Customized Support for School Improvement

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Session Outcomes

By the end of this session, participants will have:

☐ Received an overview of the functions for the Office of Leadership Development and School Improvement;

☐ Reviewed Professional Standards for Educational Leaders;

☐ Discussed technical assistance for school improvement as identified in Maryland's draft ESSA plan; and
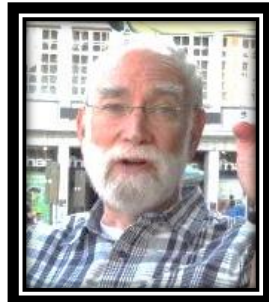
☐ Discussed support for low-performing schools.

Re-Envisioned Approach to
School Improvement and Leadership Development

☐ Building Relationships

   ◼ Collaborate with stakeholders

☐ Narrowing the Focus

   ◼ Align and concentrate resources

☐ Differentiating Support

   ◼ Regionalize services

☐ Building on What Works

   ◼ Capitalize on effective practices

Office of Leadership Development and School Improvement

□ Provides leadership, support, and technical assistance to

- ■ improve low-performing schools;

- ■ foster the growth of effective leaders; and

- ■ implement teacher and principal evaluation systems.

Focus on Effective Leadership

Effective Leaders are Critical for School Improvement
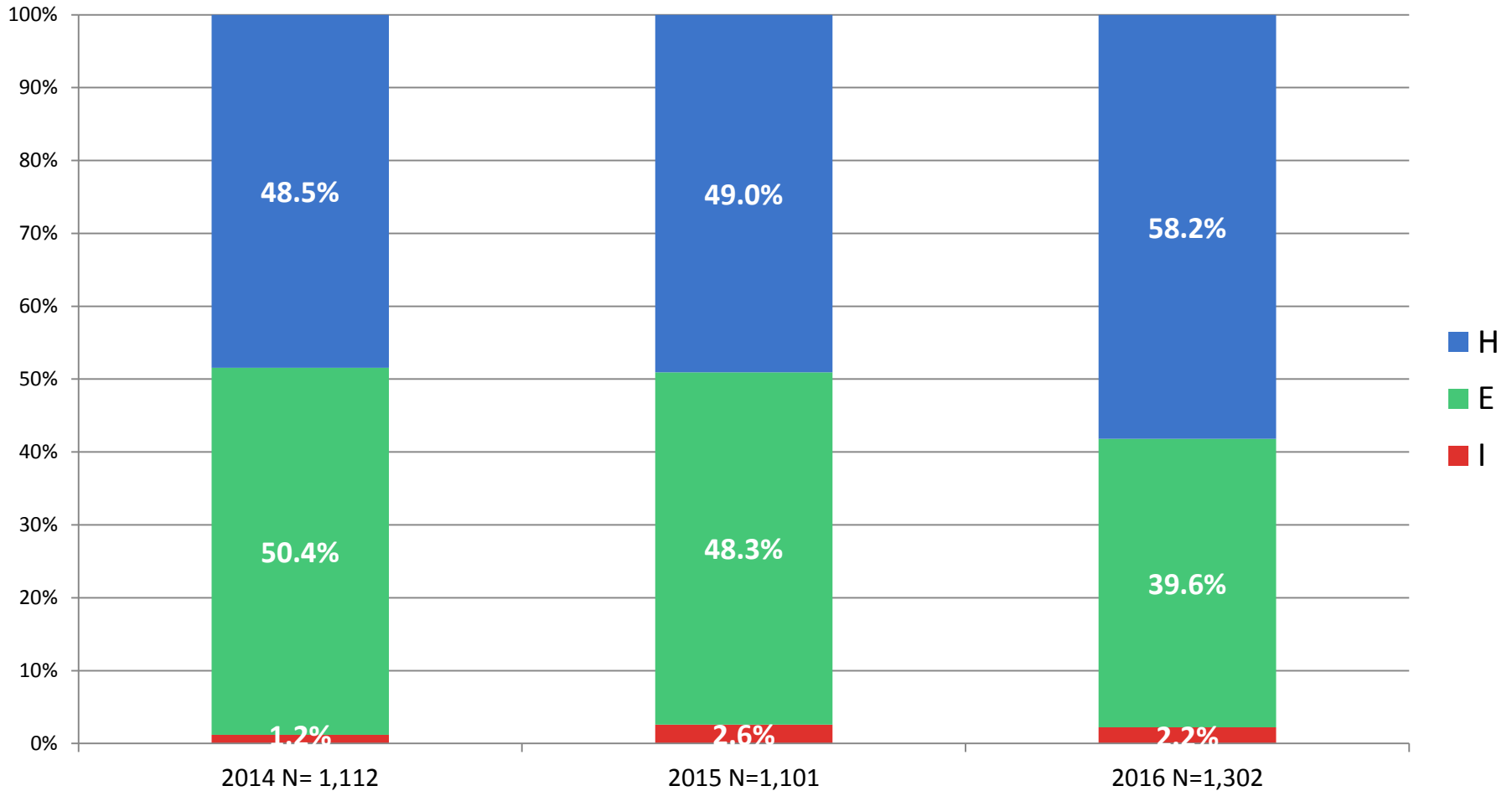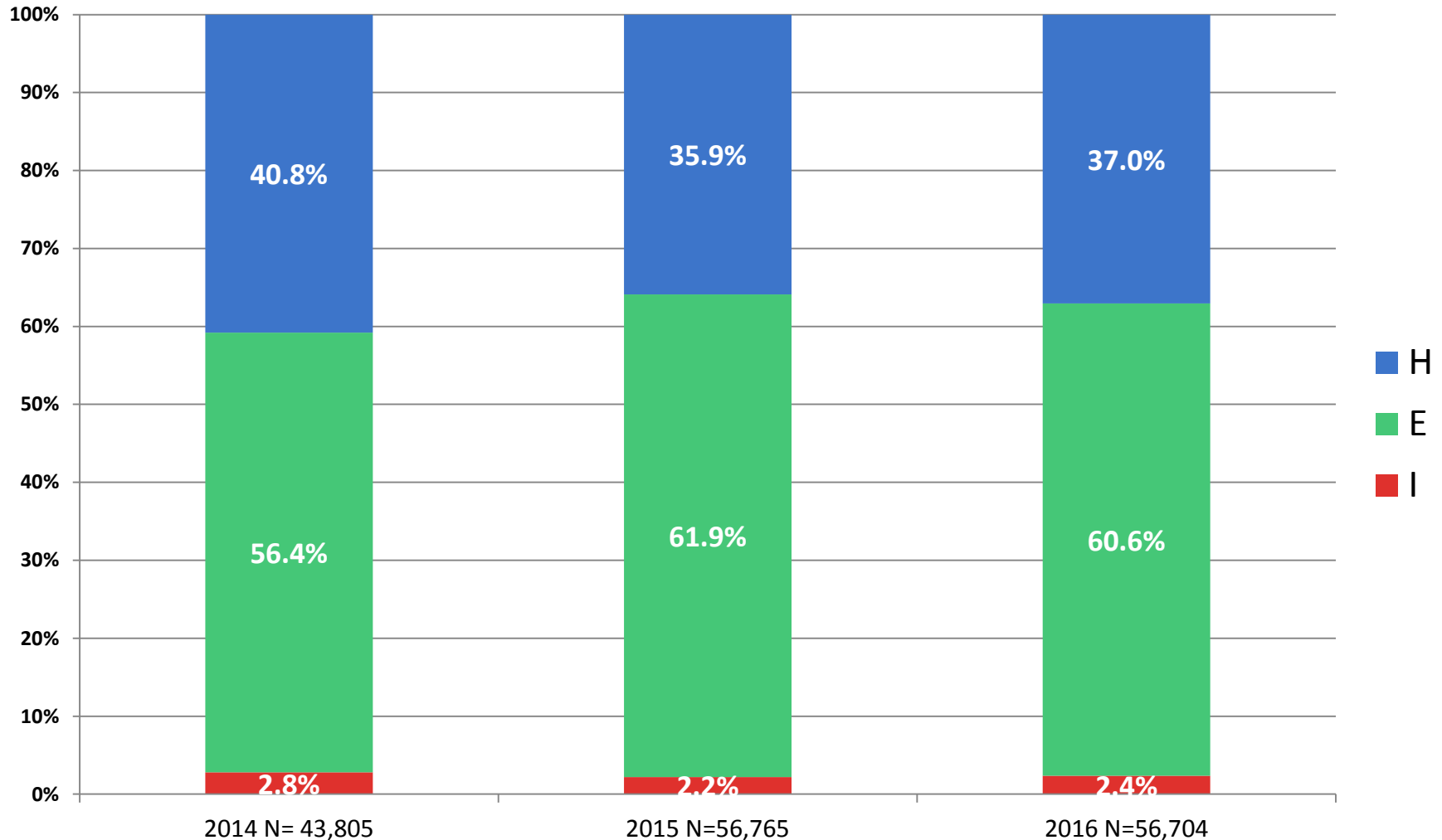
Central Office Supervisors

Principals

Assistant Principals

Teacher Leaders

Most Maryland Principals are Rated Effective or Highly Effective

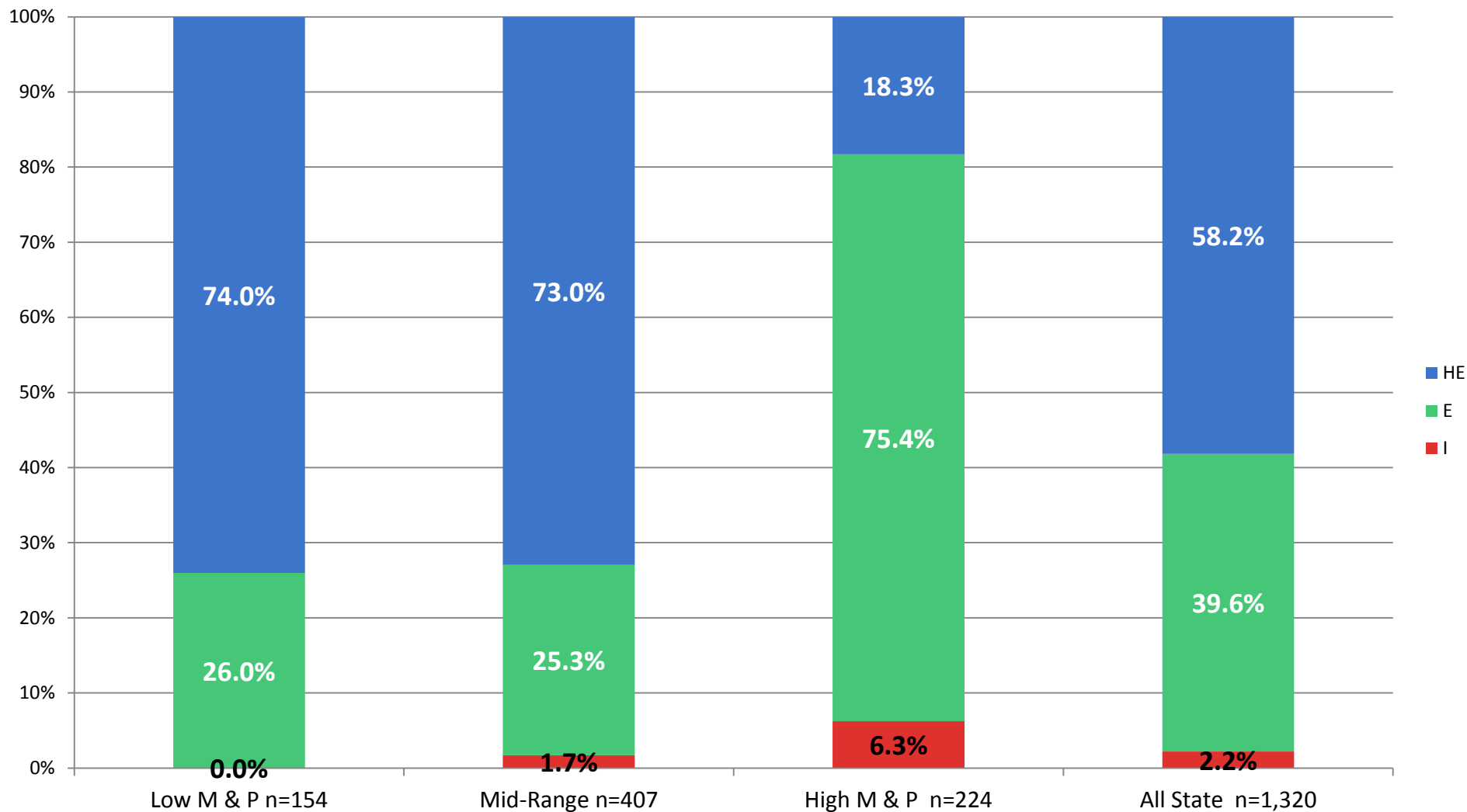# Most Maryland Students are Taught by an Effective or Highly Effective Teacher

	2014 N= 43,805	2015 N=56,765	2016 N=56,704
H	40.8%	35.9%	37.0%
E	56.4%	61.9%	60.6%
I	2.8%	2.2%	2.4%

The Need

Prepare: Prepare Leaders to Improve Schools

**Support:** Provide Targeted Support for School Improvement

Sustain: Build Capacity for Sustainable Results

Equity: Equitable Distribution of Effective Leaders

Principals Rated as Ineffective are Concentrated in High Poverty/High Minority Schools

	Low M & P n=154	Mid-Range n=407	High M & P n=224	All State n=1,320
HE	74.0%	73.0%	18.3%	58.2%
E	26.0%	25.3%	75.4%	39.6%
I	0.0%	1.7%	6.3%	2.2%

Teachers Rated as Ineffective are Concentrated in High Poverty/High Minority Schools
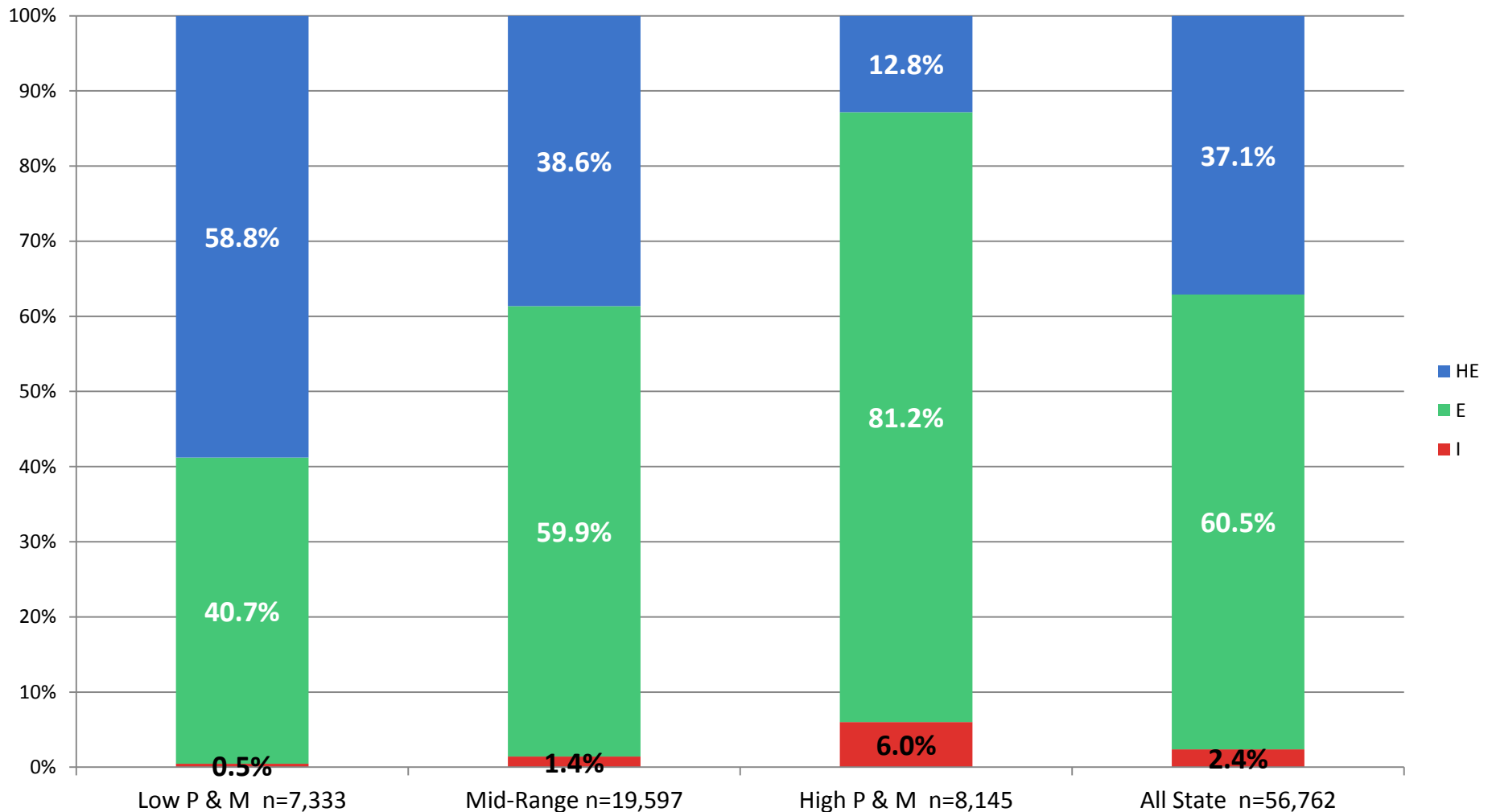
Standards Establish a Foundation for Leadership Preparation and Effectiveness Measures
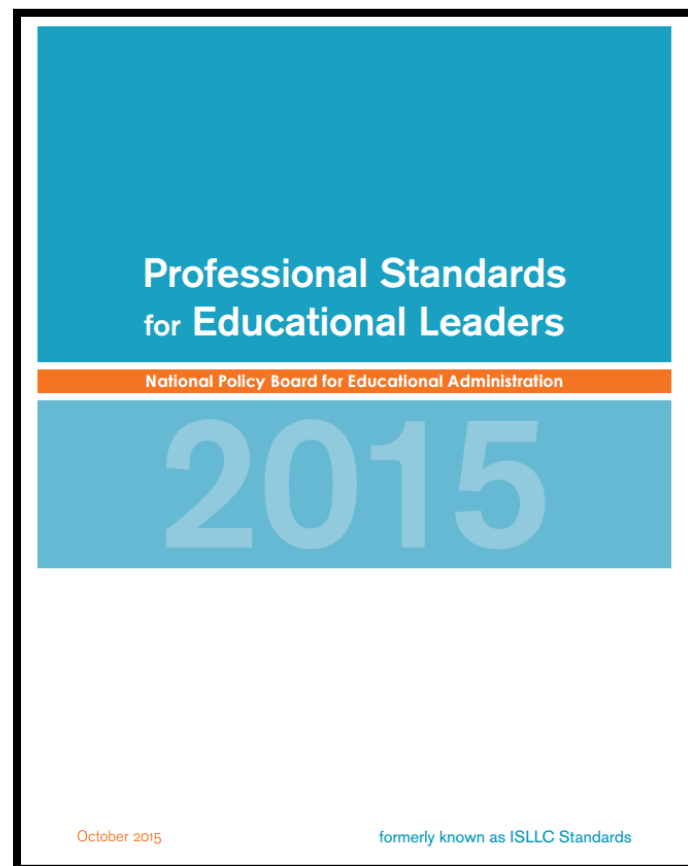
- **Maryland Instructional Leadership Framework** (2005)
    - Focus on instruction

- **Interstate School Leaders Licensure Consortium Standards** (2008)
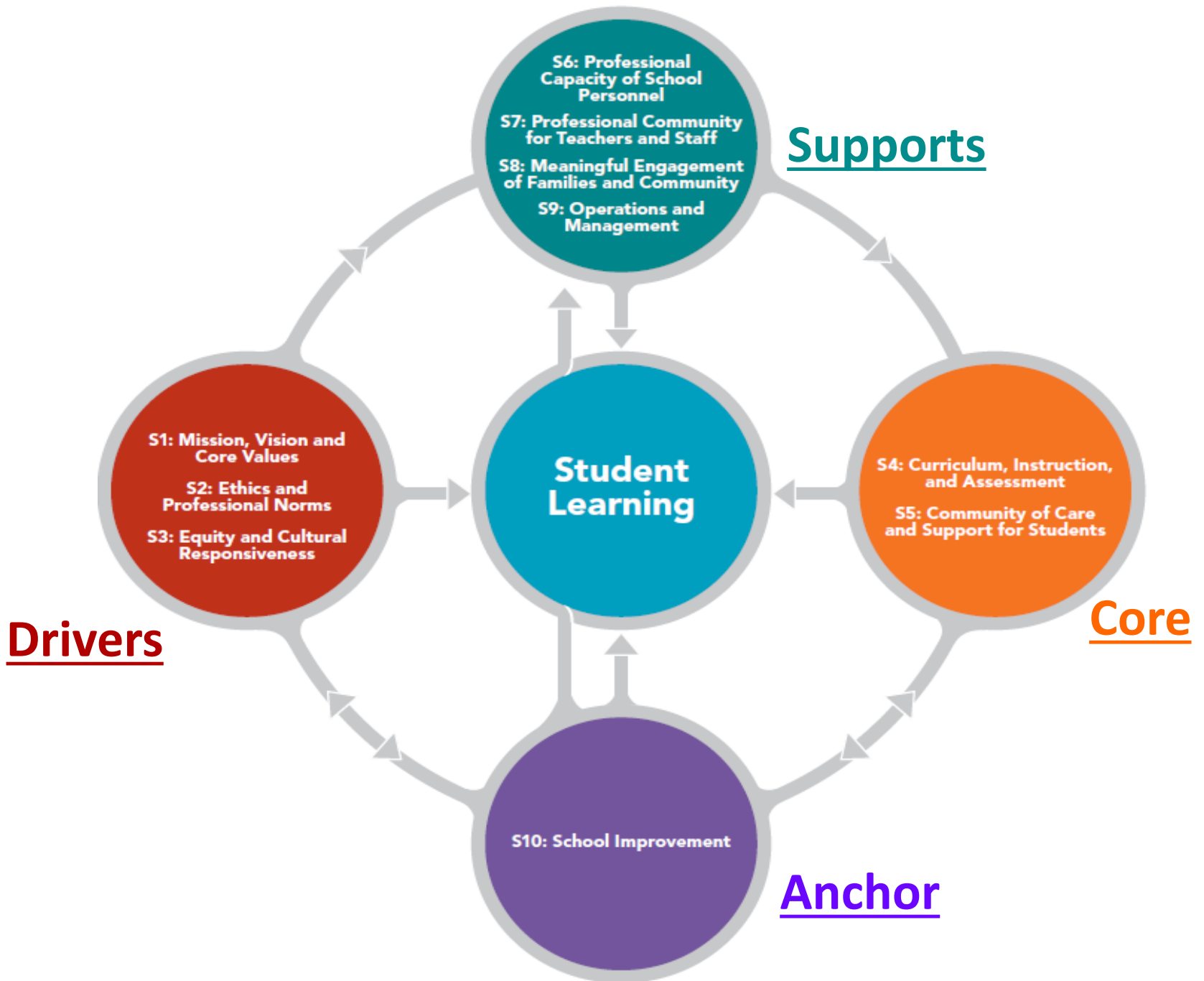   - Focus on knowledge and disposition

New standards needed to guide the practice in the direction that will be the most productive and beneficial to **students**.
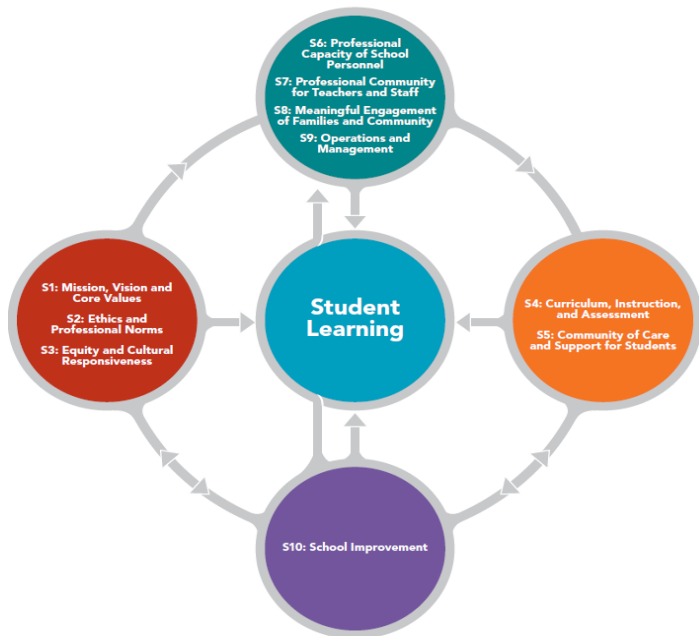
Recently Adopted Leadership Standards

Standards will Impact

- Administration Preparation Programs
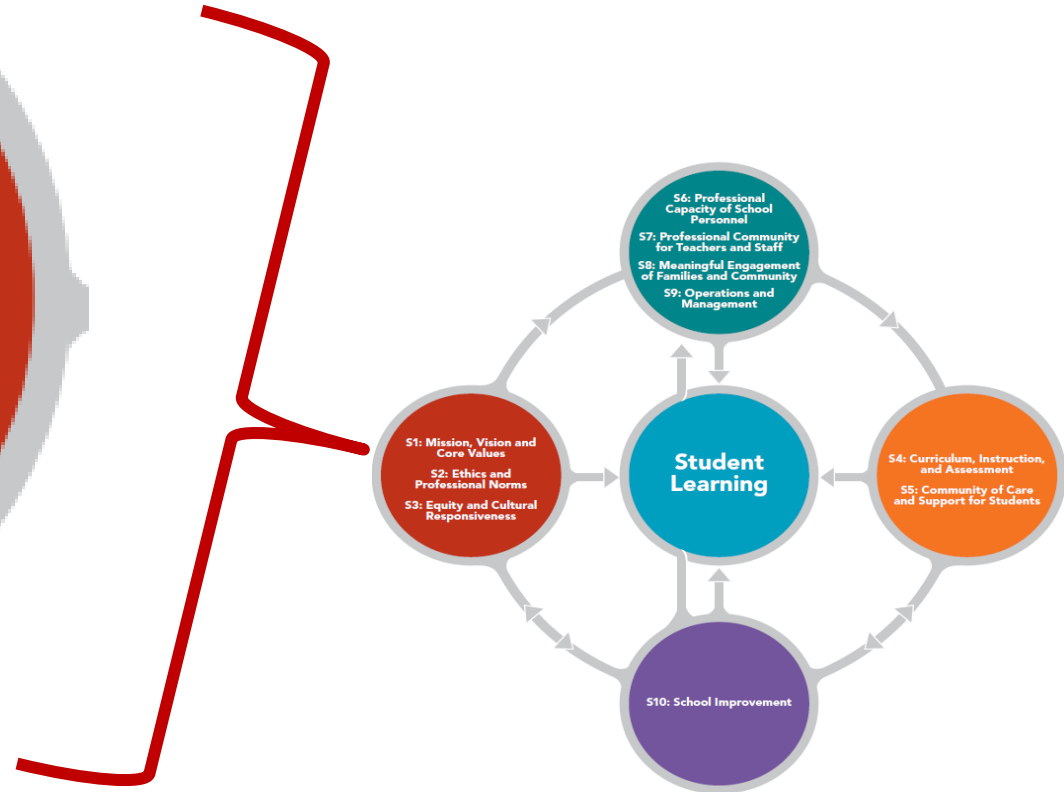- Professional Learning Experiences
- Principal Effectiveness Ratings

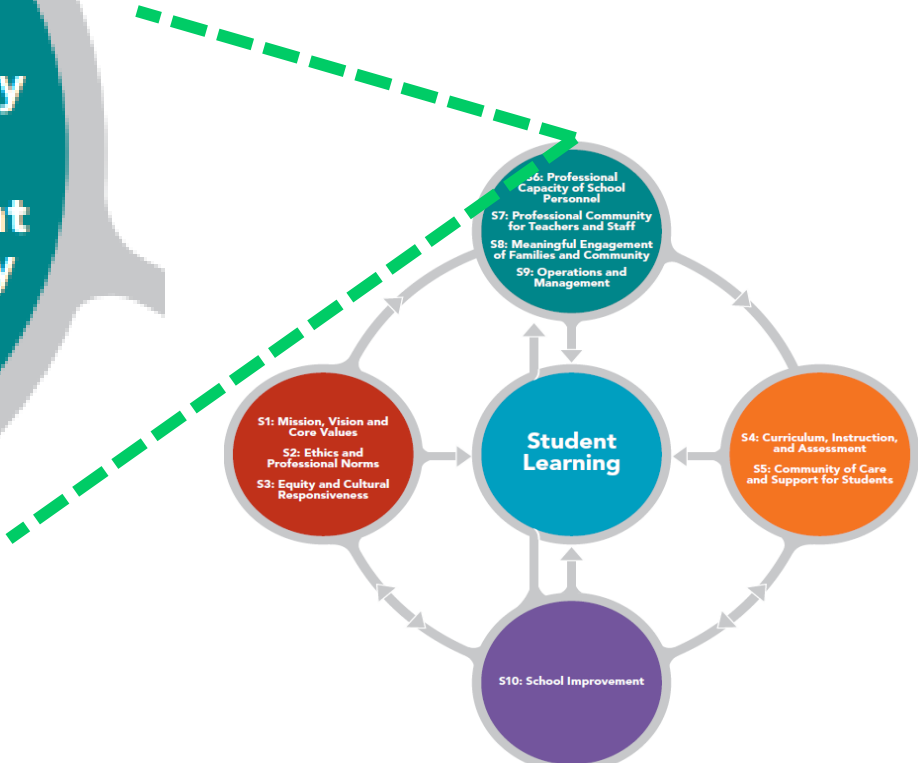**Professional Standards for Educational Leaders**

National Policy Board for Educational Administration

2015

October 2015

formerly known as ISLLC Standards

S6: Professional Capacity of School Personnel
S7: Professional Community for Teachers and Staff
S8: Meaningful Engagement of Families and Community
S9: Operations and Management

Supports

S1: Mission, Vision and Core Values
S2: Ethics and Professional Norms
S3: Equity and Cultural Responsiveness

Drivers

Student Learning

S4: Curriculum, Instruction, and Assessment
S5: Community of Care and Support for Students

Core

S10: School Improvement
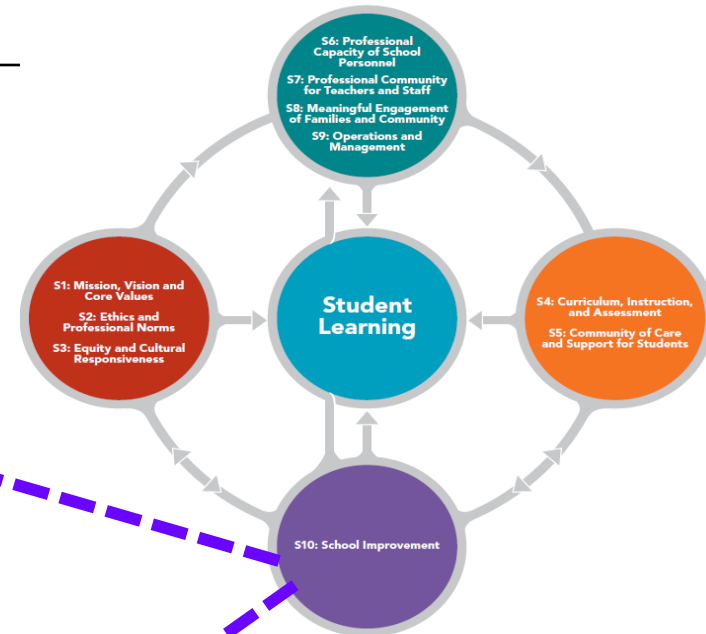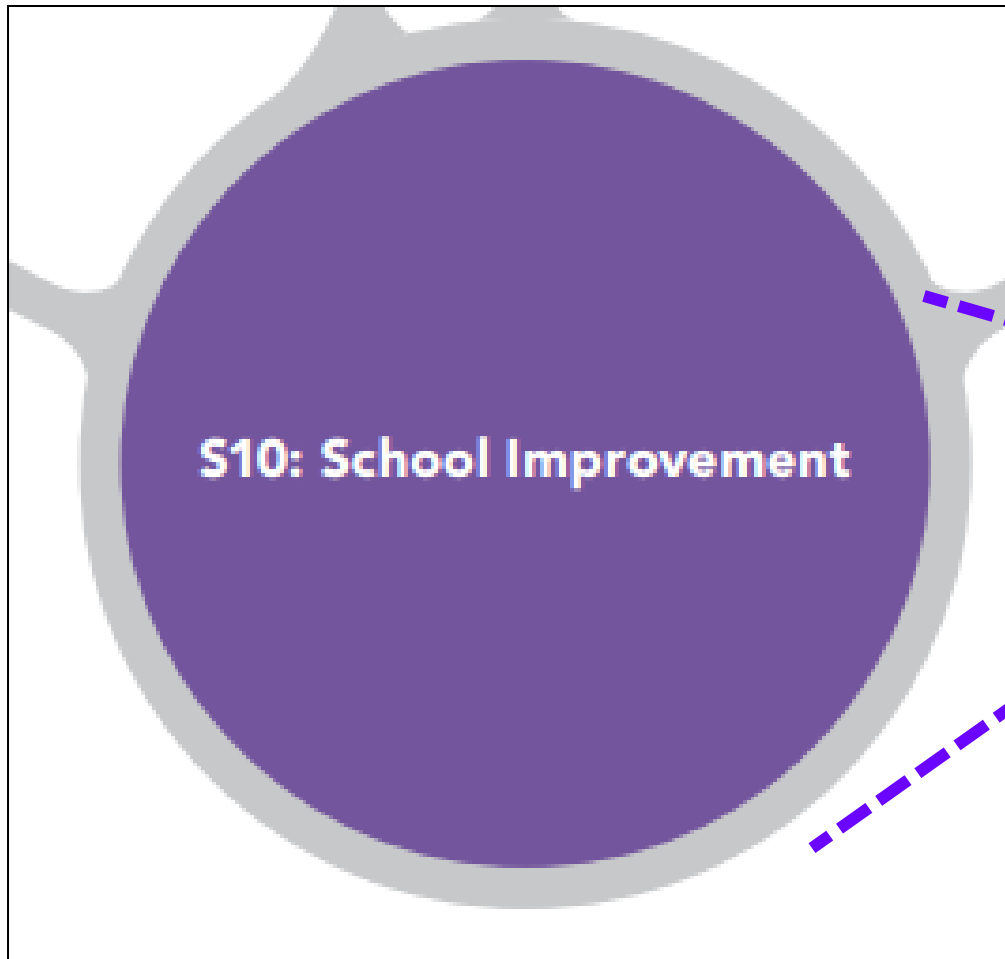
Anchor

Core

Driver

Supports

Anchor

Framework for School Improvement:
West Ed's Four Domains of Rapid School Improvement
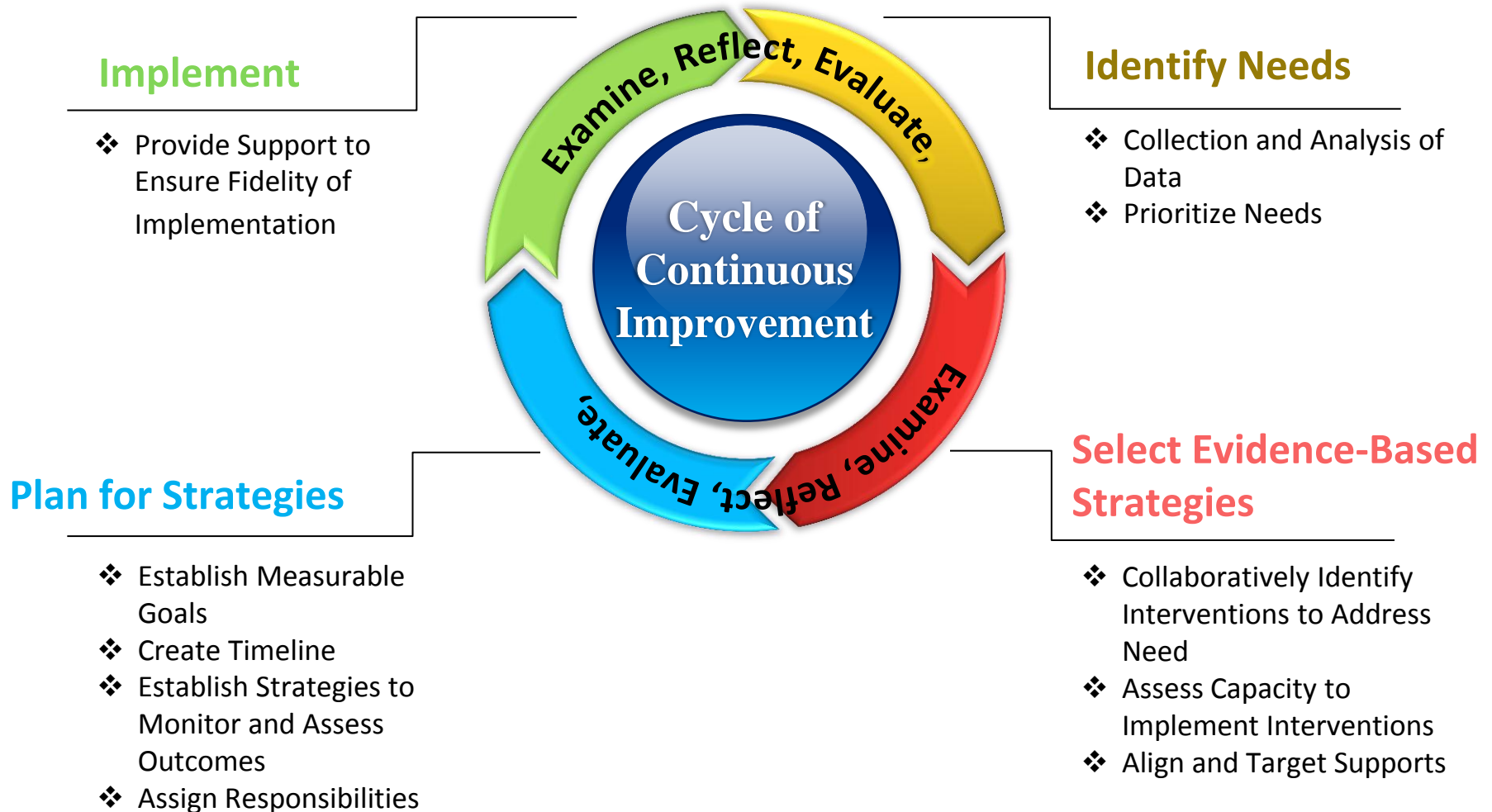
Turnaround Leadership

Talent Development

Instructional Transformation

Culture Shift

Systemic Improvement

Promoting Continuous Improvement

Implement

❖ Provide Support to Ensure Fidelity of Implementation

Identify Needs

❖ Collection and Analysis of Data
❖ Prioritize Needs

Plan for Strategies

❖ Establish Measurable Goals
❖ Create Timeline
❖ Establish Strategies to Monitor and Assess Outcomes
❖ Assign Responsibilities

Select Evidence-Based Strategies

❖ Collaboratively Identify Interventions to Address Need
❖ Assess Capacity to Implement Interventions
❖ Align and Target Supports

Examine, Reflect, Evaluate,

Examine, Reflect, Evaluate,

Cycle of Continuous Improvement

Every Student Succeeds Act (ESSA)

Support to Low-Performing Schools

State Support and Improvement for Low-Performing Schools

What is required?

- ➢ Identification Criteria
- ➢ Exit Criteria
- ➢ Technical Assistance Regarding Evidence-Based Interventions
- ➢ More Rigorous Interventions
- ➢ Periodic Resource Review

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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 schools 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

State Support and Improvement for Low-Performing Schools

What is required?

- ➢ Identification Criteria
- ➢ Exit Criteria
- ➢ Technical Assistance Regarding Evidence-Based Interventions
- ➢ More Rigorous Interventions
- ➢ Periodic Resource Review

Exit Criteria

- □ 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.

State Support and Improvement for Low-Performing Schools

What is required?

- ➢ Identification Criteria
- ➢ Exit Criteria
- ➢ Technical Assistance Regarding Evidence-Based Interventions
- ➢ More Rigorous Interventions
- ➢ Periodic Resource Review

Stakeholder Involvement is Essential for School Improvement Planning
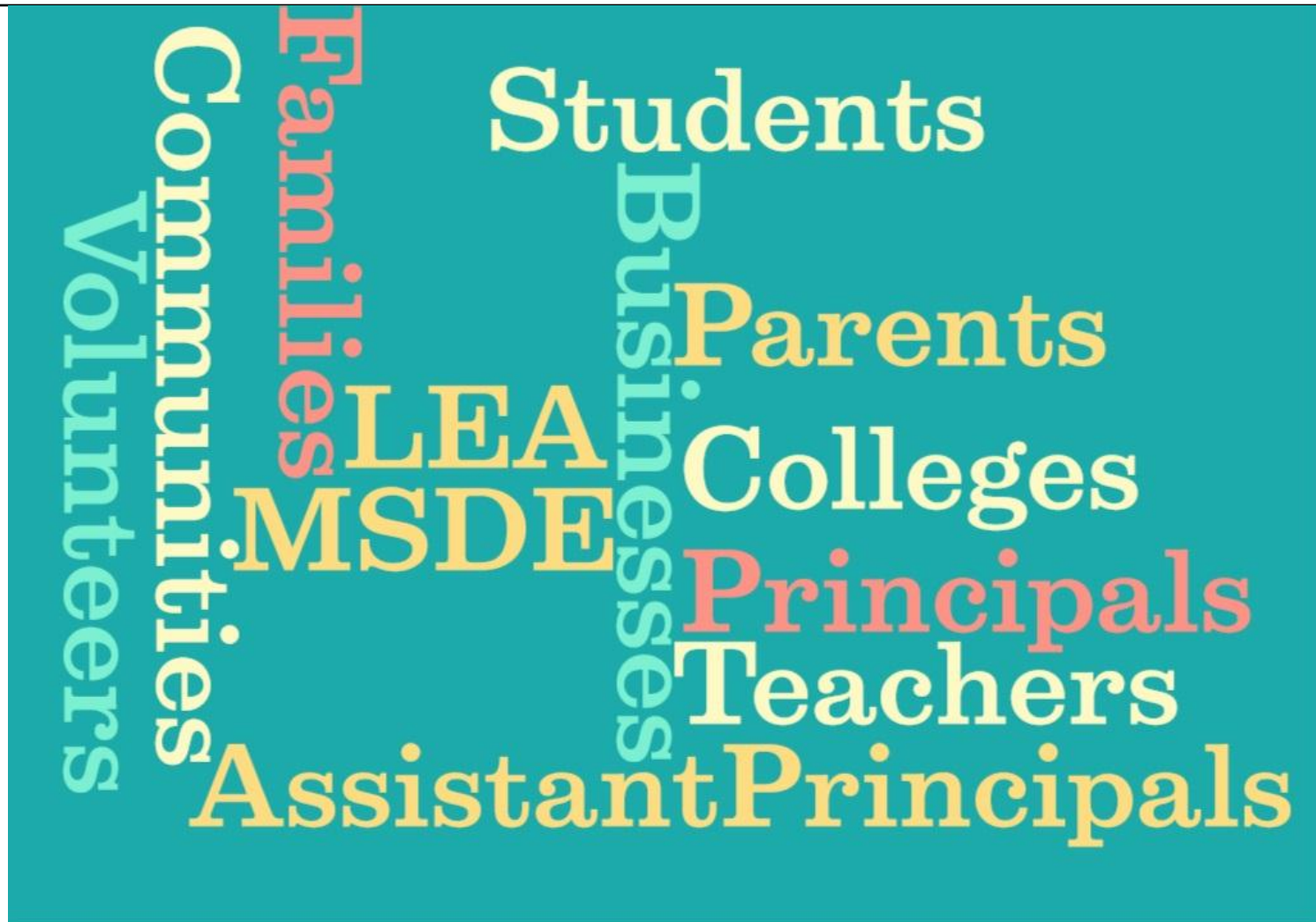
Technical Assistance for CSI Schools

- ☐ Identifying the Problem
  - ◼ Root Cause Analysis
  - ◼ Prioritize Need
- ☐ Planning for Improvement
  - ◼ Action Plan Development with Evidence-Based Strategies
  - ◼ Alignment with district and school goals
- ☐ Implementing the Plan
- ☐ Monitoring, Reflecting, and Evaluating Implementation
- ☐ Modifying the Plan

Partnering to Improve Schools: MSDE Supports

- Develop Resource Hub
  - Evidence-based strategies for improvement
- Vet Curriculum in ELA and Mathematics
- Provide support in
  - Engaging Family and the Community
  - Implementing Vetted Curriculum
  - Fostering the Growth of Effective Leaders

Engaging Families and Communities

- ☐ Designate a family liaison to coordinate family engagement in school improvement.

- ☐ Establish a network of partners and community resources to promote student achievement and well-being.

Targeted Professional Learning Experiences to Prepare and Sustain Effective Leaders

Aspiring Leaders Institute

- **Teacher Leaders**

Partnering to Improve Schools: MSDE Supports

- ☐ Develop Resource Hub
    - ■ Evidence-based strategies for improvement
- ☐ Vet Curriculum in ELA and Mathematics
- ☐ Provide support in
    - ■ Engaging Family and the Community
    - ■ Implementing Vetted Curriculum
    - ■ Fostering the Growth of Effective Leaders
- ☐ Implement Fiscal Review and Accountability Process

State Support and Improvement for Low-Performing Schools

What is required?

➢ Identification Criteria

➢ Exit Criteria

➢ Technical Assistance Regarding Evidence-Based Interventions

➢ More Rigorous Interventions

➢ Periodic Resource Review

More Rigorous Interventions Required

- ☐ CSI schools that do not exit status after three years.

- ☐ Rigor of interventions, supports, and monitoring will increase.

- ☐ Increased support from MSDE for school improvement.

More Rigorous Interventions CSI Schools

☐ Modify plan of action with MSDE and stakeholder team

☐ Implement revised strategies

☐ Make necessary staffing changes

☐ Participate in customized professional learning experiences that address specific school needs

☐ Utilize leadership coaching

☐ Participate in support visits for plan implementation and fiscal monitoring

State Support and Improvement for Low-Performing Schools

What is required?

- ➢ Identification Criteria
- ➢ Exit Criteria
- ➢ Technical Assistance Regarding Evidence-Based Interventions
- ➢ More Rigorous Interventions
- ➢ Periodic Resource Review

Periodic Review of Resources

- ☐ 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.

- ☐ School systems will be required to develop and implement strategies to address resource inequalities.

Key Take Aways

- Re-envisioned approach to school improvement and leadership development.

- Increased focus on fostering the growth of effective leaders.

- Aligned and targeted approach to school improvement.

Web Resources

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