Utah School Improvement

It's Time for A Redesign

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Why Redesign?

Current guardrails have become stumbling blocks because of overlap in school improvement designations.

- Few schools identified

- Confusion in the field among school improvement initiatives

- Some schools may never receive support

School Improvement in Utah

State School Turnaround

- Lowest Performing 3% statewide for two consecutive years.
- Earliest exit opportunity after three years.

ESSA School Improvement - CSI

- Lowest performing 5% of Title I schools for three years on average.
- Earliest exit opportunity after four years.

CSI = Comprehensive Support and Improvement

ESSA School Improvement - TSI

- ▶ Student groups performing at or below the lowest performing 5% of all schools

- ▶ Identified annually

- ▶ Earliest exit opportunity two years

TSI = Targeted Support and Improvement

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Currently 448 Schools are Identified as TSI

Students with Disabilities	SWD		338	40.0%
English Language Learners	ELL		267	31.6%
Hispanic	HI7		99	11.8%
Economically Disadvantaged	EDA		54	6.4%
Black/African American	BL7		31	3.6%
Pacific Islander	PI7		27	3.2%
American Indian/Alaska Native	AM7		14	1.6%
Caucasian	WH7		8	1.1%
Multiracial	MU7		4	0.5%

Total Number of Groups = **842**

More than half of TSI schools are Non-Title I

Tale of Two Students

Jane at Jefferson Elementary

- Jane is a Student with a Disability

- Jane attends a Title I school

- Students with Disabilities at this school are performing at or below the lowest 5% of other elementary schools (TSI)

- After 4 years without improvement, Jane's school becomes a CSI School which requires state involvement and support in focusing on student growth

Alice at Adams Elementary

- Alice is a Hispanic Student

- Alice's school is **not** Title I

- Hispanic students at this school are performing at or below the lowest 5% of other elementary schools (TSI)

- After four years without improvement, Alice's school has **no change and no support**

Hispanic students continue to perform poorly

No options and no funding are available

Alice deserves better support.

School improvement efforts must support **all** students in **all** schools including students in our non-Title I schools.

Proposed State School Turnaround Redesign

Lowest performing 10 **non-Title I** schools on average over 3 years

- Exit Criteria - schools must reduce the gap between school's baseline data and the score for a letter B by one third and rank above the lowest 5%

Additional 5 **non-Title I** schools identified yearly based on lack of student group progress that also have the highest number of TSI student groups. This is a **voluntary, application-based** designation.

- Exit Criteria - schools must raise the performance of each student group above the lowest 5% for two consecutive years

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Proposed Turnaround Timeline

All schools are non-Title I

2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
10 Lowest Performing Schools (Identification Year)	Year 1 of Improvement	Year 2 of Improvement (exit opportunity #1)	Year 3 of Improvement (exit opportunity #2)	**10 Lowest Performing Schools (Identification Year)**
	5 High TSI Student Group Schools (Identification Year) *VOLUNTARY*	Year 1 of Improvement	Year 2 of Improvement (exit opportunity #1)	Year 3 of Improvement (exit opportunity #2)
		5 High TSI Student Group Schools (Identification Year) *VOLUNTARY*	Year 1 of Improvement	Year 2 of Improvement (exit opportunity #1)
			5 High TSI Student Group Schools (Identification Year) *VOLUNTARY*	Year 1 of Improvement

Schools that don't exit continue receiving support →

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Increased Support

Feedback received from schools in Turnaround indicated the support received could be more **tailored to the specific needs** identified in the root cause analysis and needs assessment.

Personalized Supports

Increased Outcomes

Possible Expert Support Services

Examples where additional vendors can support unique and specific school needs:

- specific skill and knowledge gaps

- difficult-to-track initiatives

- planning and data review

- direct coaching for teachers

- family and community engagement initiatives

- specific student group needs

Consistent number of schools are identified each year

Aligns with CSI and TSI identification for Title I schools

ALL schools (and students like Alice) are eligible to receive support

WHY THIS MATTERS

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Changes Will Be Needed

R277-920 School Improvement – Implementation of the School Turnaround and Leadership Development Act

53E-5-3 School Accountability System

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Alice deserves better support

These changes will create a coherent system of support for all schools, and build LEA capacity so that all students in all schools can access resources.

Appendix

Attached are additional slides with additional information for reference

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Overlapping Initiatives

"Focus and Priority" Schools were already identified under Title I (NCLB)

Turnaround Schools were identified beginning in 2015.

Utah's ESSA Plan in 2017 created CSI and TSI.

CSI=Comprehensive Support and Improvement   *TSI=Targeted Support and Improvement*

FUNDING SOURCES
USBE School Improvement

State School Turnaround

$240-270k per school to contract with a vendor. Leftover funds used for competitive grants

ESSA School Improvement – CSI Low Overall Performance

Annual Formula allocation based on various factors. Ranges from 15k-150k to support strategies in the School Improvement Plan (SIP) and competitive awards

ESSA School Improvement – CSI Low Graduation Rate

Annual Formula allocation based on various factors. Ranges from 15k-150k to support strategies in the School Improvement Plan (SIP) and competitive awards

ESSA School Improvement – TSI for Low Student Group Performance

No funding from USBE
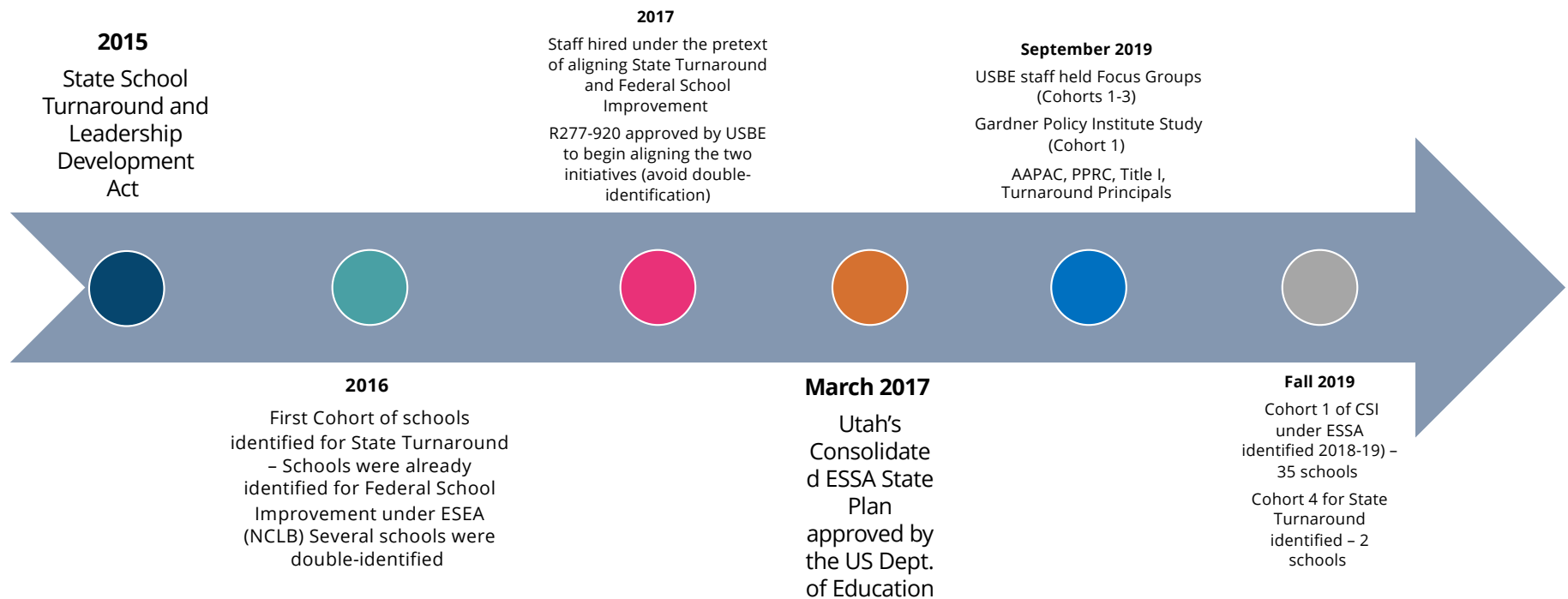
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Stakeholder Input

2019-2021 Feedback from:

- Local board members

- State board members

- LEA Leaders

- Principals

- Educators

- Regional Educational Service Agency leaders

- USBE staff

Aligning State Turnaround and Federal School Improvement Early Foundational Steps 2015-2019

2015

State School Turnaround and Leadership Development Act

2016

First Cohort of schools identified for State Turnaround – Schools were already identified for Federal School Improvement under ESEA (NCLB) Several schools were double-identified

2017

Staff hired under the pretext of aligning State Turnaround and Federal School Improvement

R277-920 approved by USBE to begin aligning the two initiatives (avoid double-identification)

March 2017

Utah's Consolidated ESSA State Plan approved by the US Dept. of Education

September 2019

USBE staff held Focus Groups (Cohorts 1-3)

Gardner Policy Institute Study (Cohort 1)

AAPAC, PPRC, Title I, Turnaround Principals

Fall 2019

Cohort 1 of CSI under ESSA identified 2018-19) – 35 schools

Cohort 4 for State Turnaround identified – 2 schools

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Aligning State Turnaround and Federal School Improvement
Recent Steps 2020-Present

February 2020

Board meeting – Authorizes staff "to seek legislation to amend the School Turnaround provisions to exiting the lowest performing 15 percent of all schools after four years"

August 2021

USBE approves amendments to the State Turnaround Exit Criteria (R277-920-11) This aligns the State/Fed timelines (4 years) Includes provisions for years with assessment irregularities

November 2020

R277-920 was amended to address identification and exit criteria for turnaround schools impacted by the Spring 2020 waiver in SB 3005 from the requirement to administer statewide assessments

Fall 2022

Cohort 1 of CSI, Cohort 4 of State Turnaround and 2017/18 Cohort TSI Schools will be eligible for exit

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State School Turnaround
ESSA School Improvement

State School Turnaround	**ESSA School Improvement**
• Lowest performing 3% statewide for two consecutive years	• Title I CSI for achievement
	• Title I school in the lowest performing 5% of Title I schools for three years on average
• Resources provided through state funds	• CSI for graduation rate
	• Any public high school with a graduation rate equal to or less than 67% for three years on average
• Must select and contract with a turnaround expert provider	• TSI for student groups
	• Student group performing in the lowest 5% for two consecutive years

Schools will not be double identified

TSI Student Group Identification

Targeted Support and Improvement (TSI) Schools are *identified annually* based on consistently low-performing student groups within a school. A school must have 10 or more students in that student group to be considered for accountability.

Each student group within a school is compared to the performance of the lowest performing 5% of schools in the state.

If any student group is consistently performing at or below the lowest performing 5% of schools in the state for *two consecutive years,* they are eligible for TSI identification.

Solutions for Turnaround Redesign

Current System

- All Turnaround Schools are identified on a yearly basis

- Identification as a result of two years consecutively in the lowest 3% of similar type schools (El/JH, HS)

- Exit Criteria is clearly outlined and schools must reduce the gap between school's baseline data and the score for letter B by one third and above the lowest 5%

- Turnaround Expert vendor required

Proposed System

- Lowest 10 non-Title I schools on average over a period of 3 years

- Additional 5 non-Title I schools identified yearly based on lack of student group progress that also has the highest number of student groups

- Exit Criteria is clearly outlined and schools must reduce the gap between school's baseline data and the score for letter B by one third and above the lowest 5%

- Aligns with CSI and TSI identification for Title I schools

- Schools have choices from a menu of options for vendor support to address specific needs

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History of Success With This Model

ESEA Priority and Focus Schools

Priority Schools: Lowest 5% Title I schools using two years of consecutive data. To exit, schools must improve over the lowest 15% of Title I schools.

Focus Schools: Lowest 6%-10% Title I schools using two years of consecutive data. To exit, schools must improve over the lowest 25% of Title I schools

2016/2017 school year, 47 Utah Title I Schools were identified as either Priority or Focus Schools

Priority and Focus schools could choose from a menu of individuals and agencies that had demonstrated expertise in specific content, strategy implementation, or competency.

18 schools (5 Priority and 13 Focus Schools) exited school improvement status after one year of flexible vendor support.

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Options Provide Flexibility

Currently, Cohort 4 schools can only choose from two experts.

Flexible Vendor options will allow schools to meet the unique needs of their schools based on their Comprehensive Needs Assessment and what is listed in their School Improvement Plan (SIP).

➤ Providing **options** allows schools to make the best decision on how to use limited funds

➤ Schools can choose the vendor that is an **expert** within a certain area. Few school improvement vendors are experts in all areas.

➤ Funds could be used to **build capacity** within the LEA so that support can continue after the contract has ended.

➤ Schools are empowered to make the decisions about the important next steps, and to **nimbly make adjustments** as progress takes place.

➤ Building leaders wish to have **more vendors** to choose from to meet a specific need.

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Why Only Two Cohort 4 Turnaround Schools?

Schools are **not** double identified for CSI or Turnaround.

Schools currently designated for school improvement continue to be listed in the lowest 3%.

Criteria for designation for Comprehensive Support and Improvement (CSI) Low Performance

2018/2019 as a result of being in the **lowest 5%** of **Title 1** schools averaged over 3 years.

Criteria for designation for Cohort 4 State Turnaround:

2019/2020 as a result of two years consecutively in the **lowest 3%** of **all** similar type schools

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Challenges This Proposed Plan Addresses

○ Currently, because schools cannot be double identified, we have **fewer Turnaround Schools** designated. (We had only two schools identified for Cohort 4).

○ District and building leaders have expressed **frustration** at how Turnaround and CSI have different criteria for identification and exit and different funding leading to **confusion**.

○ **More than half** of the 448 TSI schools are non-Title I and do not receive support.

○ Of the 15 schools that have *5 or more TSI* **student groups,** and are not already designated for school improvement, 12 of these schools are non-Title I schools.

Possible Vendor Support Services

Examples where vendors can support unique and specific school needs could include:

- Professional learning focused on **specific skill gaps** identified in the needs assessment

- Additional monitoring and support for specific **difficult-to-track initiatives**

  Facilitation of school improvement **planning and data review**

- **Direct coaching for teachers** in early learning skills and small group interventions

- Reinforcement and support for **Family and Community Engagement** strategies

- Support for **specific student group needs** such as multilingual learners, Native American students, special education students, and others

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