

School System Planning

Supervisor Collaboration - November 2017

Objectives & Agenda

Objectives

- Describe the criteria by which schools earn the struggling school labels and the implications of each
- Outline the steps necessary to complete the School Redesign application

Agenda

- Focus on Struggling Schools
- School Redesign Application
 - Timeline
 - Rubric
 - Components
 - Scoring, Approval & Funding
- Next Steps

Focus on Persistently Struggling Schools

Louisiana Believes

The LDOE is excited to embark on another year with educators across the state as we collectively continue to raise expectations for students and schools.

Our students are just as capable as any in the country and deserve the opportunity to succeed at the highest level.

Because of this belief, Louisiana educators have been working tirelessly over the past several years to raise expectations and educational outcomes for students in **five major focus areas**:

- Unification of the state's early childhood system
- Alignment of standards, curriculum, assessments, and professional development
- Fully prepared educators and leaders in every school
- A pathway to college or career for every graduate
- Relentless focus on struggling schools and students

As a result of this work, students across Louisiana are performing at levels never seen before.

Focus on Persistently Struggling Schools

However, a sizable number of schools continually struggle to provide an excellent education to *all* students.

- 272 schools, 21% of schools, received a letter grade of D or F letter grade for three consecutive years and/or had a 2017 cohort graduation rate below 67%
- 16% of all Louisiana students, more than 115,000 students, attend these persistently struggling schools. These students are more likely to be low income (90%, compared to 71% state average) and minority (85%, compared to 55% state average)

To address the needs of these students and schools, the LDOE will:

- Identify persistently struggling schools
- Help school systems create strong plans to address the needs of struggling schools and subgroups of students
- Fund approaches and interventions most likely to improve outcomes for students

Focus on Persistently Struggling Schools

School systems are required, per ESSA, to submit a plan for persistently struggling schools.

Persistently struggling schools meet one or more of the following criteria:

1. Consistently low **subgroup performance*** → urgent intervention *needed or required*
2. Chronic issues with **student behavior** → urgent intervention *required*
3. Consistently low **overall performance or grad rate** → comprehensive intervention required

* A subgroup is defined as a minimum of 10 students in any of the following groups: major racial and ethnic groups, economically-disadvantaged, students with disabilities, and English learners. Beginning in 2018, military-affiliated, foster, and homeless will be added.

Focus on Persistently Struggling Schools: Comprehensive Intervention Required

Schools will earn the label of **“Comprehensive Intervention Required”** if they meet any of the following criteria:

- **Low School Performance Score:** Earned a D, F, or T-rating (where the “T” SPS score was equivalent to a D or F SPS score) for each of the past 3 consecutive school years
- **Low School Performance Score - New Schools:** New schools that earned a D, F or T-rating (where the “T” SPS score was equivalent to a D or F SPS score) for each of their first 2 years of operation
- **Low Graduation Rate:** Earned a graduation rate less than 67 percent in the most recent school year
- **“Urgent Intervention Required” for 3 consecutive years** for the same subgroup or for excessive rates of out-of-school suspension (beginning in 2020)

[List of Comprehensive Intervention Required Schools](#)

Focus on Persistently Struggling Schools: Urgent Intervention

There are two types of Urgent Intervention schools: “Urgent Intervention Needed” and “Urgent Intervention Required”

Urgent Intervention Needed:

- Performance of one or more subgroups is equivalent to “D” or “F” (1 year)

Urgent Intervention Required:

- Performance of one or more subgroups is "F" equivalent for two consecutive years
- Out of school suspension rate more than 2x the national average for 3 consecutive years (>5.2% for elementary/middle schools, >20.2% for combination/high schools)



Updated Timeline for Urgent Intervention Labels and Plans

		Fall 2017	Fall 2018
Comprehensive Intervention Required (CIR)	Data available to school systems	Yes	Yes
	Label appears in School Finder	Yes	Yes
	School systems submit a plan	Required (spring 2018)	Required (spring 2019)
Urgent Intervention Needed (UIN)	Data available to school systems	Yes	Yes
	Label appears in School Finder	No	Yes
	School systems submit a plan	No	No
Urgent Intervention Required (UIR)	Data available to school systems	Yes	Yes
	Label appears in School Finder	No	Yes
	School systems submit a plan	Optional (spring 2018)	Required (spring 2019)



School System Planning & The School Redesign Application

School Redesign Grant

The three-year School Redesign Grant is intended to support school systems as they build and execute plans to improve their struggling schools.

Under the federal ESSA law, every school system that has a school identified as a persistently struggling school is required to develop a plan for improvement.

This grant [application](#) will serve as that plan and follows the same steps as the school system planning process:



Refer to the [School Redesign Guidance](#) for additional information about the application.

School Redesign Application: Timeline

	Application Released	Application Due	Interviews	Funds Awarded
Round 1 <i>CLOSED</i>	August 2017	September 29, 2017	November 28-29, 2017	January 23, 2018
Round 2	November 2017	March 1, 2018	April 2018	Summer 2018

Updated Timeline for Urgent Intervention Labels and Plans

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	School systems submit a plan	Required (spring 2018)	Required (spring 2019)
Urgent Intervention Needed (UIN)	Data available to school systems	Yes	Yes
	Label appears in School Finder	No	Yes
	School systems submit a plan	No	No
Urgent Intervention Required (UIR)	Data available to school systems	Yes	Yes
	Label appears in School Finder	No	Yes
	School systems submit a plan	Optional (spring 2018)	Required (spring 2019)

School Redesign Grant Application: Rubric

Strong plans align to systems' needs assessments and address the following key components, which are reflected in the School Redesign application [rubric](#):

- **Core Academics**
 - High-quality curricula (*required*)
 - High-quality teacher professional development (*required*)
 - High-quality assessments (*required*)
 - Post-graduation preparation (courses and funding)
 - High-quality principal professional development
 - Extended learning time
 - Academic counseling
- **Direct Student Services (DSS) (*required*)**
- **Educator Workforce**
 - Teacher pipeline (*required*)
 - Educator evaluation and support
 - Educator advancement
- **LEA Structures (*optional*)**
 - Concentrate resources in a zone of low-performing schools
 - Access to existing high-quality options
 - Increasing number of high-quality seats

School Redesign Grant Application: Rubric

- **Subgroups of Diverse Learners (*optional*)**
 - English Learners: high quality instruction
 - English Learners: high quality instruction
 - English Learners: full school models
 - Special education: early and accurate identification
 - Special education: high quality instruction and IEPs
 - Special education: specialized supports and other services
 - Special education: transition planning
 - Discipline

Step 1: Analyze Results and Prioritize Needs (tab 2)



ANALYZE
RESULTS +
PRIORITIZE
NEEDS

School systems' plans should be tailored to their specific needs and context. Therefore, the needs assessment is the first part of the [School Redesign application](#).

As part of a thorough needs assessment, schools systems:

- **Analyze** student achievement and growth data, workforce data, graduate data, postsecondary data, state report cards, discipline and truancy data, and early childhood performance profiles;
- **Prioritize areas of greatest need** and the reasons these needs exist with an explicit focus on struggling schools;
- **Set district-level improvement goals** for the areas of greatest need across all data sets and interim goals that indicate progress.



PLAN FOR
STRUGGLING
SCHOOLS



APPLY FOR
FUNDS + ALIGN
BUDGET

Step 2: Build a Plan (tabs 3-7)



ANALYZE
RESULTS +
PRIORITIZE
NEEDS

Plan for:

- Core Academics ([tab 3](#))
- Educator Workforce ([tab 4](#))
- LEA Structures ([tab 5](#))
- DSS ([tab 6](#))
- Supporting Subgroups of Diverse Learners ([tab 7](#))



PLAN FOR
STRUGGLING
SCHOOLS

Which sections will your school system complete?

- Applied in round 1?
- Approved in round 1?
- Additional Comprehensive Intervention Required schools in round 2?
- Additional Urgent Intervention Required schools in round 2?



APPLY FOR
FUNDS + ALIGN
BUDGET

Build a Plan: Direct Student Services



ANALYZE
RESULTS +
PRIORITIZE
NEEDS

Direct Student Services (DSS) programs support students in gaining access to academic courses, credentials, and services that are not currently available at their schools, with a particular emphasis on students attending schools labeled Comprehensive and/or Urgent Intervention.



PLAN FOR
STRUGGLING
SCHOOLS

Every school system will receive DSS funds (3% of Title I allocation). Therefore every school system must submit a plan for how they plan to spend their DSS as part of the School Redesign Application. Note that the budget submission will occur through eGMS in spring 2018.



APPLY FOR
FUNDS + ALIGN
BUDGET

Based on the DSS tab of the School Redesign application, name one required DSS activity and one optional DSS activity.

Apply for Funds and Align Budget



ANALYZE
RESULTS +
PRIORITIZE
NEEDS

School systems should make strategic use of *all* funding sources to support development and implementation of their plans.

- **State and local funds**
- **Federal grants including ESSA and IDEA consolidated funds and SRCL**
- **Other funds to support Comprehensive and Urgent Intervention schools**
 - **Planning grant** to help districts partner with vendors who can help them conduct a needs assessment and create a strong plan
 - **Title I School Redesign Grant** to fund additional support for schools requiring comprehensive and urgent intervention
 - **Title I Direct Student Services funds awarded to all LEAs**



PLAN FOR
STRUGGLING
SCHOOLS

Refer to the pre-recorded [School Redesign Grant webinar](#) for additional guidance on completing the budget template.



APPLY FOR
FUNDS + ALIGN
BUDGET

Application Scoring, Approval & Funding

External reviewers and LDOE staff will score school systems' plans. The strength of a school system's plan will be based on information gathered from the written [application](#) and an interview with the school system's senior leadership team.

The quality of each school system's plan will determine whether it is *approved* or *not approved* and whether it is *fully funded*, *partially funded*, or *not funded*.

To be approved, a plan must:

- Address all of the required [rubric](#) components
- Align to the need assessment
- Include interventions that are evidence-based as well as a clear plan to implement those interventions

School systems whose plans are not approved in round 2 will be required to make revisions based on feedback and resubmit their plan during the 2018-2019 school year.

Application Scoring, Approval & Funding

Approval of a plan does not ensure that a plan will be funded. Funding decisions will be made using a combination of factors including the total amount of funds available, the number of plans approved for funding, the amount allocated to each approved plan and considerations required by Title I.

Round 2 School Redesign Grants will be announced in June 2018.

Although DSS plan approval will occur through the School Redesign application process, budget submission will occur through eGMS in spring 2018.

Next Steps

School Redesign Application

Materials

- [School Redesign Guidance](#)
- [School Redesign Rubric](#)
- [School Redesign Application](#)
- [School Redesign Budget Template](#)
- [List of Comprehensive Intervention Required Schools](#)

Submit a Round 2 School Redesign application (due March 1)

- For Comprehensive Intervention Required schools (*required*)
- For DSS (*required*)
- For Urgent Intervention Required schools (*optional*)

Reach out to your Regional Turnaround Support Manager (RTSM) for assistance:

- [Shavonne Price](#) (Network A)
- [Delaina Larocque](#) (Network B)
- [Kelly DiMarco](#) (Network C)

Appendix

Focus on Persistently Struggling Schools: Comprehensive Intervention Required

Comprehensive Intervention Required:

How is it earned?	How is it removed?	What are the implications?
Low SPS Low SPS - New Schools	<ul style="list-style-type: none"> ● C or better letter grade for two consecutive years 	<ul style="list-style-type: none"> ● School system must submit plan for improvement ● After two consecutive years earning an “F,” school system presents plan to BESE ● Eligible for RSD after four years of “F”
Low Grad Rate	<ul style="list-style-type: none"> ● C or better letter grade for two consecutive years, <i>and</i> ● Graduation rate of 67% or above 	<ul style="list-style-type: none"> ● School system must submit plan for improvement
Urgent Intervention Required for 3 consecutive years	<ul style="list-style-type: none"> ● Subgroup score is “D” or better for two consecutive years ● Suspension rate less than 2x national average for 2 consecutive years 	<ul style="list-style-type: none"> ● School system must submit plan for improvement ● Not eligible for Top Gains ● <i>Subgroup performance only:</i> Cannot earn an “A” overall

Focus on Persistently Struggling Schools: Urgent Intervention Needed

Urgent Intervention *Needed*:

How is it earned?	How is it removed?	What are the implications?
Subgroup performance score equivalent to “D” or “F”	Subgroup score is “C” or better	<ul style="list-style-type: none">• No immediate consequence• Schools whose subgroup score(s) remain an “F” for two years will qualify for “Urgent Intervention Required”



Focus on Persistently Struggling Schools: Urgent Intervention Required

Urgent Intervention *Required*:

How is it earned?	How is it removed?	What are the implications?
Subgroup performance equivalent to “F” for 2 consecutive years	Subgroup score is “D” or better for two consecutive years	<ul style="list-style-type: none"> • School systems must submit plan for improvement beginning in 2018-2019 (optional in 2017-2018) • Schools are not eligible for Top Gains distinction (beginning in 2018) • Schools labeled “Urgent Intervention Required” for the same subgroup, or for an excessive OSS rate for three consecutive years, earn “Comprehensive Intervention” label (beginning in 2020) • Subgroup performance only: Schools cannot earn an “A” overall (beginning in 2018)
Out of school suspension rate 2x national average for 3 consecutive years	Suspension rate less than 2x national average for two consecutive years	

Urgent Intervention Needed

Urgent Intervention Required

Comprehensive Intervention Required

Who Needs to Complete an Application

School systems with more than one CIR and/or UIR school should submit **one plan for all schools** in which it is clear how the plan addresses the need of each school.

Refer to handout 1 to determine which parts of the round 2 School Redesign application, if any, the school systems below should complete.

Scenario 1

Parish A submitted a School Redesign Grant application in round 1. Their application was approved. They found out that they have 2 additional Comprehensive Intervention Required (CIR) schools based on the newly released 2016-2017 school letter grades.

Scenario 2

Parish B did *not* submit a School Redesign Grant application in round 1. They have 1 school on the CIR list 3 schools on the Urgent Intervention Required list (UIR).

Who Needs to Complete an Application

School systems with more than one CIR and/or UIR school should submit **one plan for all schools** in which it is clear how the plan addresses the need of each school.

Refer to handout 1 to determine which parts of the round 2 School Redesign application, if any, the school systems below should complete.

Scenario 1

Parish A submitted a School Redesign Grant application in round 1. Their application was approved. They found out that they have 2 additional Comprehensive Intervention Required (CIR) schools based on the newly released 2016-2017 school letter grades.

Scenario 2

Parish B did *not* submit a School Redesign Grant application in round 1. They have 1 school on the CIR list 3 schools on the Urgent Intervention Required list (UIR).

Who Needs to Complete an Application

Round 1 Status	Struggling Schools	Round 2 Action
<p>Submitted a School Redesign application for CIR schools in round 1; application was approved</p>	<p>No additional CIR or UIR schools based on 2016-2017 letter grades</p>	<p>REQUIRED: Submit one School Redesign application for <i>all</i> CIR schools (DSS only)</p>
	<p>Additional CIR schools based on 2016-2017 letter grades</p>	<p>REQUIRED: Submit one School Redesign application for <i>all additional</i> CIR schools or a letter indicating that the same interventions will be used in the additional CIR schools as were approved in round 1</p>
	<p>Additional UIR schools based on 2016-2017 letter grades</p>	<p>OPTIONAL: Submit one School Redesign application for UIR schools</p>
	<p>Additional CIR <i>and</i> UIR schools based on 2016-2017 letter grades</p>	<p>Submit one School Redesign application for <i>all additional</i> CIR schools (required) and UIR schools (optional)</p>

Who Needs to Complete an Application

Round 1 Status	Struggling Schools	Round 2 Action
Submitted a School Redesign application for CIR schools in round 1; application was not approved	No additional CIR or UIR schools based on 2016-2017 letter grades	REQUIRED: Submit one School Redesign application for <i>all</i> CIR schools
	Additional CIR schools based on 2016-2017 letter grades	REQUIRED: Submit one School Redesign application for <i>all</i> CIR schools
	Additional UIR schools based on 2016-2017 letter grades	Submit one School Redesign application for <i>all</i> CIR schools (required) and UIR schools (optional)

Who Needs to Complete an Application

Round 1 Status	Struggling Schools	Round 2 Action
Did <i>not</i> submit a School Redesign application in round 1	No CIR or UIR schools	REQUIRED: Submit one School Redesign application (DSS only)
	CIR schools only	REQUIRED: Submit one School Redesign application for <i>all</i> CIR schools
	UIR schools only	OPTIONAL: Submit one School Redesign application for UIR schools
	CIR and UIR schools	Submit one School Redesign application for <i>all</i> CIR schools (required) and UIR schools (optional)