

Overview: Comprehensive Support and Improvement School Template

Dr. Gail Clark Dickson, Section Chief

Mrs. Tricia Crafton, Coordinator

Division of Curriculum, Research, Assessment and Accountability

Office of Title I – Program Improvement

May 29, 2018

Session Outcomes

- By the end of this session, participants will:
 - Understand the types of Comprehensive Support and Improvement (CSI) Schools under ESSA
 - Receive an overview of the CSI School Needs Assessment and Intervention Plan Template, including:
 - Comprehensive Needs Assessment
 - Intervention Plan
 - Budget Narrative
 - Attestations
 - Gain knowledge of the technical assistance available to school districts in preparation for CSI school identification

Why Now?

- Identification of CSI Schools will tentatively take place between August and October of 2018
 - Elementary and Middle Schools – August 2018
 - High Schools – September/October 2018
- Sharing the template in order to allow proactive planning for any school district that believes they may have a CSI school

Identification Criteria

- States must use the State-level accountability system developed under ESSA to identify CSI and TSI schools
- Maryland has proposed to use all indicators in the State's accountability system for identification

Comprehensive Support and Improvement Schools

Types of Schools	Description	Timeline for Identification	Initial year of Identification
Lowest Performing	The lowest achieving five percent of Title I schools in the State based on the “all students” group	At least once every three years	2018-2019
Low Graduation Rate	All public high schools in the State failing to graduate one third or more of their students based on the four-year adjusted cohort graduation rate	At least once every three years	2018-2019
School Improvement Grant (SIG IV) Schools	Existing SIG IV schools will be included in the Maryland 2018-2019 CSI School list. The five Maryland SIG IV schools began implementation of a five-year SIG grant in 2016-2017	N/A	2018-2019
Chronically Low-Performing	Any Title I school identified for targeted support and improvement for a low-performing or consistently underperforming student group that did not improve over three years.	At least once every three years	2021-2022

Overview

- All CSI schools receiving Title I School Improvement Funds are required to complete:
 - Comprehensive Needs Assessment
 - 3rd Party Root Cause Analysis
 - Intervention Plan
 - Budget Narrative and Attestation
- Developed collaboratively with specific stakeholders
- Approved by the school, the district, and the Maryland State Department of Education

Overview

- The purpose of the needs assessment and intervention plan is to:
 - (1) reflect on strengths and challenges in order to identify prioritized needs based on data analysis and root cause analysis findings; and
 - (2) develop SMART intervention goals as the driver for an intervention plan that contains evidence-based strategies to address prioritized needs.

Background

- Maryland's Consolidated State Plan under the Every Student Succeeds Act
- Identification of Comprehensive Support and Improvement Schools for the 2018-2019
- Support for Comprehensive Support and Improvement Schools for 2018-2018

Comprehensive Needs Assessment

□ Sections:

- School Profile
- Student Profile
- Student Achievement
- Staff Profile
- Root Cause Analysis

School Profile

**** DRAFT FOR FEEDBACK****
Not intended for use or distribution

Please see
your hard copy
for a better
view!

Contains:

- Basic School Info
- Instructions for Stakeholder Team Composition
- State Long-Term Goals
- LEA Vision, Mission, and Goals
- School Vision, Mission, and Goals

School Profile	
School Name	
School Address	
Local Education Agency (LEA)	
Grades Served	
Principal's Name	
Principal's Email Address	
School Phone Number	
Principal Supervisor's Name	
Principal Supervisor's Email	
<p>Needs Assessment and Intervention Plan Planning Team: The needs assessment and intervention plan are designed to be completed by a team, in partnership with stakeholders, and must align with school and LEA priorities and goals. In the space below, identify team members who contributed to completing the needs assessment and intervention plan. Mandatory stakeholder participants are listed in the position column. Add other participants based on individual school team composition, which should be driven by school context/need (i.e. school's with a high special education population should have a special education representative on the team).</p>	

Student Profile

** DRAFT FOR FEEDBACK**
Not intended for use or distribution

Student Profile Data		2017-2018	2016-2017	2015-2016
School Year				
Total Student Enrollment: Identify the total number of students enrolled for each school year. <i>All enrollment data below reflects the number of students enrolled in the school as of September 30 of each year as reflected on Maryland Report Card. The number includes ungraded special education and pre-kindergarten students.</i>				
	Pre-Kindergarten			
	Kindergarten			
	Grade 1			
	Grade 2			
	Grade 3			
	Grade 4			
	Grade 5			
	Grade 6			
	Grade 7			
	Grade 8			
	Grade 9			
	Grade 10			
	Grade 11			
	Grade 12			
Grade Level Enrollment: Identify the number of students enrolled in each grade level.				
Gender: Identify the number of male and female students.				
	Male			
	Female			
Race/Ethnicity: Identify the number of students in each group.				
	Black/African American			
	Hispanic/Latino			
	Asian			
	White			
	Multi-Racial/Other			
	American Indian/Alaska Native			
	Native Hawaiian/Other Pacific Islander			
Special Services: Identify the percentage of students in each group.				
	English Learners			
	Migrant			
	Economically Disadvantaged (Free and Reduced Meal Programs (FARMs))			
	Students with Disabilities			
	Gifted and Talented			
	Homeless			
Additional Data: Identify requested data for each category.				
	Student Mobility - Percentage of students that move from one school community to another as reflected on Maryland Report Card.			
	Student Attendance - Percentage of students that attend at least half of the average school day during the school year as reflected on Maryland Report Card.			
	Chronic Absenteeism - Percentage of students that are absent more than 20 days as reflected on Maryland Report Card.			
	Student Promotion - Percentage of students that are promoted to the next grade level as reflected on Maryland Report Card. Promotion rate reflects the percentage of students that are promoted to a higher level as defined as per Maryland State Department of Education.			
	Student Promotion - Percentage of students that are promoted to the next grade level as reflected on Maryland Report Card. Promotion rate reflects the percentage of students that are promoted to a higher level as defined as per Maryland State Department of Education.			
	Student Promotion - Percentage of students that are promoted to the next grade level as reflected on Maryland Report Card. Promotion rate reflects the percentage of students that are promoted to a higher level as defined as per Maryland State Department of Education.			

Please see your hard copy for a better view!

Contains:

- Enrollment Data by Grade Level, Gender, Race/Ethnicity, and Special Services
- Student Mobility
- Student Attendance
- Chronic Absenteeism
- Student Promotion
- Dropout Rate
- Graduation Rate and Certificate Rate
- Disproportionality Rate
- Opportunities for Enrichment, Remediation, Acceleration and Engagement
- Access to a Well-Round Curriculum



Student Achievement

**** DRAFT FOR FEEDBACK****
Not intended for use or distribution

Contains:

Student Achievement Data				
School Year		2017-2018	2016-2017	2015-2016
State Assessment (PARCC): English Language Arts / Literacy Identify the percentage of students that have met or exceeded expectations as reflected on Maryland Report Card.	Grade 3			
	Grade 4			
	Grade 5			
	Grade 6			
	Grade 7			
	Grade 8			
State Assessment (PARCC): Mathematics Identify the percentage of students that have met or exceeded expectations as reflected on Maryland Report Card.	Grade 3			
	Grade 4			
	Grade 5			
	Grade 6			
	Grade 7			
	Grade 8			
State Assessment (PARCC): Identify the percentage of students that have met or exceeded expectations as reflected on Maryland Report Card.	PARCC English 10			
	Bridge Plan for Academic Validation ELA - Identify the percent of students who fulfilled testing requirements using Bridge.			
	PARCC Algebra I			
	Bridge Plan for Academic Validation Mathematics - Identify the percentage of students who fulfilled state requirements using Bridge.			

- State Assessment Data for ELA and Math by Grade Level (Achievement)
- Service Learning Hours
- Course Performance
- English Language Proficiency
- District-level Assessment BOY/EOY Comparison
- State Assessment Data for ELA and Math by Grade Level (Growth)

Please see your hard copy for a better view!

Staff Profile

** DRAFT FOR FEEDBACK**
Not intended for use or distribution.

Staff Profile Data			
Principal and Administrators			
Number of years of experience as a principal			
Number of years at current school as an administrator			
Number of Assistant Principals			
School Year	2017-2018	2016-2017	2015-2016
Administrator Attendance (Average Daily Rate-Percent)			
Teachers			
School Year	2017-2018	2016-2017	2015-2016
Number of Unfilled Teacher Vacancies			
Percentage of first year teachers			
Percentage of teachers with 1-3 years of experience			
Percentage of teachers that meet applicable State Certification and Licensure requirements			
Percentage of teachers with Conditional Certification/UnCertified			
Percentage of teachers teaching one or more classes outside of their certification area			
Percentage of teachers rated ineffective			
Teacher Attendance (Average Daily Rate-Percent)			
Resource Inequities - Staff Disparities			
School Year	2017-2018	2016-2017	2015-2016
Percent of Ineffective Teachers in the LEA			
Disparity of Ineffective Teachers in this school compared to the LEA			
Percent of Inexperienced Teachers in the LEA (0-3 years of experience)			
Disparity of Inexperienced Teachers in this school compared to the LEA			
Percent of Out-of-Field Teachers in the LEA (teaching one or more classes outside of their certification area)			
Disparity of Out-of-Field Teachers in this school compared to the LEA			
Para-Professionals			
School Year	2017-2018	2016-2017	2015-2016
Number of para-professionals			
Percent of instructional para-professionals who are qualified			
Staff to Support Student Services			
Staff to Support Student Services List type and quantity of the licensed staff positions providing support services. Examples include social workers, psychologists, nurses, professional school counselors, etc.			

Please see your hard copy for a better view!

Contains:

- Principal Years of Experience
- Number of Assistant Principals
- Administrator Attendance
- Teacher Vacancies
- Percent of inexperienced teachers
- Percent of uncertified teachers
- Percent of teachers teaching outside of their content area
- Percent of teachers rated ineffective
- Teacher Attendance
- Disparities of inexperienced, uncertified/out-of-field, and ineffective teachers
- Paraprofessional Data
- Staff to Support Student Services



Root Cause Analysis

**** DRAFT FOR FEEDBACK****
Not intended for use or distribution

PLACEHOLDER: Tools and/or results from the 3rd Party Root Cause Analysis will go here. These tools and processes are to be determined as they will be developed, with input from MSDE, by the 3rd Party.

Intervention Plan

□ Sections:

■ Intervention Planning Guide

■ Goals

- Strengths and Challenges
- Prioritized Needs
- SMART Goals

■ Strategies and Action Steps

- Evidence-Based Strategies
- Implementation Plan

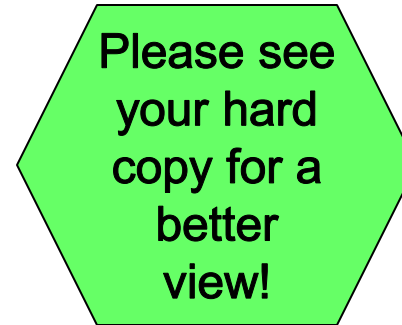
Goals – Strengths and Challenges

** DRAFT FOR FEEDBACK**
Not intended for use or distribution

Strengths	
<i>Directions:</i> Based on the data gathered in the needs assessment and outcomes of the 3rd party root cause analysis, identify and explain the strengths in each domain using both qualitative and quantitative data to justify each response.	
Domain for Rapid of School Improvement	School Strengths
<p>Turnaround Leadership: Domain Practices:</p> <ul style="list-style-type: none"> -Prioritize improvement and communicate its urgency -Monitor short- and long-term goals -Customize and target support to meet needs <p>Focus areas of this Domain:</p> <ul style="list-style-type: none"> -Prioritize improvement -Communicate urgent need and vision -Policies, structures, personnel, resources -Organize coordinated efforts -Develop and execute data-informed plans that are customized for the school -Guide and monitor plans -Accept responsibility for results 	
<p>Talent Development: Domain Practices:</p> <ul style="list-style-type: none"> -Recruit, develop, retain, and sustain talent -Target professional learning opportunities -Set clear performance expectations <p>Focus areas of this Domain:</p> <ul style="list-style-type: none"> -Identify, select, place, retain, and sustain competent and committed personnel at all levels and in all positions -Develop/revise/update policies and procedures for identification, selection, placement, retention, and sustaining staff (as needed) -Approach talent development with equity in mind -Review and utilize turnaround competencies to select and develop ALL staff -Building capacity – balancing support with accountability 	
<p>Instructional Transformation: Domain Practices:</p> <ul style="list-style-type: none"> -Diagnose and respond to student learning needs -Provide rigorous evidence-based instruction -Remove barriers and provide opportunities <p>Focus areas of this Domain:</p> <ul style="list-style-type: none"> -GOAL: Increased student learning outcomes -Effective Practices -Standards-based instruction -Data-based planning -Differentiation and individualization -Evidence-based strategies – pedagogical approaches -Classroom management -Cultivate high expectations for all combined with support for all -Focused on in-school factors and non-school based factors 	

Goals – Prioritized Needs

**** DRAFT FOR FEEDBACK****
Not intended for use or distribution



<p>Culture Shift: Domain Practices:</p> <ul style="list-style-type: none"> -Build a strong community intensely focused on student learning -Solicit and act upon stakeholder input -Engage students and families in pursuing education goals
<p>Focus areas of this Domain:</p> <ul style="list-style-type: none"> -Culture shift depends on many people working together to achieve extraordinary results -Needs both high academic expectations and effort -Work towards common goals -Creating a culture of mutual respect -Shared responsibility -Focus and attention on student learning -Engage families and school community to support culture both in and out of the school -Create or maintain a culture that values trust, respect, and high expectations

<p>Prioritized Needs <i>Directions:</i> Following analysis of the qualitative and quantitative data in the needs assessment and 3rd party root cause analysis and identification of the school strengths and challenges, school teams should identify the 3-4 highest-leverage prioritized needs that will increase student achievement for all students. Prioritized needs should focus on areas that will increase achievement for all students and narrow the scope for the development of SMART intervention goals, outcomes, and action steps. A justification, based on data analysis from the needs assessment and 3rd party root cause analysis, should be provided for each prioritized need.</p>	
<p>Identify Prioritized Needs What are the 3-4 highest-leverage prioritized needs that must be addressed to increase student achievement?</p>	<p>Justification through Data Analysis What data or findings from the needs assessment and root cause analysis led the team to identify this prioritized need? What additional quantitative and qualitative data led the team to identify this prioritized need?</p>
1	
2	
3	
4	

Goals – SMART Goals

Please see your hard copy for a better view!

** DRAFT FOR FEEDBACK**
Not intended for use or distribution

Intervention Goals				
<i>Directions:</i> Based on the prioritized needs, the school should develop 3-4 SMART intervention goals. Goals must be specific, measurable, achievable, realistic, and time-bound (SMART). Provide a rationale, supported with data, for each SMART intervention goal. For each SMART intervention goal, identify one or more domains to which the goal aligns.				
Domains for Rapid School Improvement	SMART Intervention Goal	What data will be gathered and analyzed to measure this goal annually?	What data will be gathered and analyzed to measure this goal quarterly/monthly?	Rationale <i>Provide a detailed rationale, supported with qualitative and quantitative data, justifying the selection of the specific SMART intervention goal.</i>
<input type="checkbox"/> Turnaround Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Transformation <input type="checkbox"/> Culture Shift	<p>EXAMPLE: During the 2018-2019 school year, the percent of 3rd through 5th graders that will be reading on or above grade level will increase from 30% to 35% as measured by the iReady end-of-year assessment.</p> <p>Specific: Is the goal clearly defined? Measurable: Are concrete criteria identified for measuring progress toward attainment of the goal? Achievable: Does the goal stretch the school while still being attainable? Realistic: Does the goal relate to student learning and achievement? Is it data-based? Time-bound: Is the timeframe appropriate for accomplishment of the goal?</p>	<p>The goal will be measured annually using the percent of 3rd, 4th, and 5th grade students reading on or above grade level via the iReady end of year assessment.</p>	<p>Quarter 1: Baseline data is collected via iReady.</p> <p>Quarter 2: Middle of year iReady data collected to determine student growth. 2% growth is expected by mid-year.</p> <p>Quarter 3: End of year iReady data collected. Target of 35% increase in reading on or above grade level should be met or exceeded.</p>	<p>The grade 3, grade 4 and grade 5 iReady reading scores show significant decreases compared to grades 1 and 2, with 75% of the students reading at least two grade levels below. Additionally, the teaching teams in grades 3, 4, and 5 have almost 80% inexperienced teachers, who need additional support scaffolding and differentiating the curriculum for all learners.</p>
<input type="checkbox"/> Turnaround Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Instructional Transformation <input type="checkbox"/> Culture Shift	1			
<input type="checkbox"/> Turnaround Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Instructional Transformation <input type="checkbox"/> Culture Shift	2			

Strategies and Action Steps – Evidence-Based Strategies

** DRAFT FOR FEEDBACK**
Not intended for use or distribution

Select Evidence-Based Strategies

Directions: For each SMART intervention goal, identify an appropriate evidence-based strategy that will be used to address the prioritized need. Once evidence-based strategies have been selected for each SMART intervention goal, school teams will provide the level of evidence for the selected strategy, a summary of the evidence highlighting school context, and the source citation for the evidence level. Additionally, school teams will identify professional learning needs, staffing needs, and resource needs for each evidence-based-strategy.

NOTE: No specific vendors should be named or selected as evidence-based strategies. According to ESSA, a strategy is evidence-based if the activity, strategy, or intervention demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on one of three levels of evidence.

SMART Intervention Goal Number	Evidence-Based Strategies: Identify the strategies that will be used to address the need identified by the SMART Intervention Goal.	Level of Evidence (Tier I, Tier II, Tier III)	Evidence summary and evidence source/citation (include citation link)	Professional Learning Needs	Staffing Needs	Resource Needs	Structures Needed for Implementation (Readiness evaluation - examples include master schedule, technology, curriculum, etc.)

Please see
your hard
copy for a
better
view!

Strategies and Action Steps – Implementation Plan

**** DRAFT FOR FEEDBACK****
Not intended for use or distribution

Please see
your hard
copy for a
better
view!

--	--	--	--	--	--

Action Steps for Each Evidence-Based Strategy Directions: Using the tables provided, define the specific actions steps for the implementation of each evidence-based strategy. For each action step, include the indicator of success/benchmark, the timeline, the persons responsible, and the persons involved. Add additional charts, as needed.				
Goal #:				
Evidence-Based Strategy #1 :				
<i>Implementation Plan: Action Steps for Implementation (all actions should address the prioritized need)</i>	<i>Indicator of Success/Benc hmark</i>	<i>Timeline</i>	<i>Person(s) Responsible</i>	<i>Person(s) Involved, including Stakeholders and Partners</i>
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Budget Narrative

** DRAFT FOR FEEDBACK**
Not intended for use or distribution

Budget Narrative	FY19 School Improvement Funds School Allocation =	INSERT TOTAL ALLOCATION
-------------------------	--	--------------------------------

INSERT SCHOOL NAME	List additional funding sources that are being used for intervention strategies.	
<p><i>REMINDER: No specific vendors should be named within the budget narrative. Evidence-based strategies, activities, and interventions should be used in lieu of vendor names.</i></p>		

**Please see
your hard
copy for a
better view!**

Line Item	Description	Calculation	Total Budget	Funding Source	Rationale - Briefly explain how the expenditure addresses the implementation of one or more of the evidence-based strategies.
Salaries & Wages	Example: Professional Learning	40 teachers X 4 hours per month = 160 hours; 160 hours X 10 months = 1,600 hours; 1,600 hours X \$30 per hours = \$48,000	\$48,000.00	FY 19 CSI Funds	Example: Teachers will participate in after-school professional learning for at least three hours each month from September through June. After-school sessions will be aligned to intervention plan initiatives.
Total Salaries and Wages			\$48,000.00		
Fixed Charges					



Attestation

**** DRAFT FOR FEEDBACK****

Not intended for use or distribution

Section 1111 (d) SCHOOL SUPPORT AND IMPROVEMENT ACTIVITIES.— (1) COMPREHENSIVE SUPPORT AND IMPROVEMENT.—

(A) IN GENERAL.—Each State educational agency receiving funds under this part shall notify each local educational agency in the State of any school served by the local educational agency that is identified for comprehensive support and improvement under subsection (c)(4)(D)(i).

(B) LOCAL EDUCATIONAL AGENCY ACTION.—Upon receiving such information from the State, the local educational agency shall, for each school identified by the State and in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes, that—

- (i) is informed by all indicators described in subsection (c)(4)(B), including student performance against State-determined long-term goals;
- (ii) includes evidence-based interventions;
- (iii) is based on a school-level needs assessment;
- (iv) identifies resource inequities, which may include a review of local educational agency and school-level budgeting, to be addressed through implementation of such comprehensive support and improvement plan;
- (v) is approved by the school, local educational agency, and State educational agency; and
- (vi) upon approval and implementation, is monitored and periodically reviewed by the State educational agency.

**Please see
your hard
copy for a
better view!**

School-Level Attestation

I certify the needs assessment and intervention plan was collaboratively developed in partnership with stakeholders. I acknowledge and confirm that the needs assessment and intervention plan have been approved by the school.

Principal Name:		Principal Signature:		Date:	
-----------------	--	----------------------	--	-------	--

Local Education Agency (LEA) Attestation

I certify the needs assessment and intervention plan were collaboratively developed in partnership with stakeholders. I acknowledge and confirm that the needs assessment and intervention plan has been approved by the local education agency.

LEA Rep Name:		LEA Rep Signature:		Date:	
---------------	--	--------------------	--	-------	--

Maryland State Department of Education (MSDE) Attestation

I acknowledge and confirm that the needs assessment and intervention plan have been received for review and approval by MSDE.

MSDE Rep Name:		MSDE Rep Signature:		Date:	
1st Submission Received:		2nd Submission Received:		3rd Submission Received:	



Technical Assistance

- Any school district that believes they may have a CSI school is encouraged to begin proactive planning with stakeholder involvement including:
 - Completion of the Comprehensive Needs Assessment
 - Drafting of the Intervention Plan
- Support is available from MSDE with the goal of having **approvable plans ready** shortly after identification of CSI Schools

Questions?



Contact Us!

- Dr. Gail Clark Dickson, Section Chief
 - gail.dickson@maryland.gov
 - 410-767-5153

- Mrs. Tricia Crafton, Coordinator
 - patricia.crafton@maryland.gov
 - 410-767-3553