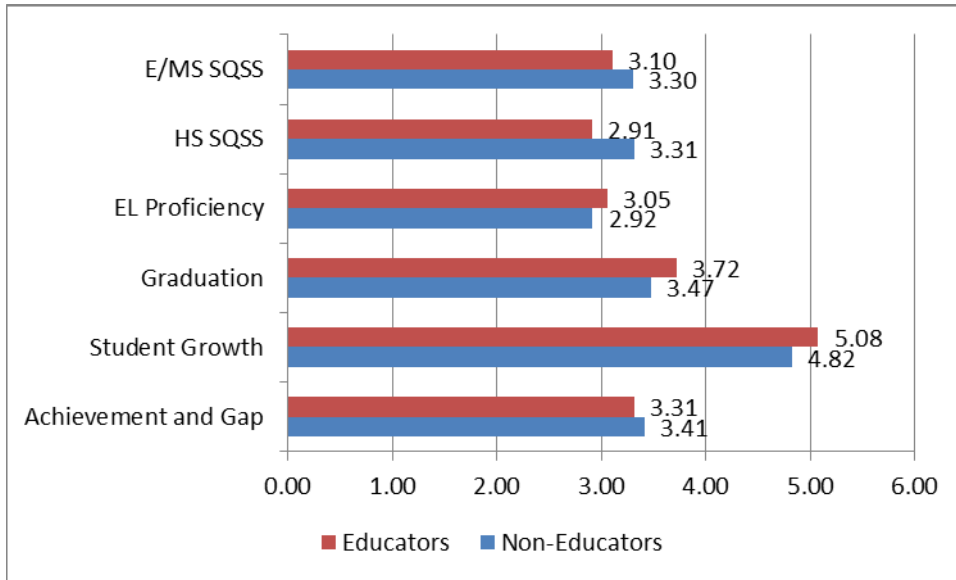
	Non-Educators	Educators
Questions that provide engaging real world context	69%	71%
Short, direct questions of knowledge or skills	31%	29%

How important is it to measure a student’s ability to write clearly across academic disciplines?

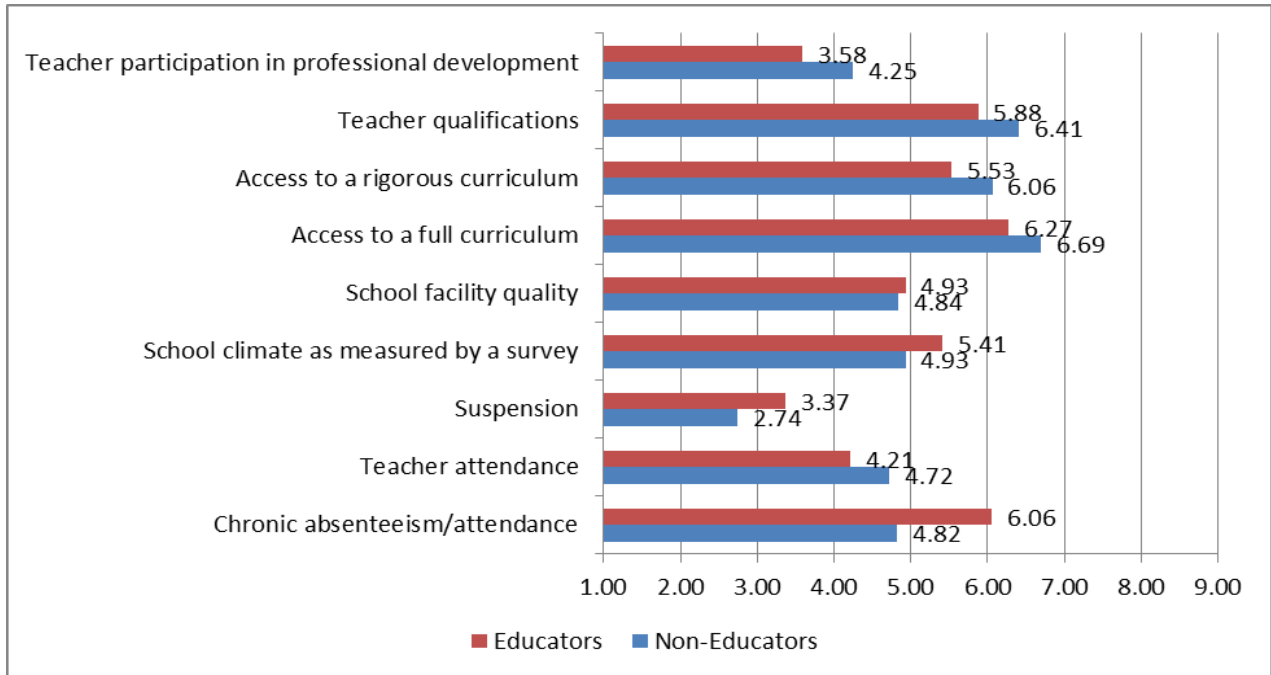
	Non-Educators	Educators
Very Important	44%	38%
Important	39%	51%
Neither	12%	8%
Unimportant	4%	2%
Very unimportant	.6%	.2%

Accountability System

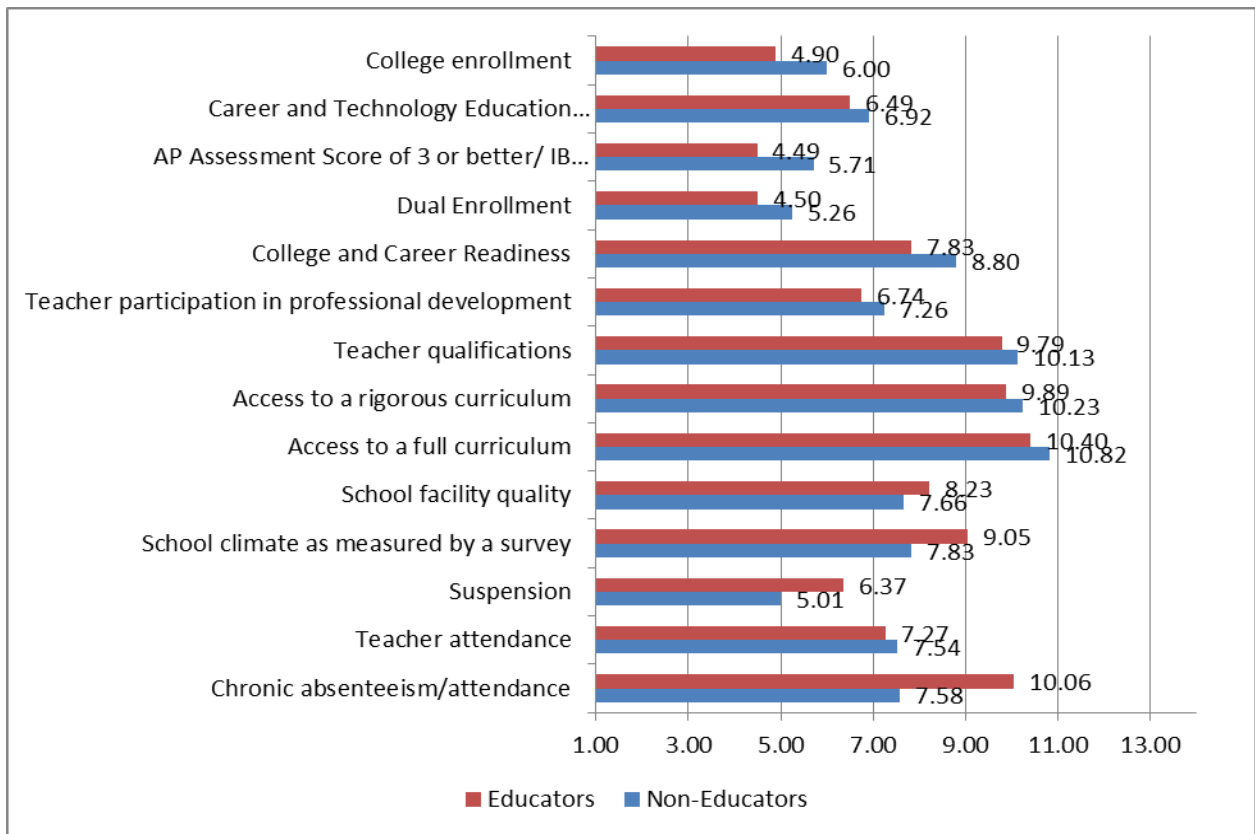
In what order would you prioritize these accountability measures?



Please rank the order of importance for measure for the Elementary/Middle School Quality and Student Success Indicator:



Please rank the order of importance for measure for the High School School Quality and Student Success Indicator:



Should Maryland use summative ratings for schools? (Example: Assigning schools a letter grade such as A through F)

	Non-Educators	Educators
No	54%	63%
Yes	46%	37%

What should be the State’s strategies in supporting low performing schools?

- Provide social support services to support students and families, and improve the community in which they live
- Conduct a needs assessment to determine what and why schools are struggling, and provide resources (i.e. Funding, support and staffing) based on each schools’ specific needs

Systems of Educator Development, Retention, and Advancement

What is important in the preparation of teachers? (Training, courses, etc.)

- Teachers should develop a deep understanding of how to teach children academically, socially, emotionally through college courses, training, and/or professional development
- Teachers should be prepared through field experience (experience in classrooms), coupled with strong partnership with veteran/master teachers

What constitutes evidence of a strong performance of a teacher candidate in the final year of teacher education preparation?

- Strong teacher candidates will be determined by their real work classroom experience, such as, how candidates performed in their field experience and the evaluations associated with these experiences
- Strong teacher candidates will demonstrate content knowledge, classroom management skills, and the ability to engage and connect with students

How can the State support professional learning for educators to meet students’ needs?

- Provide funding for professional learning
- Allow teachers to determine their professional learning needs
- Offer professional learning during the summer months
- Ensure the professional learning opportunities are high quality and connected to student needs (as a whole child)

What incentives would encourage the retention of effective teachers?

	Non-Educators	Educators
Provide higher salaries	68%	81%
Provide bonuses	43%	38%
Offer more planning time	53%	64%
Offer more professional development options	40%	22%

What are effective strategies to ensure all children have access to an excellent educator?

- Fully support teachers across schools, but especially in low performing schools so they have the opportunity to be excellent.
- Swiftly remove ineffective teachers.