School Improvement: Comprehensive Support and Improvement Grad Schools (CSI Grad) and Targeted Support and Improvement Schools (TSI)

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Supporting Schools and Students to Achieve

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Idaho's Stategic Plan Goals

1. All Idaho students persevere in life and are ready for college and careers
2. All education stakeholders in Idaho are mutually responsible for accountability and student progress
3. Idaho attracts and retains great teachers and leaders

Links

- The School Secretary Grinch
- Facebook - Gerry Brooks Videos
- Facebook - Gerry Brooks Main Page

Why are we here?

We are here because your school has been identified as a Comprehensive Support and Improvement Grad school (CSI Grad)

Three Year Journey (2)

What does it mean to be a CSI Grad school?

It means your school has been identified by the state as having a three year average graduation rate (2015/2016/2017) below 67% for all students based on the four year-adjusted cohort graduate rate. Includes high schools and alternative high schools.

Three Year Journey (3)

It also means that:

- We are on this journey together for three years
- You will have access to a capacity builder
- Access to state sponsored professional development and programs
- Priority for technical assistance and piloted programs
- Schoolwide Improvement Planning tool (SWIP)

CSI Grad Categories

- Graduation rate below 67%
  - High schools – schools with grade 12
  - Alternative high schools

- What does it look like for Idaho?
  - High schools – 6 schools identified
  - Alternative high schools – 35 schools identified

Three Year Journey (5)

So…how were CSI Grad schools identified?

The identification is based on the following indicator:

- Three year average of the four year cohort graduation rate
- 2015/2016/2017

What kind of support can CSI Grad schools expect?

- Three years of support
- Technical assistance
- Convenings
- Regular Check-ins
- Capacity builder
- Effective leadership PD
  - ISN, IPN, IPMP
  - NW RISE

What about Targeted Support and Improvement Schools (TSI)?

What does it mean to be identified as a TSI school?

- A TSI schools are identified by the state annually
- To be identified for TSI, the performance gap in a comparison group needed to be 35 percentage points or higher for three consecutive years (2016/2017/2018)

TSI Categories

- Performance gap of 35 percentage points or more for 3 consecutive years
  - Elementary schools
  - High schools – schools with grade 12
  - Alternative high schools

- What does it look like for Idaho?
  - Elementary schools -
  - High schools – 6 schools identified
  - Alternative high schools – 35 schools identified

TSI Schools (2)

So…how were TSI schools identified?

The identification is based on the following indicators:

- Advanced Math 8th grade
- Advanced Math 9th grade
- ELA Growth
- ELA Proficiency
- Graduation rate (4 year)
- Math Growth
- Math Proficiency
- Science Proficiency
- Spring IRI

TSI Schools (3)

Identification continued:

For each indicator, performance gaps were looked at in the following groups:

- Economically Disadvantaged vs. Not Economically Disadvantaged
- English Learners vs. Not English Learners
- Students w/ Disabilities vs. Students w/out Disabilities
- American Indian vs. Not American Indian
- Asian vs. Not Asian
- African American vs. Not African American
- Hawaiian/Pacific Islander vs. Not Hawaiian/Pacific Islander
- Hispanic vs. Not Hispancic
- Multiracial vs. Not Multiracial
- White vs. Not White

TSI Schools (4)

District and School Requirements:

- LEAs must notify each school identified as a TSI school on which subgroup or subgroups of students are consistently underperforming
- LEAs must ensure that TSI schools:
  - Develop and implement a plan involving stakeholders that include principals and other school leaders, teachers and parents
  - Plan is written to improve student outcomes based on the indicator in the statewide accountability system for each subgroup of students that was the subject of the notification
    - Is informed by all indicators including student performance against long-term goals
    - Includes evidence-based interventions
    - Is approved by the LEA prior to implementation
    - Is monitored upon submission and implementation by the LEA
    - Results in additional action following unsuccessful implementation of such plan after a number of years determined by the LEA

TSI Schools (5)

What can TSI schools expect from the SDE?

- Access to state sponsored professional development and programs
- Priority for technical assistance and piloted programs
- Schoolwide Improvement Planning tool (SWIP)
- Limited access to a Capacity Builder **(select schools only)**

State Technical Assistance Team (STAT)

The purpose of the State Technical Assistance Team (STAT) is to ensure local education agencies (LEAs) have ongoing support from the Idaho State Department of Education (ISDE) in improving student outcomes and systems in comprehensive support and improvement (CSI) and targeted support and improvement (TSI) schools.

STAT

We want to be a partner with the schools in their improvement journey.

STAT is a strengths based improvement model that:

- Believes in the ability to effect change
- Believes in the extraordinary capacity of teachers
- Believes in collaborative inquiry
- Promotes positive change for schools
- Promotes positive influence on leadership
- Promotes collective efficacy of school staff
- Believes in doing whatever it takes to improve student learning

STAT (2)

The STAT ***is***:

- A group of people who will facilitate progress monitoring of schools in improvement, bringing in the right education stakeholders and content experts as needed by the districts and schools. The group will always include leadership from the district and school in improvement.
- The nexus of support of the state department of education, focused entirely on working with districts and schools to ensure they are getting what they need in order to teach kids.
- A convener of experts and support providers at the state level to ensure that the right people are having the right conversations at the right time to enable school improvement.

STAT (3)

The STAT ***is not***:

- A punitive arm of the state department of education. The STAT will be exclusively tasked with enabling collaboration and thought partnership to advance student achievement, and will not punish schools.

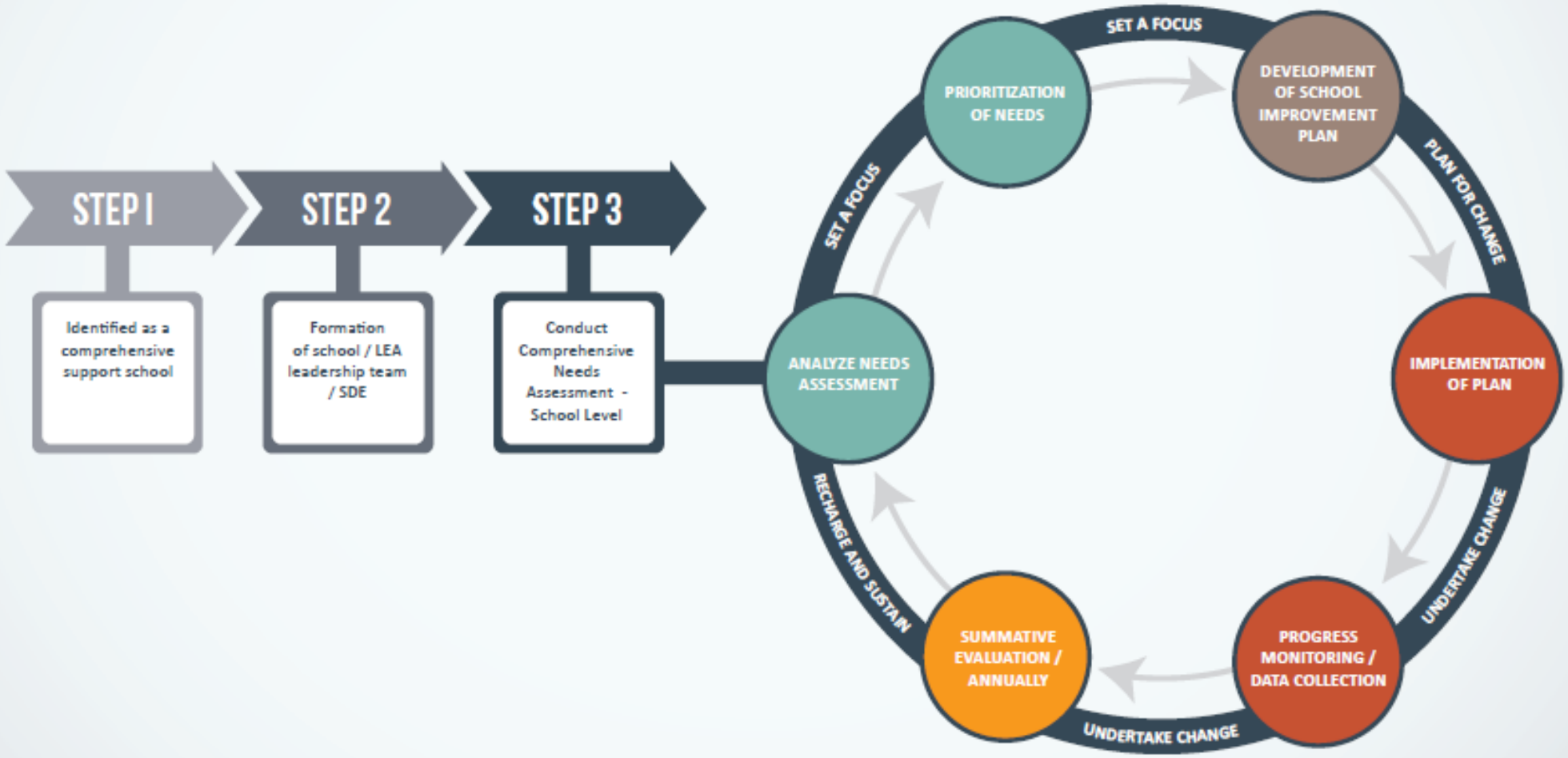
The STAT ***is not***:

- The entity that decides which schools are identified for improvement. That determination is made using the state's school identification methodology described in Idaho's Consolidated State Plan, under ESSA.

The STAT ***is not***:

- The deciders of what schools must do to improve. Improvement strategies will be determined by schools and districts in collaboration with the STAT and other relevant stakeholders and content experts.

SCHOOL IMPROVEMENT PROCESS



School Improvement Resources and Supports

- Idaho Superintendents Network
- Idaho Principals Network
  - Video- Idaho Principals Network Video
- Idaho Principal Mentoring Project
- Idaho Building Capacity Project
- NW RISE (Rural Innovation and Student Engagement)
- ELA Coaches and Math Centers

Idaho Superintendents Network

- ISN supports the work of district leaders in improving outcomes for all students by focusing on the quality of instruction,
- The network is comprised of committed superintendents who work together to develop a cohesive and dedicated leadership community focused on teaching and learning,
- Topics for discussion may include: improved outcomes for students, working with stakeholders, transforming district central offices for learning improvements, analyzing teaching and learning, and the moral purpose of leadership.

Idaho Principals Network

- IPN is a professional learning community structured for building level administration,
- IPN provides a learning environment focused on increasing the effectiveness that directly relates to instructional leadership, managing change, and improving the overall effectiveness of the Instructional Core,
- Strands of study may include: evaluating leadership frameworks, instructional rounds and classroom observations, implementing professional growth plans based on self-evaluations.

Idaho Principal Mentoring Project

- IPMP is designed to support and assist early career principals who are in their first and second year,
- Principals participate in face-to-face and phone mentoring, as well as professional development institutes in Boise,
- Mentors will make quarterly site visits and bi-monthly phone calls,
- The confidential relationship will focus on individualized professional goal setting and information learned at the institutes.

Idaho Building Capacity Project

- Highly distinguished educators trained by the state to assist school and district leaders,
- Capacity Builders (CBs) are assigned to all participating schools and districts within the IBC network,
- CBs coach leaders and leadership teams through the steps of improvement with weekly on-site coaching,
- CBs are provided with a toolkit of school improvement resources and, in partnership with school and district leaders, help create and implement a customized school improvement plan.

The Idaho Building Capacity Project (IBC)

The purpose of IBC is partner with school and district leadership to create sustainable, collaborative, data driven systems that promote student achievement.

Capacity Builders (CB)

CBs support the self-directed learning of district and school leadership teams through effective coaching and consulting strategies that facilitate improvement and change.

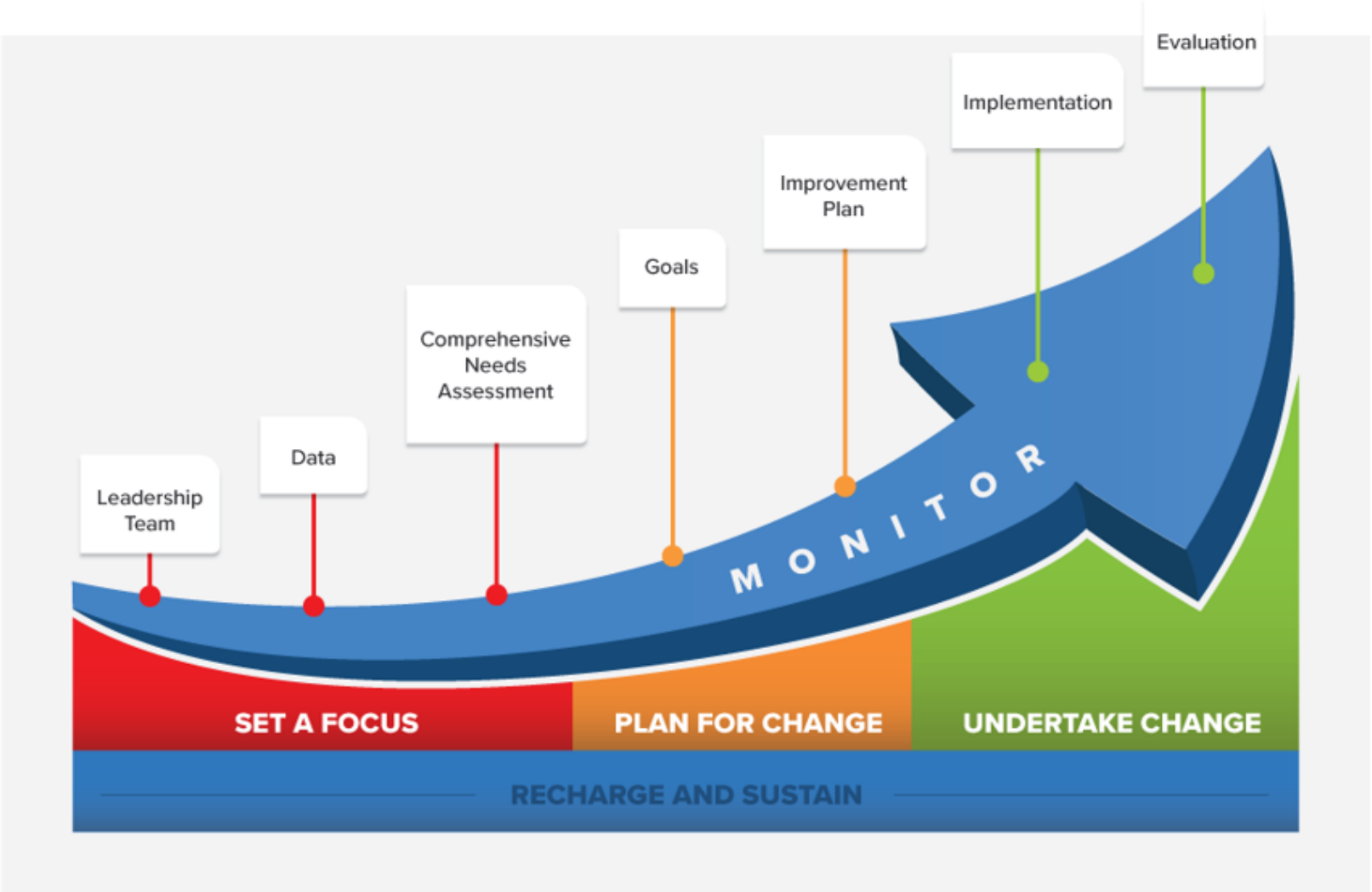
Northwest RISE

- The Northwest Rural Innovation and Student Engagement (NW RISE) Network aims to connect educators in small, rural schools so they can collaborate with colleagues who teach the same subjects and struggle with the same challenges,
- The network convenes teachers and leaders from some of the Northwest's most isolated and remote communities to learn from each other, share strategies to meet their unique challenges, and spread best practices of the region's rural schools.
- NW RISE Network

IDAHO BUILDING CAPACITY

IMPROVEMENT PROCESS PATH

ROADMAP TO IMPROVEMENT



Identified as CSI Up	IBC Support Starts	CSI Up Kickoff Convening	STAT /IBC Checkpoint #1	STAT /IBC Checkpoint #2	STAT /IBC Checkpoint #3	SWIP Due	SWIP Reviews	CSI Up Convening
8/15/18	9/10/18	9/10/18, 9/11/18	10/8 – 10/23	11/5 – 11/20	12/3 – 12/17	1/18/19	2/4 – 2/22	3/12/19

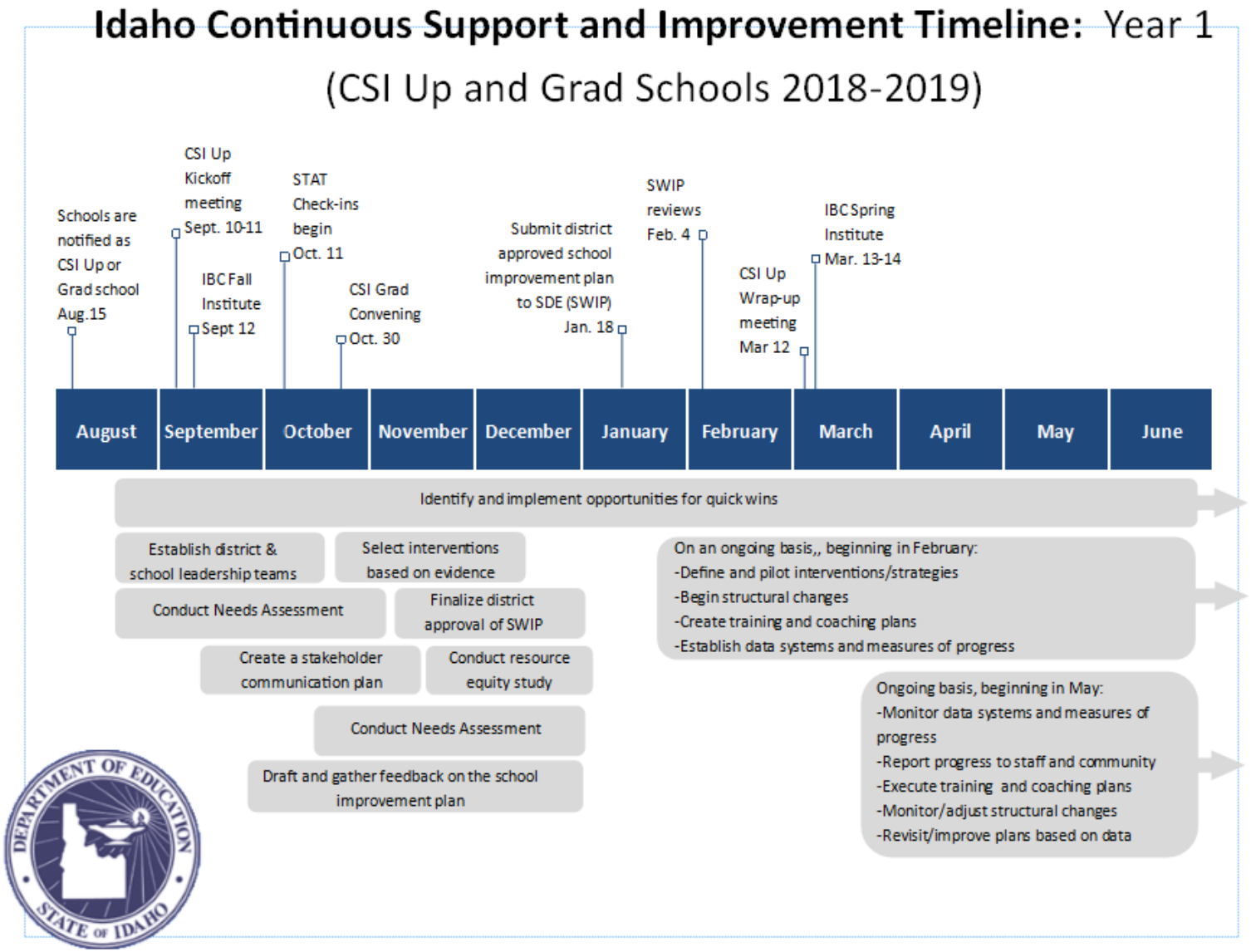
Schoolwide Improvement Plan (SWIP)

- SWIP Tool
- SWIP Homepage
- School Improvement planning tool
- School Improvement plan and application

Evidence-Based Resources

- Evidence for ESSA
  - Evidence for ESSA
- Results First Clearinghouse Database
  - Results First Clearinghouse Database
- Best Evidence Encyclopedia
  - Best Evidence Encylopedia
- Non-Regulatory Guidance
  - Using Evidence to Strengthen Education Investments
    - Using Evidence to Strengthen Education Investments

School Improvement Timeline



Schoology

- The school improvement management system
  - Schoology
- Logging in
  - Schoology Login
    - Calendar check-ins
    - Distribute materials and resources

Exiting CSI Grad Identification

Schools identified for CSI Grad by failing to graduate two-thirds of its graduating cohort in any year may exit from CSI Grad status if:

- The school's average grad rate over the previous 3 years exceeds 67%, or
- The school's grad rate for two consecutive years exceeds 67%.

Contacts

- For questions about CSI Up school improvement
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Thank you!

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Have a great year!