

School Improvement in Nevada

Office of Assessments, Data, and Accountability Management
Office of Student and School Supports

July 17, 2019



ESSA Overview

- The Every Student Succeeds Act (2015) introduces new responsibilities and opportunities for SEAs, LEAs, and schools
 - Greater flexibilities, including setting priorities
 - ESSA evidence-based interventions
 - Evaluations
 - Requirements for needs assessments and school improvement plan
- NV State ESSA Plan approved by the U.S. Department of Education in 2017-2018

School Improvement: ESSA

7 Domains of SEA Responsibility for school improvement¹

- Supporting local needs assessment and data use
- Supporting LEA use of funds
- Developing and delivering technical assistance to LEAs
- Strengthening school leadership as a strategy
- Developing a strategy to monitor school improvement
- Developing guidance and approval processes for CSI plans
- Supporting LEA engagement of stakeholders

¹ State Responsibilities and Opportunities for School Improvement under the Every Student Succeeds Act. (March 2019). Council of Chief State School Officers (CCSSO).



School Improvement: State

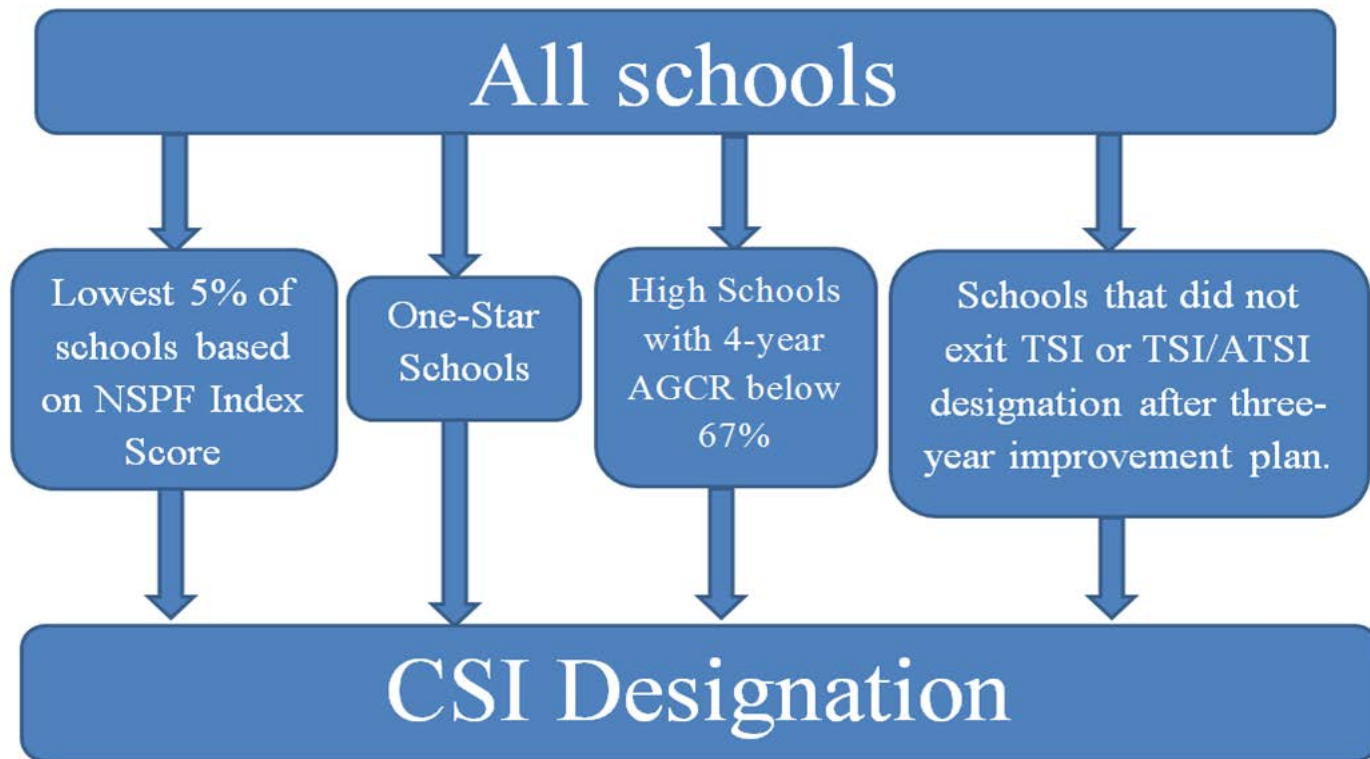
- State ESSA Plan and 5-Year Strategic Plan
 - NV's three big bets: school leadership, data informed decision-making, and focus on the lowest performing schools
 - Stakeholder engagement
- Strong commitments from state legislature for school improvement
 - Zoom, Victory, Read by Grade 3, SB 178, Turnaround, Safe and Respectful, and Early Learning
 - AB 7: ESSA evidence-based interventions
- NDE has been strategic and intentional
 - National recognition for prioritization of evidence-based interventions, research and evaluation, and corresponding support to districts
 - Participation in state collaborations focused on continuous improvement

School Designations

- Based on NSPF Star Ratings and Graduation Rates, Schools can be designated for supports and improvements
 - Comprehensive Support and Improvement (CSI)
 - Targeted Support and Improvement (TSI)
 - Additional Targeted Support and Improvement (TSI/ATSI)

Comprehensive Support and Improvement (CSI) Flow Chart

CSI Designation Flow Chart



Comprehensive Support and Improvement (CSI) Designation

- Schools are designated as CSI if they are:
 - In the lowest 5% of rated schools based on NSPF index score;
 - A one-star school;
 - A high school with a 4-year graduation rate below 67%; or
 - A school that did not exit a TSI or TSI/ATSI designation after a three-year improvement plan.
- Schools designated as CSI cannot be rated higher than two stars in their designation year

Comprehensive Support and Improvement (CSI) School Plans

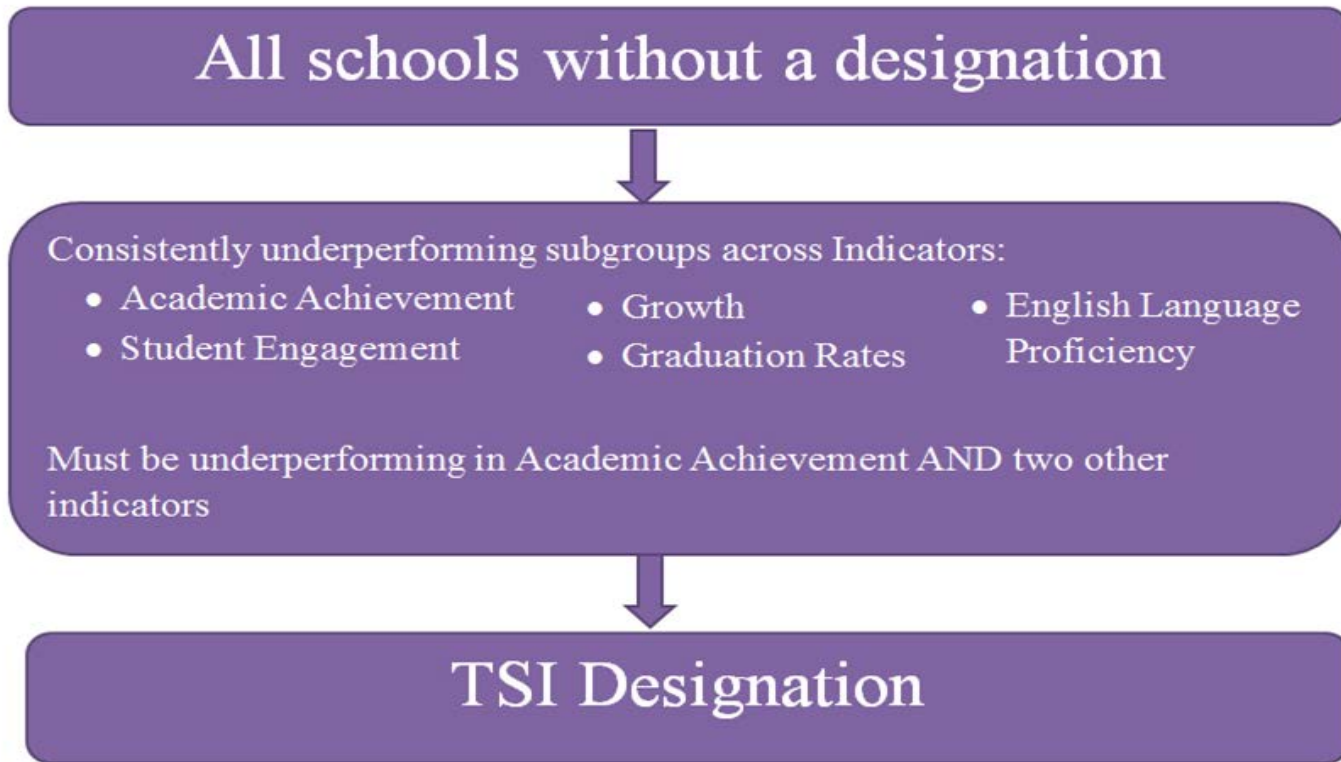
- Designation year
 - School must work with their LEA to create School Improvement Plan
- Improvement plan
 - Three-year period after designation year to implement improvement plan
 - At the end of the three-year period, school will be evaluated for exit

Comprehensive Support and Improvement (CSI) Exit Criteria

- To exit CSI, a school must:
 - Achieve a rating of three stars or greater;
 - Improve their index score in each of the most recent three years;
 - Have a 4-year graduation rate of at least 67% for the most recent two years
 - High schools only
 - Meet TSI exit criteria
 - Explained later

Targeted Supports and Improvement (TSI) Flow Chart

TSI Designation Flow Chart



Targeted Supports and Improvement (TSI) Designation

- Schools are designated as TSI if they have consistently underperforming subgroups of students within certain academic indicators:
 - Academic Achievement
 - Growth
 - English Language Proficiency
 - Student Engagement
 - Graduation Rates
- The subgroups must be underperforming in Academic Achievement and two other indicators for two years in a row.
 - Does not need to be the same subgroups
- Schools designated as TSI cannot be rated higher than three stars in their designation year

Targeted Supports and Improvement (TSI) School Plans

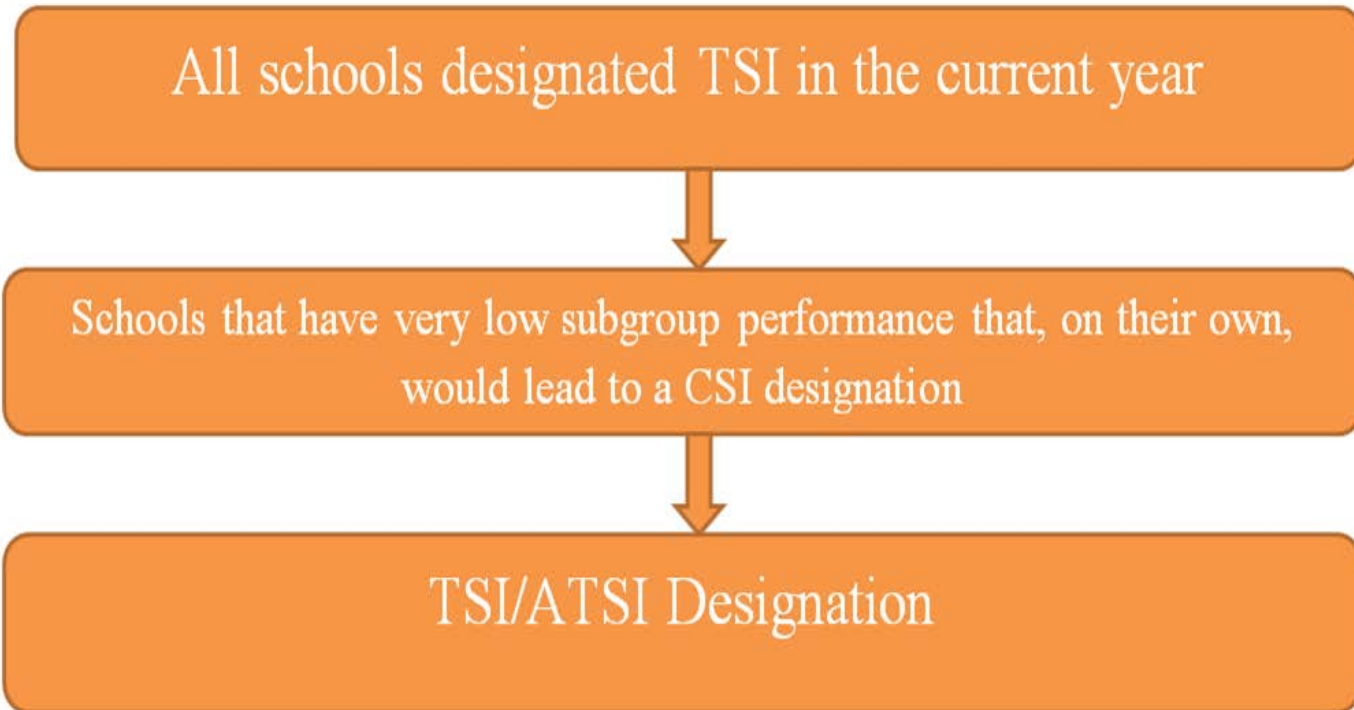
- Designation year
 - School must work with stakeholders to create School Improvement Plan
 - Principals
 - Other school leaders
 - Teachers
 - Parents
- Improvement plan
 - Three-year period after designation year to implement improvement plan
 - At the end of the three-year period, school will be evaluated for exit

Targeted Supports and Improvement (TSI) Exit Criteria

- To exit TSI, a school must not meet the criteria for TSI designation criteria during each of the two years prior to exit criteria
- Schools that do not exit TSI designation are designated as CSI.

Additional Targeted Support and Improvement (TSI/ATSI) Flow Chart

TSI/ATSI Designation Flow Chart



Additional Targeted Support and Improvement (TSI/ATSI) Designation

- Schools are designated as TSI/ATSI if they:
 - Are designated as TSI in the current year; and
 - Have very low subgroup performance that, on their own, would lead to a CSI designation
- Schools designated as TSI/ATSI cannot be rated higher than three stars in their designation year

Additional Targeted Support and Improvement (TSI/ATSI) School Plans

- Designation year
 - School must work with stakeholders to create School Improvement Plan
 - Principals
 - Other school leaders
 - Teachers
 - Parents
- Improvement plan
 - Three-year period after designation year to implement improvement plan
 - At the end of the three-year period, school will be evaluated for exit

TSI/ATSI Exit Criteria

- To exit TSI/ATSI, a school must not meet the criteria for TSI or ATSI designation criteria during each of the two years prior to exit criteria
- Schools that do not exit TSI designation are designated as CSI.

Domain #1: Supporting Local Needs Assessment and Data Use

- State-district partnership redesigning comprehensive needs assessment (NA), school performance plans (SPP), and district performance plans (DPP) for system level coherence and alignment
 - Embed rigorous NA in CSI and TSI improvement planning process
 - Provide support to LEAs to link NA with the identification of evidence-based interventions
 - Support systems level continuous improvement with LEAs and schools
- Data Road Shows to build data literacy across the state
- NDE OSSS Evidence and Equity Convening to strengthen evidence-based interventions, research, evaluation, and data literacy
- Strategically prioritized funding across the state
 - Comprehensive NA with evidence-based providers
 - Rigorous evaluations
 - Equity landscape analysis

Domain #2: Supporting LEA Use of Funds

- Provide guidance and support to LEAs to spend grant funds on what works
 - Training and technical assistance on evidence-based interventions
 - Expansion of evidence-based list as a resource
- Provide guidance and technical assistance to coordinate federal and state funds (strategically braid)
 - Internal coordination within NDE to discover opportunities for synergy
 - Collaborative cross-office/department meetings with LEAs
- Strategic state method for distributing school improvement funds
 - Leveraging competitive and noncompetitive funding to prioritize evidence-based interventions and evaluations
 - Aligned to school needs and SPPs/DPPs
 - Ensure use of funds are allowable, reasonable and necessary
- Annual review of spending initiatives and patterns
 - Redesign of grants management system
- State-district partnerships for continuous improvement of grants management process and alignment with program support

Domain #3: Developing and Delivering Technical Assistance to LEAs

- Guidance and support for major state and federal programs
 - Guidance Documents
 - Webinars to provide districts with critical information and get feedback from district stakeholders
 - One-on-one technical assistance meetings with districts and schools (in-person, telephone, video-conferencing)
 - Training modules
- Evidence-based list of technical assistance providers and networking opportunities for districts (e.g., “speed dating”)
- NDE cross-office collaborations for highly coordinated school improvement support, including for CSI and TSI schools
- Build NDE capacity by partnering with entities to provide support
- Engage partner LEAs to work in concert on school improvement and lean in on their expertise
 - Statewide Federal Titles I, II, and III Directors Meeting

Domain #4: Strengthening School Leadership as a Strategy

- Implementation of Principal Supervisor NEPF
 - Modeled after the national Model Principal Supervisor Standards
- Cohort 2 of State Leadership Network
- Cross-office collaboration for NEPF crosswalks (OSSS, OEDS, and SPED)
- SEAD Collaborative
- Virtual Learning Platform
- Prioritized evidence-based school leadership professional development and support in competitive grant competitions
 - Support collaborative professional learning and networks amongst lowest performing schools (e.g., Partnership Network)
- Leadership Academy for Pre-K with OELD

Domain #5: Developing a Strategy to Monitor School Improvement

- Use of Desktop Monitoring tools to gather information about school and district improvement efforts/progress
 - Based on desktop monitoring and other key data, conduct a Risk Assessment to identify prioritized schools and districts
 - Coordinate cross-program On-site Monitoring and Technical Assistance to prioritized schools and districts
- Conduct regularly scheduled progress reports to evaluate effectiveness of implementation and make needed plan adjustments (examples):
 - Federal School Improvement Grant (SIG) 30-, 60-, and 90-day Check-ins
 - Comprehensive Support and Improvement (CSI) Quarterly Reviews posted to school websites
- Partner with a research institution to analyze the implementation of evidence-based interventions funded with school improvement grants
- Continuous improvement and strategic planning
 - State-district partnership with researchers to evaluate school improvement efforts and inform state school improvement strategies
 - District Performance Plans (DPPs) will be required to include plans for monitoring CSI and TSI schools' implementation of evidence-based interventions
 - Redesign of multi-tiered support system and rigorous action for CSI schools that do not exit CSI status

Domain #6: Developing Guidance and Approval Processes for CSI Plans

- Released CSI/TSI/ATSI guidance document in February
 - Explains CSI/TSI/ATSI designations
 - Exit criteria
 - School, school district, and NDE responsibilities
 - Sample school notification letter for families
 - Conducted webinar to walk through guidance document
- Approval processes promote rigor and focus on root causes of low outcomes
 - Cross agency collaboration
 - Created review tool that aligned ESSA requirements and current SPP template
- After review used as opportunities to build local capacity
 - Scheduled meetings with district stakeholders to review CSI plans feedback and collaborated on next steps
 - Hosted trainings in collaboration with district leaders for their district CSI schools to discuss feedback and help schools strengthen their plans
 - Created monitoring tool (with district feedback) to measure whether schools are meeting goals they have identified in their school year 2019-20 plans
- Provide resources and support to help LEAs and schools identify evidence-based interventions for school improvement

Domain #7: Supporting LEA Engagement of Stakeholders

- Establishing norms to involve stakeholders in the school improvement process:
 - Consultation and opportunities for input:
 - Developing the Comprehensive Needs Assessment
 - Selection of evidence-based strategies that address identified needs and have been proven effective with similar student/community populations
 - Providing feedback on program/strategy effectiveness
 - Providing timely progress information
 - Public meetings to share plans
 - Use of websites and other tools to provide progress updates, achievement data, accountability reports
- Leverage federal and state programs to support LEAs in engaging families and/or community partners in school improvement
 - Federal programs (e.g., Title I (high poverty schools), SIG, Title III (English Learners), 21st CCLC, Title IVA, Perkins, etc.)
 - State programs (e.g., SB 178, Victory, Zoom, and Read by Grade 3)
- Family Engagement Guidance provides tools and resources to LEAs and schools to engage parents and families through the Office of PIFE
- OELD supported LEAs to engage families to understand quality indicators for early learning

Conclusion

- Significant progress on ESSA-driven responsibilities for school improvement
- Learning from and sharing with other states, alongside support from key partners
- State challenges

Questions?

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