School Improvement in Nevada

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

October 10, 2019

Nevada Department of Education
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Overview of Presentation

- School Star Ratings
- School Designations
- Supports for CSI/TSI/ATSI Schools
  - Planning
  - Collective Responsibilities
  - Supporting Evidence-Based Interventions
  - Funding Support
  - Additional Resources

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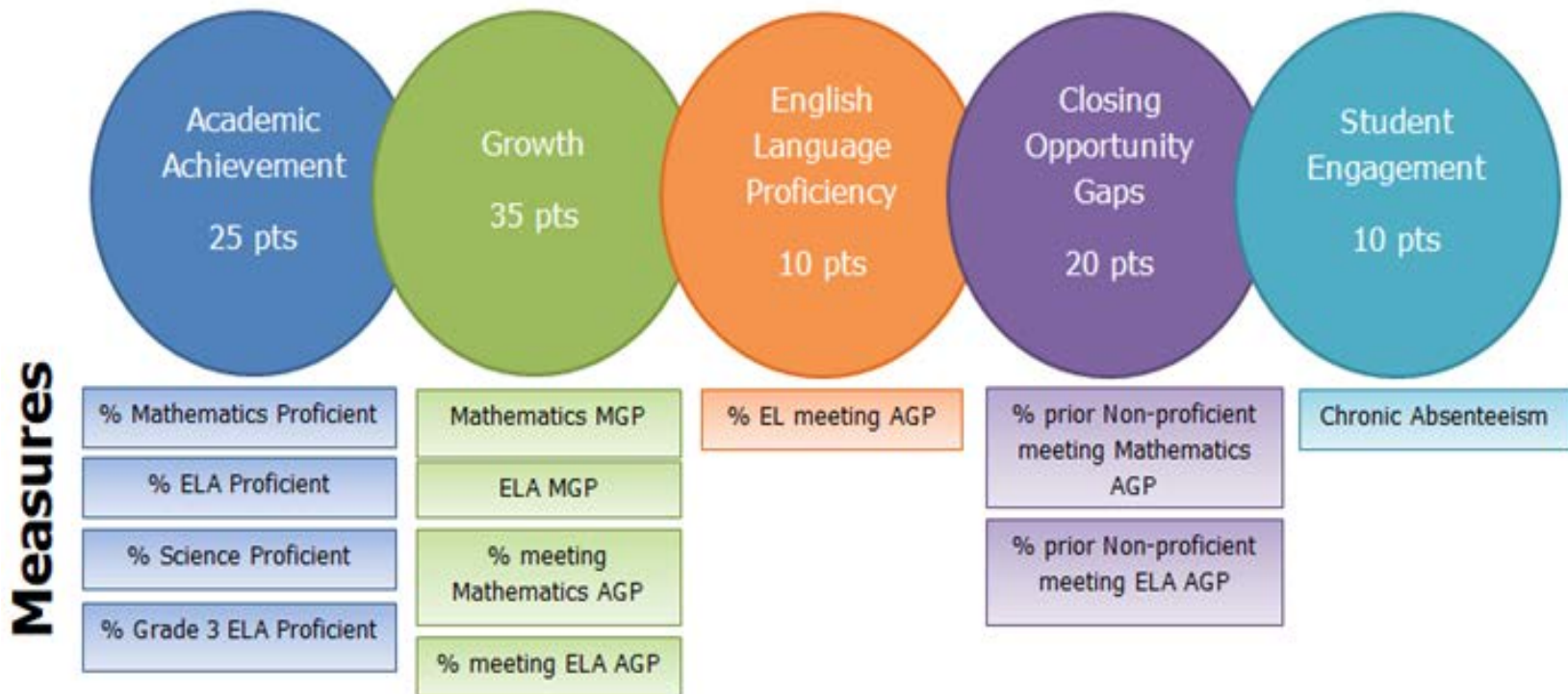of Education

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School Star Ratings

How are Star Ratings Calculated?

- Under the NSPF, each public school is issued an annual index score based on school performance measures

- A school's star rating is associated with their Nevada School Performance Framework (NSPF) index score—the total points received by a school based on their performance across various performance measures

- Each star rating corresponds to a score range which is based on a school's total index score

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Elementary School Performance Framework

Middle School Performance Framework

Middle School Performance Framework

| Academic Achievement 25 pts	Growth 30 pts	English Language Proficiency 10 pts	Closing Opportunity Gaps 20 pts	Student Engagement 15 pts
% Mathematics Proficient	Mathematics MGP	% EL meeting AGP	% prior Non-proficient meeting Mathematics AGP	Chronic Absenteeism
% ELA Proficient	ELA MGP			Academic Learning Plans
% Science Proficient	% meeting Mathematica AGP		% prior Non-proficient meeting ELA AGP	NAC 389.445 Requirements
% Pooled Proficiency	% meeting ELA AGP			

Measures

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High School Performance Framework

High School Performance Framework

Academic Achievement 25 pts	Graduation Rates 30 pts	English Language Proficiency 10 pts	College and Career Readiness 25 pts	Student Engagement 10 pts

Measures

% Mathematics Proficient	4-Year ACGR	% EL meeting AGP	Post-secondary Preparation Program Participation & Completion	Chronic Absenteeism
% ELA Proficient	5-Year ACGR		➤ Advanced Placement	% Credit Sufficient
% Science Proficient			➤ International Baccalaureate	
			➤ Dual Credit/Dual Enrollment	
			➤ Career and Technical Education	
			% Advanced Diploma or College and Career Ready (CCR) High School Diploma	

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How are Star Ratings Used in Designations?

- A school's star rating only results in an ESSA designation if the school receives one star which results in a Comprehensive School Improvement (CSI) designation

- All other ESSA designations are based on schools demonstrating low overall performance or low performance within student groups on NSPF performance measures
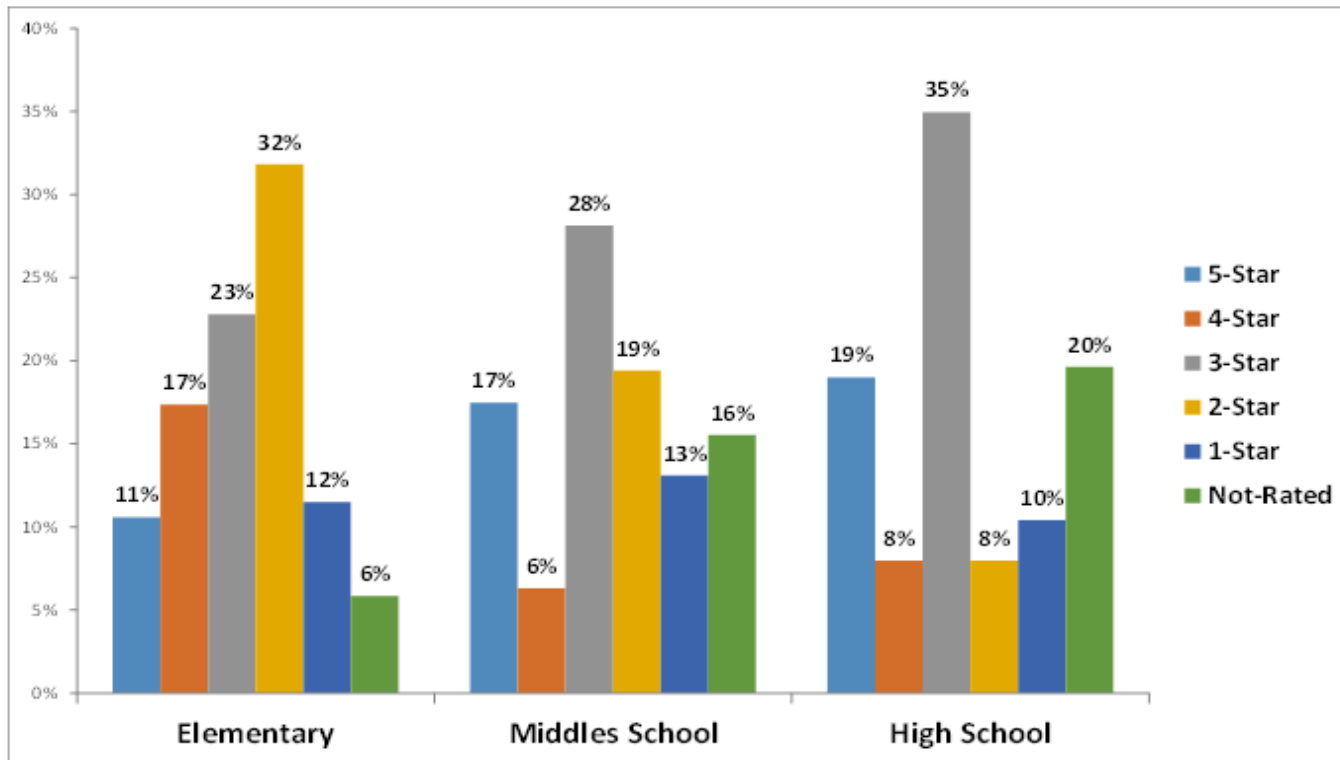
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School Star Rating Trend

State Star Rating	2017-18	% Rating	2018-19	% Rating
5-Star ★★★★★	109	13.5%	114	14.0%
4-Star ★★★★	96	11.9%	103	12.7%
3-Star ★★★	188	23.4%	216	26.6%
2-Star ★★	187	23.2%	194	23.9%
1-Star ★	98	12.2%	95	11.7%
Not-Rated	127	15.8%	90	11.1%

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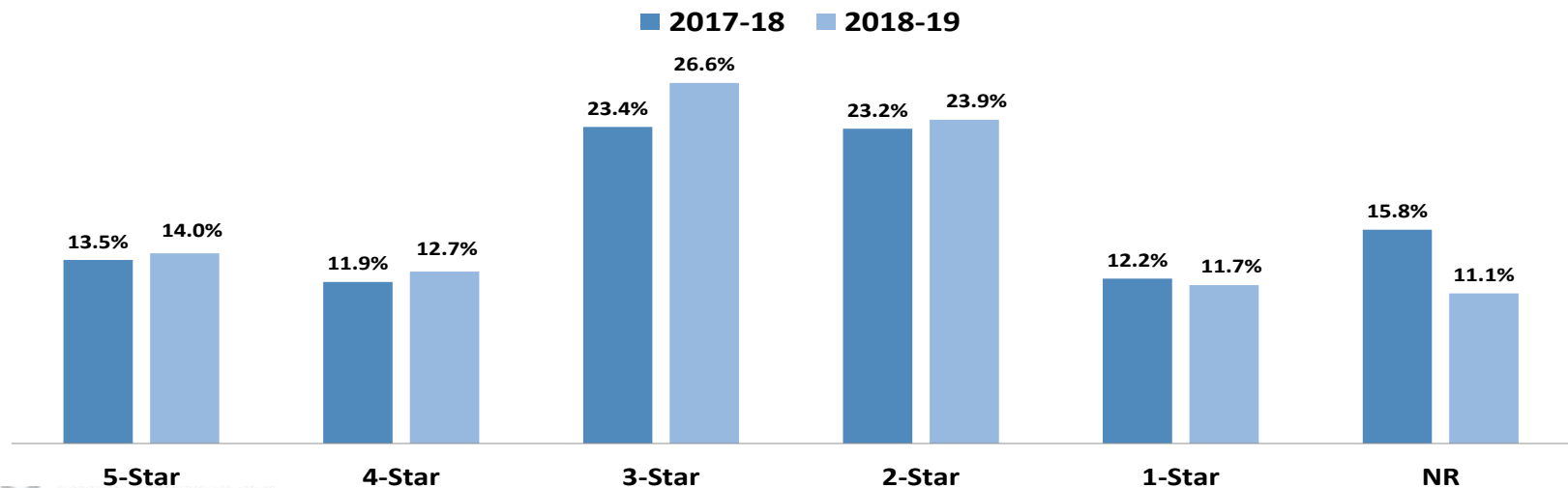
Elementary, Middle, High School Star Ratings 2018-19

	5-Star	4-Star	3-Star	2-Star	1-Star	Not-Rated
Elementary	47	77	101	141	51	26
Middle School	36	13	58	40	27	32
High School	31	13	57	13	17	32
Total	114	103	216	194	95	90

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School Designations

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Comprehensive Support and Improvement (CSI) Flow Chart

All schools

- Lowest 5% of schools based on NSPF Index Score
- One-Star Schools
- High Schools with 4-year Adjusted Cohort Graduation Rate (ACGR) below 67%
- Schools that did not exit TSI or TSI/ATSI designation after three-year improvement plan.

CSI Designation

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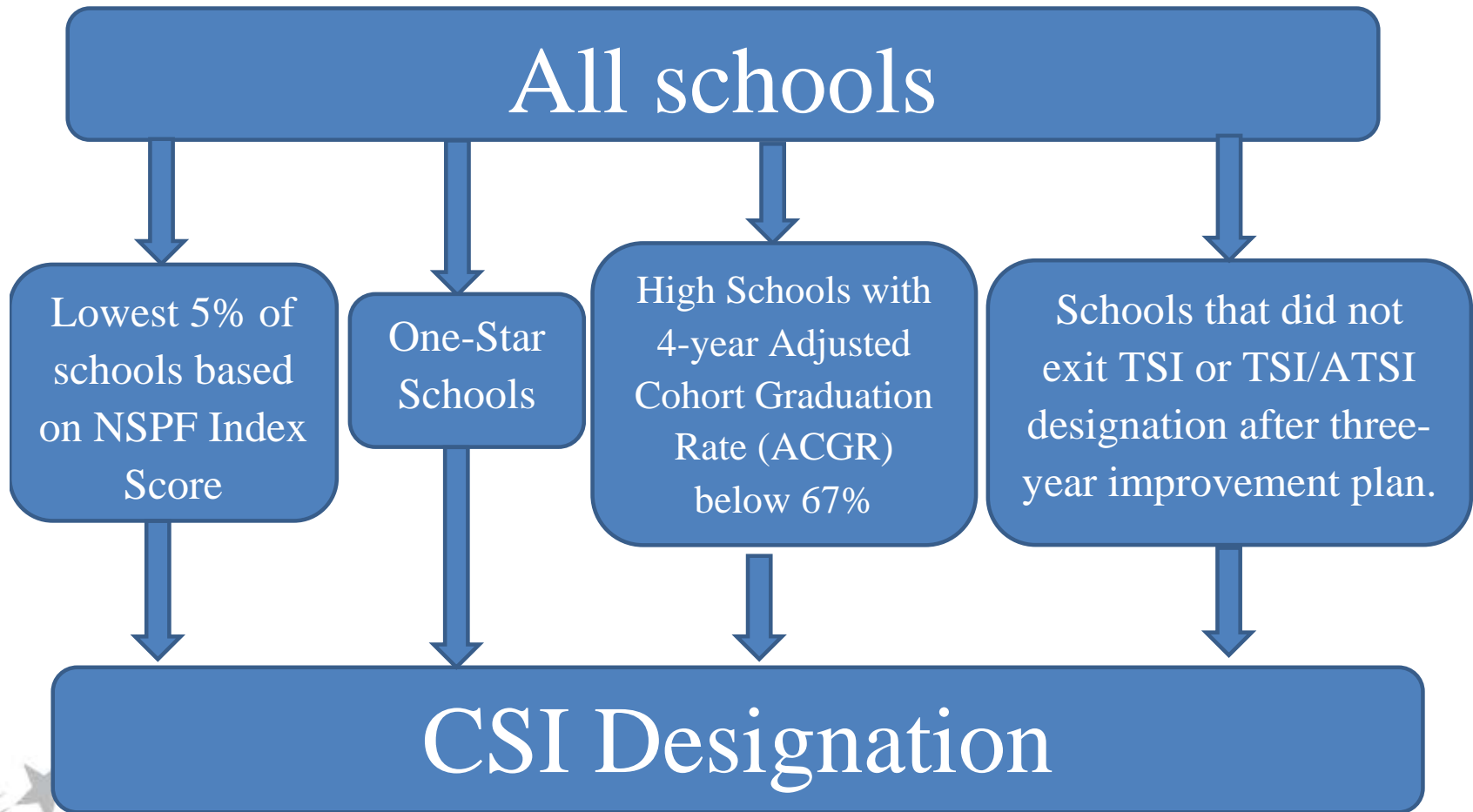
Targeted Supports and Improvement (TSI) Flow Chart

All schools without a designation

↓

Consistently underperforming student groups across Indicators:

- Academic Achievement
- Student Engagement

- Growth
- Graduation Rates

- English Language Proficiency

Must be underperforming in Academic Achievement AND two other indicators

↓

TSI Designation

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

All schools designated TSI in the current year

Schools that have very low student group performance that, on their own, would lead to a CSI designation

TSI/ATSI Designation

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School Designation Totals by Reporting Year

	2016-17 Year 1	2017-18 Year 2	2018-19 Year 3
CSI	90	145	174
TSI	--	9	21
TSI/ATSI	--	104	146
Total Designations (cumulative)	90	258	341

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Elementary, Middle, High School Designation Comparison 2018-19
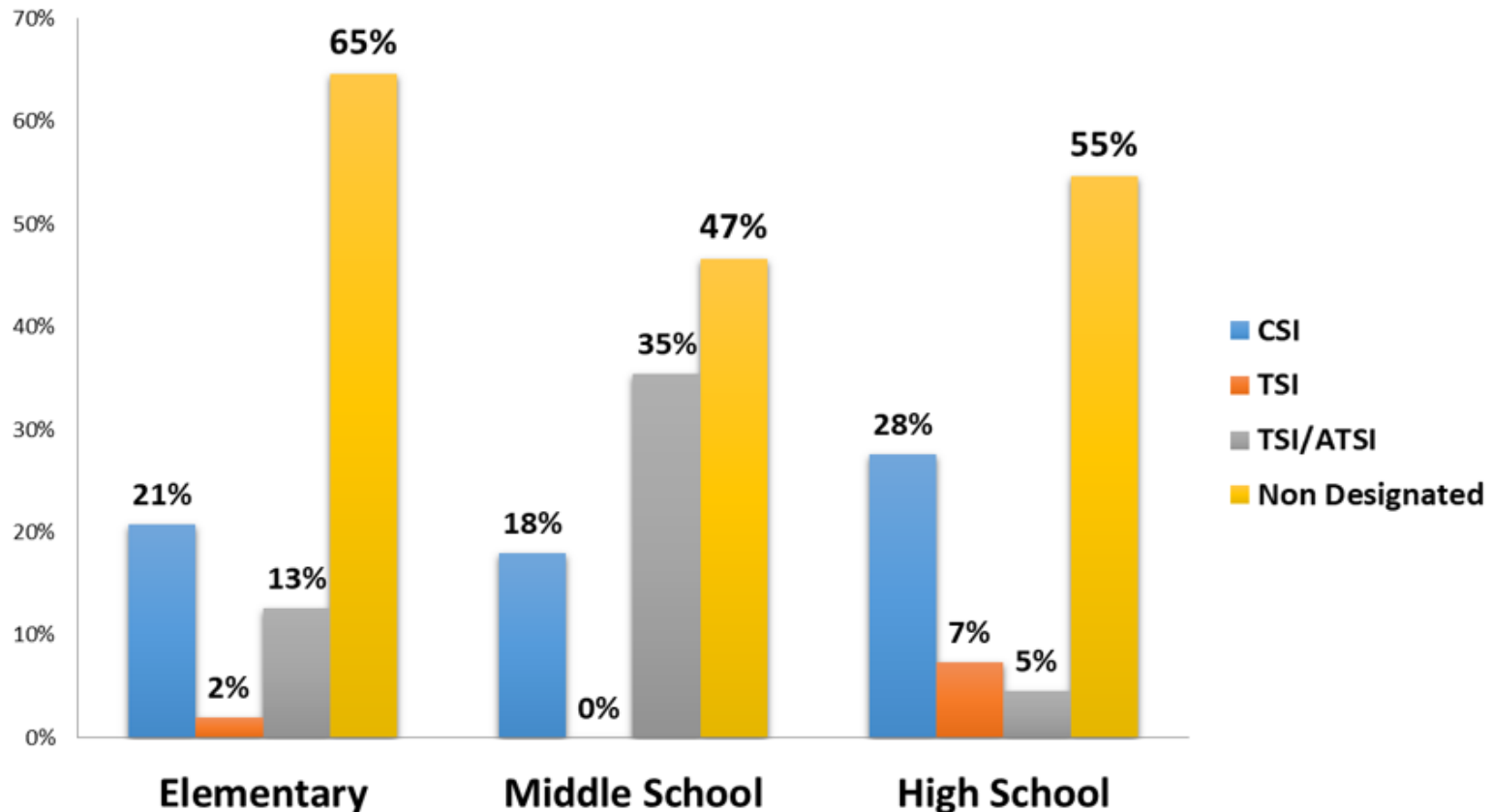
	Non-Designated	CSI	TSI	TSI/ATSI
Elementary	157	92	9	56
Middle School	110	37	0	73
High School	74	45	12	17

Comprehensive Supports and Improvement
Targeted Supports and Improvement
Additional Targeted Supports and Improvement
School Support

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School Improvement: Every Student Succeeds Act (ESSA)

7 Domains of State Educational Agency (SEA) Responsibility for School Improvement[1]

1. Supporting local needs assessment and data use;
2. Supporting local educational agency (LEA) use of funds;
3. Developing and delivering technical assistance to LEAs;
4. Strengthening school leadership as a strategy;
5. Developing a strategy to monitor school improvement;
6. Developing guidance and approval processes for Comprehensive Support and Improvement (CSI) school plans;
7. 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).
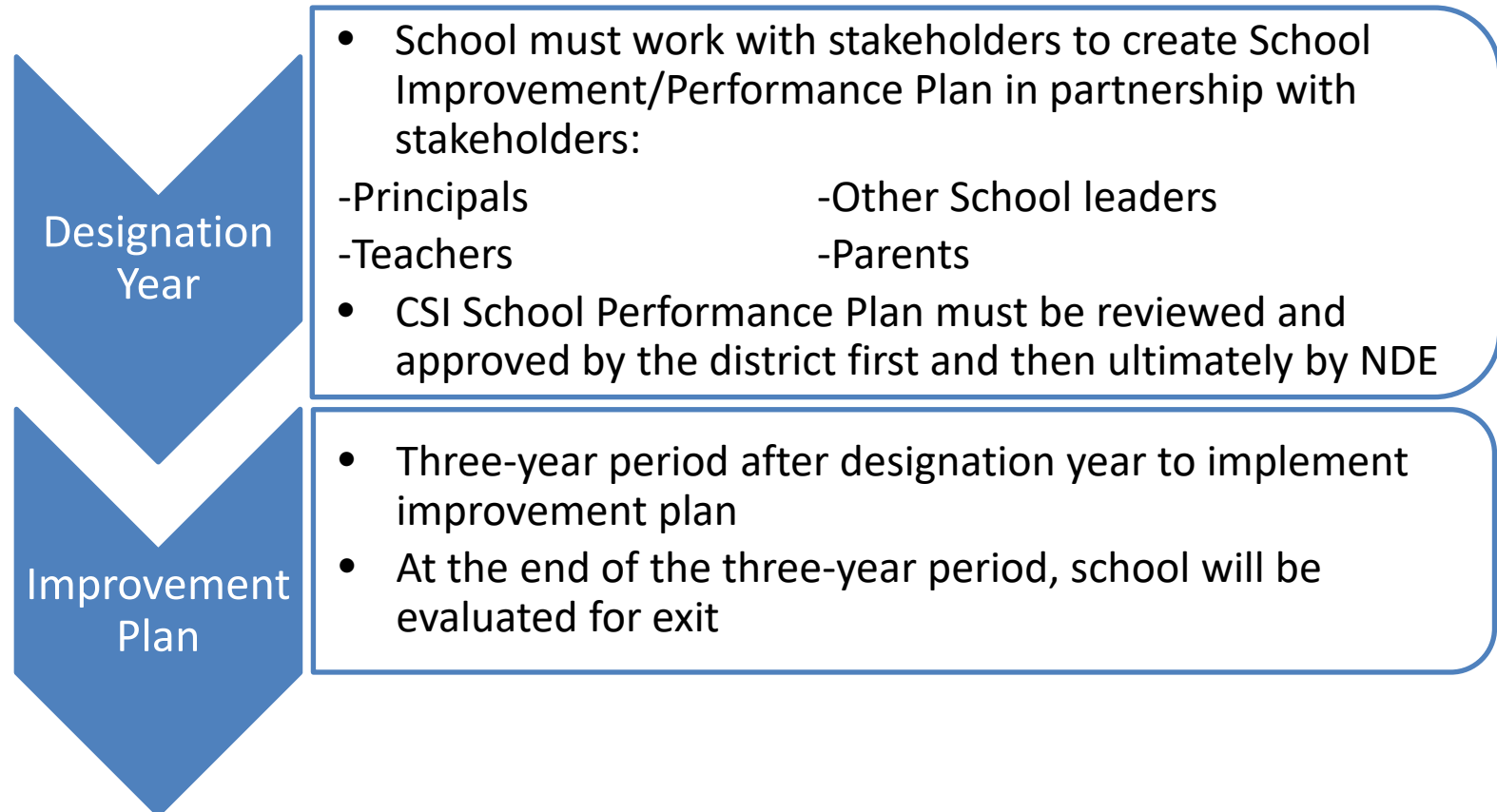
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Attributes of Identified School Types

ATTRIBUTE	CSI	TSI/ATSI
Plan Development	CSI Plan: Integrated with School's Performance Plan (SPP) and includes all required CSI components as required in ESSA Section 1111(d)(1)(B)	TSI/ATSI Plan: Integrated with School's Performance Plan (SPP) and includes all required CSI components as required in ESSA Section 1111(d)(2)(B)
Plan Approval Process	CSI Plan approved by the school, LEA, and SEA	TSI/ATSI Plan approved by the school and LEA
Implementation Responsibility	LEA is responsible for implementation of the CSI Plan	The school is responsible for implementation of TSI/ATSI Plan
Monitoring Responsibility	Periodically monitored by SEA	Systematically monitored by LEA
Technical Assistance	SEA driven support that defines evidence-based practices, coordinates professional development activities and promotes differentiated support to low performing schools	LEA driven support that assists in developing comprehensive needs assessments, develop strategies and action steps to addressing student group achievement
Exiting Criteria	CSI designation year is followed by a 3-year improvement phase where at the end of year 3, the school must have a 3-star rating AND a sustained improvement in total index scores over the most recent three years of identification. In addition, high schools must have a 4-year adjusted cohort graduation rate of at least 67% for two consecutive years.	TSI/ATSI schools must not meet any of the criteria for which they have been identified for two consecutive years. In addition, the identified underperforming student group must either meet the measure of interim progress for the associated accountability years for two consecutive years or reduce the number of non-proficient students in the identified student group by at least 10% for two consecutive years.
Requirements (based on NDE's ESSA Plan)	Identifies resource inequities, which may include a review of LEA/school-level budgeting to be addressed through implementation of CSI Plan	Identifying resource inequities not a requirement for TSI/ATSI

Comprehensive Support and Improvement (CSI) School Plans

Designation Year

- School must work with stakeholders to create School Improvement/Performance Plan in partnership with stakeholders:

-Principals   -Other School leaders

-Teachers   -Parents

- CSI School Performance Plan must be reviewed and approved by the district first and then ultimately by NDE

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

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CSI School Plans (cont'd)

Each CSI school plan must[1]:

1. Include student performance against State-determined long-term goals

2. Include evidence-based interventions

3. Be based on a school-level needs assessment

4. Identify resource inequities, which may include a review of district- and school-level budgeting

[1]Every Student Succeeds Act (ESSA), Section 1111(d)(1)(B)

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CSI Collective Responsibilities

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- Identify and report school CSI designations at the beginning of each school year;
- Provide funding to support evidence-based interventions for improving student achievement;
- Provide technical assistance as requested or needed according to NDE's differentiated support system; and
- Approve, monitor and review implementation of the CSI school's plan

School District/LEA

- As a best practice, notify parents regarding identification and how they can become involved with the school in the improvement process;
- Support school leadership team with conducting Comprehensive Needs Assessment;
- Support, review and approve (through a transparent approval process) Schools' Performance Plans before submitting to NDE;
- Identify schools with the most significant needs;
- Track quarterly school progress to ensure fidelity of the plan implementation; and
- Conduct an end-of-the-year summative review of a school's progress

School/Charter School

- Complete a needs assessment to determine root cause(s) and set improvement goals;
- Develop a CSI plan to address identified needs for improvement;
- Present quarterly progress updates on plan implementation to district support team and the Department; and
- Regularly engage parents and community members in the school improvement process

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Approval Process for CSI Plans

- Under ESSA, NDE must review and approve CSI schools' plans
  - Cross-agency collaboration:
    - Multiple offices across two divisions work together to read CSI plans and provide feedback
  - Developed a CSI Plan Review Tool:
    - The tool aligns ESSA requirements for CSI schools along with current components in School Performance Plan (SPP) template

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Approval Process for CSI Plans (cont'd)

- NDE engages in cross-agency meetings to discuss common themes associated with CSI plans
  - Highlight: most schools able to identify common assessments relevant to their student groups
    - Example: Elementary School monitors student group progress on a monthly basis
  - Growth: being able to identify root causes
    - Example: Teachers do not have the knowledge to deliver the content in an effective way that meets the needs of all students

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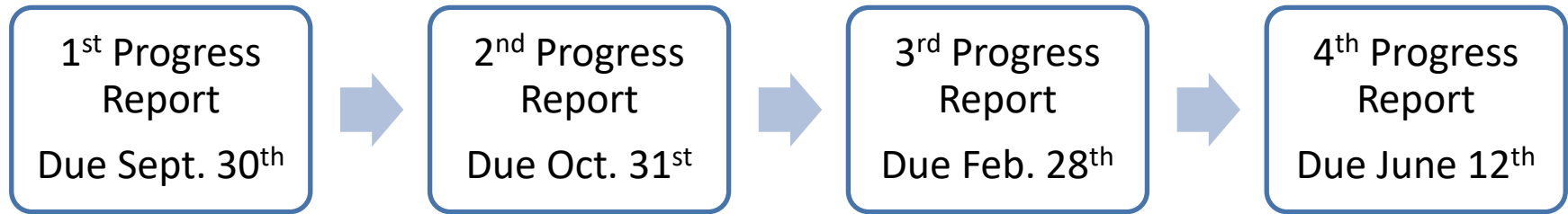of Education

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Approval Process for CSI Plans (cont'd)

- NDE then:
  - Convenes meetings with district leaders to share review results and feedback for CSI schools and discuss next steps
  - Facilitates trainings with CSI school principals (in collaboration with district leaders)
    - Walk through feedback and create intentional collaboration time with district leaders and school teams to strengthen their School Performance Plans (video training for schools we were unable to visit in-person)
  - Conducts follow up visits to individual schools per principal requests

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CSI Progress Updates

- Use tool (created with district feedback) to measure whether schools are meeting goals identified in SY19-20 CSI plans
  - Focus areas: professional development, family engagement; curriculum, instruction, and assessment
  - NDE provides support to schools that are not on track to meeting their goals (targeted technical assistance, partnering with an evidence-based provider to help them conduct a Comprehensive Needs Assessment with a root-cause analysis, etc.)
  - CSI schools are directed to post their progress updates to their websites

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CSI Progress Updates (cont'd)

| 1st Progress Report
Due Sept. 30th | → | 2nd Progress Report
Due Oct. 31st | → | 3rd Progress Report
Due Feb. 28th | → | 4th Progress Report
Due June 12th |

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CSI Progress Updates (cont'd)

- Components of Progress Reports:
  - Review summative and interim data to identify what percentage of their targets have been met/on track and those that haven't been met will need to be addressed
  - Begin planning for the next school year's plan (goals, targets, measures)
  - For high schools:
    - Track percentage of students on track to graduate;
    - Explain what school is doing to remediate students who are not on track

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

Designation Year

- School must work with stakeholders to create School Improvement/Performance Plan

-Principals　　　　　　　　-Other School leaders

-Teachers　　　　　　　　-Parents

- TSI/ATSI School Performance Plan must be reviewed and approved by the school district

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

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TSI/ATSI School Plans (cont'd)

Each TSI school plan must[2]:

1. Describe how the district/school will improve student outcomes for each group of students that prompted TSI status
2. Be informed by indicators including student performance against long-term goals
3. Includes evidence-based interventions
4. Be approved by the local educational agency prior to implementation
5. Be monitored, upon submission and implementation, by the local educational agency
6. Include a continuous improvement plan for evaluation and changes needed to ensure success of prescribed interventions

[2]Every Student Succeeds Act (ESSA), Section 1111(d)(2)(B)

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TSI/ATSI Collective Responsibilities

Nevada Department of Education (NDE)

- Identify and report school TSI designations at the beginning of each school year;
- Provide funding opportunities to support evidence-based interventions for improving student achievement as available; and
- Provide technical assistance as requested or needed according to NDE's differentiated support system.

School District/LEA

- Notify parents of identification and student group(s) performance and how they can become involved with the school improvement process;
- Approve, provide feedback, and monitor School Performance Plans;
- Track progress of the school quarterly, to ensure fidelity of the plan implementation;
- Conduct an end-of-the-year summative review of the school's progress; and
- Determine additional actions following an unsuccessful implementation of the plan.

School/Charter School

- Complete the Comprehensive Needs Assessment to determine root cause(s) and set improvement goals:
- Develop a School Performance Plan to address identified needs of identified student groups.
- Present quarterly progress updates on plan implementation to district support team; and
- Regularly engage parents and community in the school improvement process.

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Supporting Evidence-Based Interventions

Guidance Around Evidence-based Interventions

- In 2017, NDE introduced the "School Improvement Program List"

- In 2018, NDE released Request For Information (RFI) to expand list, renamed it the "NDE Evidence-Based Interventions for School Transformation List"

- Throughout 2019, NDE is expanding the list to include additional areas critical to school improvement (e.g., Science, Technology, Engineering, Arts, Mathematics (STEAM); family engagement; social and emotional learning)

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Nevada School Leadership Network

Started in 2016, the Network is a professional learning cohort developed in partnership between the Nevada Department of Education and the New York City Leadership Academy. The Network is a program designed to elevate the capacity of school leaders, empowering them to focus on impacting teacher and student outcomes. Approximately 80 school leaders from 8 districts have chosen to participate:

Clark	Douglas
Lander	Lyon
Nye	Storey
Washoe	White Pine

The 2nd Cohort of the program includes:

- One whole group state meeting
- Three regional meetings
- Online forum to share ideas and resources with colleagues

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Social and Emotional Learning Supports

- NDE facilitates training in Social Emotional and Academic Development (SEAD) for administration, teachers, staffs, and parents/community

- NDE conducts School Climate Data Review and Action Planning sessions for districts and schools

- NDE supports Mental Health and Safety initiatives across districts

- NDE offers PBIS/MTSS development and expansion assistance

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Federal and State Funding for School Improvement

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Federal Funding to Support School Improvement

Federal funding source	Description of funding source
Title I, A	Schools with high percentage of low income students
Title I, 1003(a)	CSI/TSI/ATSI implementation school improvement; evidence-based interventions levels 1-3
Title II, A	Educator effectiveness
Title III	English learners
Title IV, A	Well-rounded; safe and respectful learning; technology (CSI/TSI/ATSI prioritized)
Title IV, B	Out-of-school time (CSI/TSI/ATSI prioritized)
STOP Violence Dept. of Justice Grant	Targeted to schools with gang violence; some low-performing schools qualify

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State Funding to Support School Improvement

State funding source	Description of funding source
Zoom	English learners
Victory	High-poverty schools
Turnaround	Low-performing schools
School Safety Funds	Some low-performing schools qualify
School Climate Transformation Grant	Some low-performing schools qualify

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Additional Supports and Technical Assistance

Additional Resources

- CSI/TSI/ATSI Guidance Document:
  - Overview of CSI/TSI/ATSI designations
  - Additional resources
  - Sample parent letters

- Nevada Educator Performance Framework (NEPF) Monitoring for Continuous Improvement Guidance Document:
  - Contains guidance to district level personnel regarding the use of various data sets, including human talent data, to drive continuous improvement in their districts

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Additional Resources (cont'd)

- Redesigning the Comprehensive Needs Assessment and School Performance Plan/District Performance Plan template

- Reviewing curriculum used across the state to ensure they are evidence-based, high-quality and standards-aligned

- Continuing evidence-based interventions technical assistance and training (prioritizing CSI/TSI/ATSI schools)

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Tailored Supports for Student Groups

- Students with disabilities:
  - Assess-Plan-Teach (APT)
    - Focused on improving the literacy achievement of third-grade students with disabilities
    - Currently in 31 Clark County School District schools (pilot) and guided by and APT leadership team comprised of state and district leaders
- English Learners:
  - Resource document that crosswalks the English Learner Development Standards (ELDS) with the Nevada Educator Performance Framework (NEPF) Instructional Practice Standards

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Consolidated Technical Assistance and Monitoring Pilot

- Focusing on a sample of CSI schools/districts, NDE will coordinate multi-program, on-site visits
- Purpose: provide Technical Assistance & Monitor Implementation of School Improvement Efforts
- School, district, and NDE jointly review:
  - Student data, Comprehensive Needs Assessment, and root-cause analysis
  - School improvement plans and evidence-based strategies that address school needs
  - Alignment of school and district resources
  - Instructional practices

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Next Steps

- Next steps:

  - Continued analysis to prioritize state's technical assistance for schools/districts

  - CSI/TSI research study

  - Coordinating support of newly September 2019 identified schools

Conclusion

- School Star Ratings
- School Designations
- Supports for CSI/TSI/ATSI Schools
  - Planning
  - Collective Responsibilities
  - Supporting Evidence-Based Interventions
  - Funding Support
  - Additional Resources

Questions?

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Appendix

Acronyms
- Additional Targeted Support and Intervention (ATSI) schools
- Adjusted Graduation Cohort Rate (AGCR)
- Comprehensive Support and Intervention (CSI) schools
- District performance plans (DPP)
- English Learner Development Standards (ELDS)
- Every Student Succeeds Act (ESSA)
- Local educational agency (LEA)
- Multi-Tiered System of Support (MTSS)
- Needs assessment (NA)
- Nevada Department of Education (NDE)
- Nevada Educator Performance Framework (NEPF)
- Nevada School Performance Framework (NSPF)
- Office of Assessments, Data, and Accountability Management (ADAM)
- Office of Student and School Supports (OSSS)
- Positive Behavioral Interventions and Supports (PBIS)
- Request for Information (RFI)
- School performance plans (SPP)
- Social Emotional and Academic Development (SEAD)
- State Educational Agency (SEA)
- Science, Technology, Arts, Mathematics (STEAM)
- Targeted Support and Intervention (TSI) schools
- Technical Assistance (TA)

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