Messaging, Visuals, and Stakeholder Input Analysis
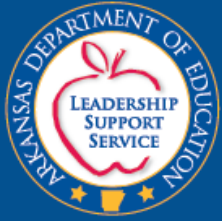
Recommendations Provided to the
Arkansas Department of Education and
Its ESSA Planning Committees

Drafted by Battelle for Kids

Messaging and Visuals

OUR JOURNEY

From Adequacy, Labels, and Achievement to Student Success and School Quality

ARKANSAS DEPARTMENT OF EDUCATION — LEADERSHIP SUPPORT SERVICE

2001–2015

FOCUSING
ADEQUACY, LABELS, AND ACHIEVEMENT

Framed by the Arkansas Constitution, the Arkansas Supreme Court ruling in 2002 (*Lake View School District No. 25 v. Huckabee*, 351 Ark. 31), and the federal requirements under No Child Left Behind (2001), our response to state and federal requirements focused on evaluation and labeling linked to adequacy and student outcomes from test achievement.

Summer 2015 to Summer 2017

COURSE-ADJUSTING
EQUITY AND EXCELLENCE

With the passage of the Every Student Succeeds Act in December 2015, Arkansas has been working to frame a new focus on access to learning success for each Arkansas child. Enhanced flexibility from specific federal requirements gives the state and districts freedom to innovate on behalf of all students.

Future

AIMING
EVERY STUDENT'S SUCCESS AND EXCELLENCE FOR ALL SCHOOLS

Our refocused vision looks beyond traditional education to set a course for preparing students for a future where college, technical, and career postsecondary readiness are all desirable paths to success. Schools will have a robust system of locally available data to inform educators to make the best decisions for student success in the classroom. The state accountability process will complement the local cycle of inquiry, with transparent and ambitious yet attainable milestones to long-term student and school success.

Start with Whv

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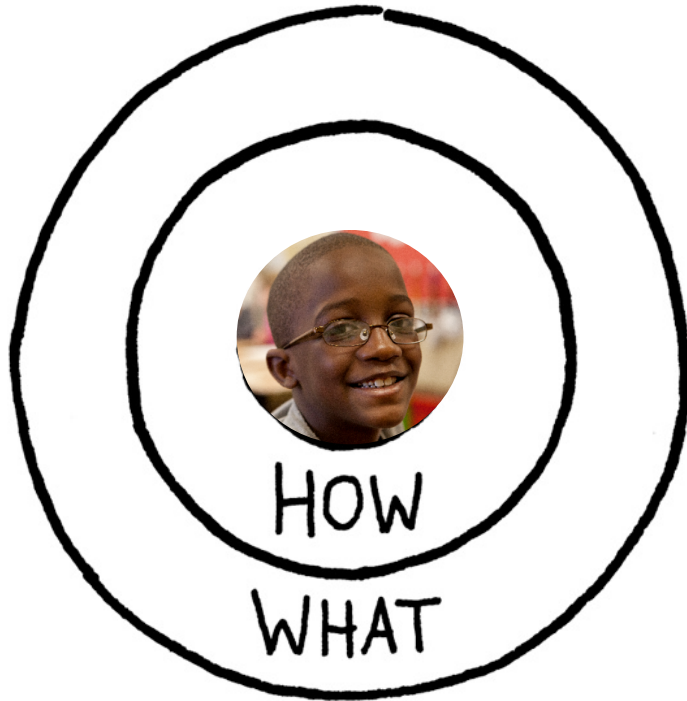
What

Introducing the policy

How

Communicating the implementation plan and timeline

Why

Reinforcing the why behind our efforts: student success and school quality

If the Arkansas Department of Education implements a comprehensive support and accountability system that measures many facets of student success and school quality that inform and sustain student learning...

then the Agency and districts will engage in continuous cycles of inquiry and improvement by combining state and local information to identify and address the needs within their respective systems. These local cycles of inquiry will inform districts in their strategic provision of support and resources (human and fiscal) to their schools...

and this will spark student learning; increase students' readiness for college, career, and community engagement; and close achievement gaps within and across schools.

The ADE has engaged in meaningful consultation with stakeholders **TO CLARIFY THE THEORY OF ACTION.**

The ESSA Accountability Advisory Team, comprised of stakeholders from across the state, convened weekly online meetings covering details including these clarifications to the theory of action:

Stakeholder Additions to Theory of Action

✔ If indicators of student success and school quality are meaningful to educators, understandable to stakeholders, and based on metrics that reflect school impacts (not external factors), then the **accountability system will meaningfully differentiate among schools and inform stakeholders about progress on continuous improvement efforts.**

✔ If we use a limited and robust set of indicators in the accountability system, and we support and encourage districts to use a **local cycle of inquiry with indicators that are close to the work of student learning**, then student outcomes will improve as long-term continuous improvement cycles have the intended impact.

✔ If the indicators included in the state accountability system are connected to purposeful processes that support meaningful student learning outcomes, such as student growth, then **educators and stakeholders will attend to them and students will achieve the Vision for Excellence.**

✔ If the support and accountability system includes an explicit measure of achievement gap closure, then **equity becomes an important goal on which schools can focus their efforts for improved student learning.**

✔ If the state accountability system values Career and Technical Education/Industry certification equally with AP, IB, and concurrent enrollment then **schools will be encouraged to provide pathways for all students.**

✔ If schools get credit for extended-year cohort graduation rates, then **schools will be incentivized to recover students who have dropped out of school and ensure these students complete their diplomas.**

✔ If performance goals are set based on relative comparison groups (e.g., schools/districts of similar size, demographics, poverty, etc.), then **a more reasonable interim progress measure may be established and schools/districts "beating the odds" are more likely to be recognized for their achievement.**

Stakeholder Input Analysis

Purpose of Stakeholder Input Process

To gather concrete, actionable input and guidance from stakeholders to help inform ESSA planning specific to the Arkansas Department of Education's response to state and federal requirements.

Stakeholder Engagement Opportunity

- Reflect on and refine a theory of action for an accountability system that advances college and career readiness goals for all Arkansas students.

- Reimagine how we support students to advance equity, access, and opportunity for all, particularly those considered historically underserved.
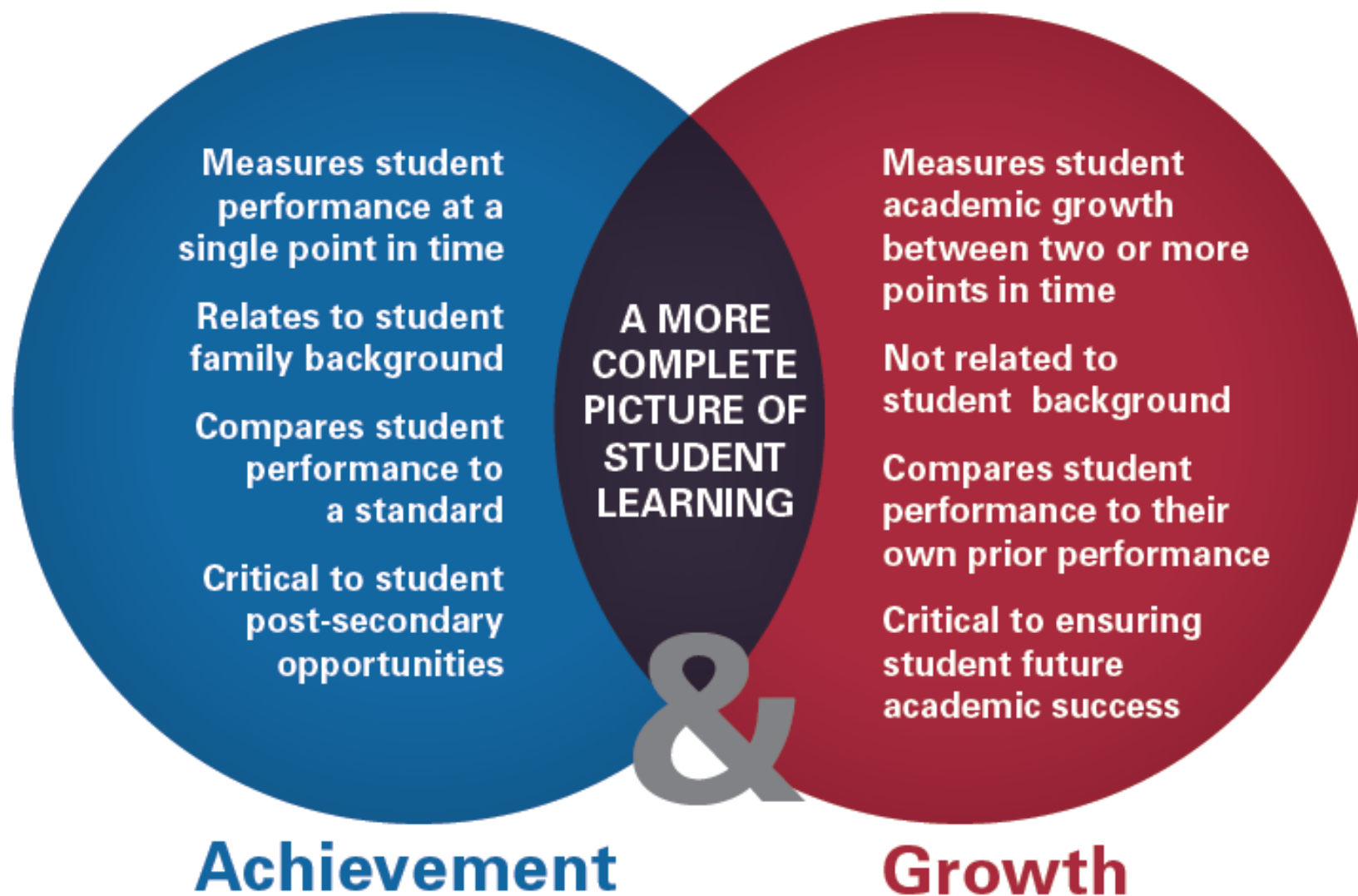
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Accountability

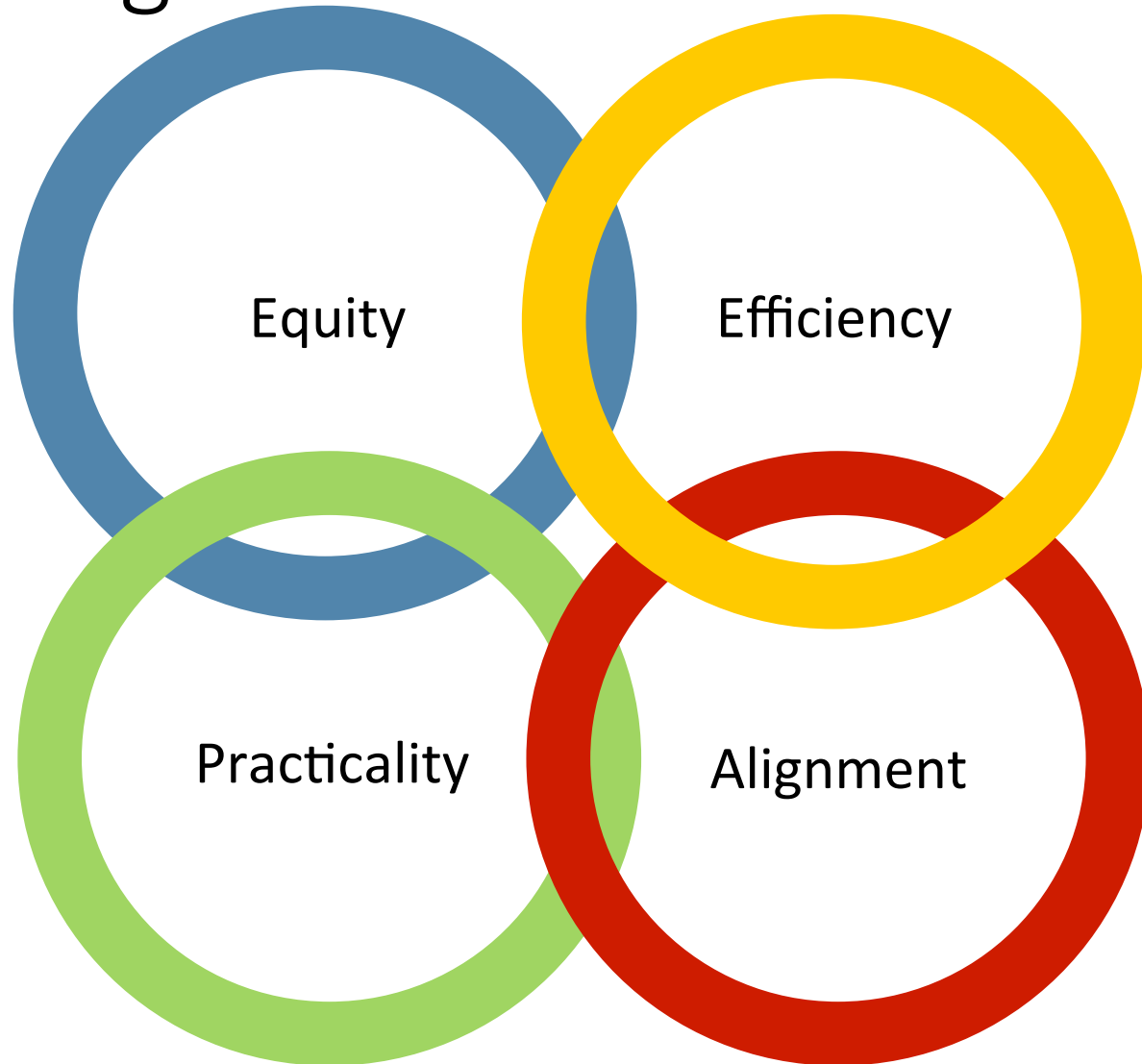# Cycle of Inquiry that Empowers Educators to Impact Learning

- The Arkansas Department of Education seeks to empower districts to empower schools, teachers, and students to focus on what matters most for learning.
- If schools and districts focus on what matters for learning, then their local cycle of inquiry will lead to improvement and more success for students, and improvement for the state system.

SEEING THE POWER OF TWO IN STUDENT PERFORMANCE:

Measures student performance at a single point in time

Relates to student family background

Compares student performance to a standard

Critical to student post-secondary opportunities

A MORE COMPLETE PICTURE OF STUDENT LEARNING

Measures student academic growth between two or more points in time

Not related to student background

Compares student performance to their own prior performance

Critical to ensuring student future academic success

&

Achievement

Growth

Framing the Indicators: 4 Lenses

Equity

Efficiency

Practicality

Alignment

Stakeholder Key Questions

1. What are the most important outcomes for the accountability system today? What about in five years?

2. What parts of the current state system are driving the desired outcomes, and what do we want to change?

3. How can the assessment and accountability system drive desired behaviors and instructional/assessment practices to increase student learning and engagement?

4. Which indicators would you want to be used for accountability in the summative rating system?

5. Which indicators would be valuable for reporting to inform stakeholders, but not necessarily helpful to include in a summative rating?

6. Which indicators would be helpful to inform local needs assessment for continuous improvement?

7. How will we meaningfully differentiate schools? Index? Goal-based? Matrix? Dashboard? Combination?

Stakeholder Input Methods

- Five Zoom calls total, one each week mid-February through early March 2017
  - Used to frame consideration of options
- Qualtrics Survey (N = 23) to collect feedback on indicators and special considerations (e.g., participation rates)

Achievement Indicator

1. Weighted performance points *(Mean = 3.44)*

2. Matrix-based on classification of cells in matrix *(Mean = 3.36)*

3. Index/Goal combination (points approach/met/exceed target) *(Mean = 3.23)*

Growth Indicator

1. Growth score (points) *(Mean = 3.79)*

2. Index/goal combo (points for approach/met/exceed target) *(Mean = 3.77)*

3. Matrix (based on classification of cells in matrix) *(Mean = 3.61)*

Preference for type of growth model:

1. Control for input characteristics

2. Transition table

3. Progress toward standards

Graduation Rate Indicator

1. Index/Goal combination (points for approach/met/exceed target) *(Mean = 4)*

2. Graduation rate (points) *(Mean = 3.25)*

3. Matrix (based on classification of cells in matrix) *(Mean = 3.25)*

Combining Indicators

1. Multiple measures system *(Mean = 4.25)*

   1a. Combination System (Mean = 4.18)

2. Index *(Mean = 3.69)*

3. Matrix system *(Mean = 3.53)*

Combination Systems

1. Index/matrix combination *(Mean = 3.56)*

2. Index/multiple measures *(Mean = 3.56)*

3. Matrix/multiple measures *(Mean = 3.38)*

School Quality/Student Success Indicator: Preferred Options

Grades K–12

1. Poverty growth exceeding non-poverty growth

2. School climate survey

3. English learner growth exceeding non-EL growth OR

3. Students with disabilities growth exceeding non-students with disabilities growth

School Quality/Student Success Indicator: Preferred Options

Grades K–5

1. Poverty growth exceeding non-poverty growth
2. Access: Ratio student/counselor and student/ specialist
2. English learner growth exceeding non-EL growth

School Quality/Student Success Indicator: Preferred Options

Grades 6–8

1. % students with foreign language credit by grade 8

2. Students with disabilities growth exceeding non-students with disabilities growth

2. Rates of in-school, out-of-school suspensions and expulsions

2. Reducing disproportionate discipline rates

School Quality/Student Success Indicator: Preferred Options

Grades 9–12

1. % earning post-secondary credit or career certification

1. Access index: representativeness of participation in courses for credit

3. Workforce strength index

4. % on-time grade 9 students in adjusted cohort

N-Size Suppression in Subgroups

Q: What percentage of students in each subgroup statewide SHOULD be included in the accountability system?
- No less than 90% of students: 46%
- No less than 94% of students: 23%

High level of priority for competing interests:
1. Equity: a minimum N that accounts for schools of all sizes fairly (73%)
2. Equity: inclusion of as many students in the statewide system of accountability as possible (58%)
3. Practicality: consider what is achievable in light of existing state and federal resources available to address support (58%)

Percent Of Statewide Population of Students in Each Group that Would Be Included in State Accountability System at Each Minimum N

Group	% Total Students for Schools N>=5	% Total Students for Schools N>=10	% Total Students for Schools N>=15	% Total Students for Schools N>=20	% Total Students for Schools N>=25
All	100	100	100	100	99.9
African American	99.1	97.8	96.5	95.4	94.1
Hispanic	98.5	94.6	91.1	86.9	83.7
White	100	99.9	99.7	99.6	99.4
FRLP	100	100	100	99.9	99.8
ELL	98	94	90.3	86.6	83.4
SPED	99.9	98.6	95	87.8	78.1
Gifted	99.8	98.5	94.9	89.3	82.9
Asian	82.5	64.8	53.2	40.8	30.1
Native American	52.5	28.4	14.9	10.5	10.5
Pacific Islander	83.7	78.8	72.4	70.5	69.2
More Than Two Races	87.9	66.6	46.7	35.8	26.2

Combining Data Across Years

1. Current year plus 2 prior years (41%)

2. Best case of current or multiple years (e.g., 3-5 years) (37%)

Participation Rate

Q: Schools must annually measure 95% of students and 95% of all students in each subgroup. How would you suggest Arkansas include this requirement in the system?

1. A school that doesn't test 95% is subject to some other state-determined action (72%)
2. Include at least 95% of students expected to test in the denominator of the percent Ready/Exceeding (71%)
3. A school that doesn't test 95% earns the next lower summative rating than the school would have earned in the state's system of annual meaningful determination (67%)

Preferred Option for Student Partial Attendance

Assign the student to the high school at which the student was enrolled for the greatest proportion of school days while enrolled in grades 9–12 (72%)

Preferred Option for Grade Span Configurations

Use the grade configuration that has been used by the past accountability system (92%)
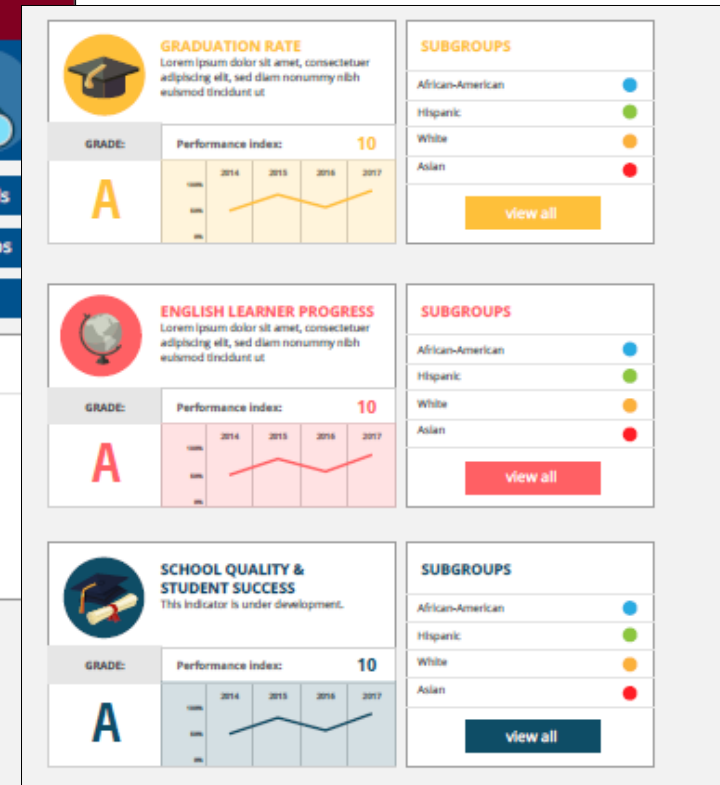
Other Details

- Setting long-term goals and measures of interim progress for all students and subgroups of students

- Feeder school ratings

- Gap closure

What the Multiple Measures Dashboard Could Look Like

Assessment

Stakeholder Key Questions

1. What do you see as the advantages and/or disadvantages to using the ACT at grade 11 as the accountability test?

2. Equity Check: Are there concerns for equity in choosing ACT for accountability in 11th grade? For instance, some students may have additional opportunities to "practice" the ACT while other students may take it for the first time when given by the state?

3. We have a need to provide a career readiness measure, and one route might be an assessment metric. The state currently collects data on WorkKeys, ASVAB and CTE industry certifications. Would these be acceptable measures of career readiness? Is there a non-assessment metric we could use to show career readiness?

Stakeholder Key Questions (cont'd)

4. What do you see as the advantages and/or disadvantages to including career assessments in the state assessment plan?

5. Explain your district's current emphasis on career readiness or industry certification.

6. If you could design the perfect assessment system that would best support high-quality teaching and learning, what would it look like within the federal guidelines discussed?
   a. Throughout the year vs. year end
   b. Task based vs. multiple items
   c. Written by AR teachers vs. vendor provided
   d. Quick results
   e. Reporting requirements
   f. Constructed Response Items

Stakeholder Input Methods

- Six Zoom calls (one with students) during March 2017
  - Used to frame consideration of options
- Focus group responses collected (N = 23)

ACT for Grade 11 Accountability

Pros

- The test is relevant and widely used for college entrance.

- Paying for the test and taking it during school day will benefit many.

Cons

- Some students will have had more "test prep," thereby reducing equity.

- Does not represent capabilities of students not pursuing college prep path.

- Some students will not take the test seriously as it is not aligned with their career paths.

- Does it align with state standards?

- Does it align with state accommodations?

Equity Concerns with ACT

61% had equity concerns.

Career Readiness Measure

- CTE industry certifications

- Percent of program completers

- ASVAB

- WorkKeys

Career Assessments in State Plan

Pros

- Better reflection of success for many students.

- Would assist more students with planning for the future.

- Prepare students for workplace soft skills.

- Creates more well-rounded students.

- More opportunity for students to take CTE coursework.

Cons

- Would require all students to take a course in career readiness, reducing time for other electives.

- What are the costs, and who would pay?

Perfect Assessment System

Q: If you could create the perfect assessment system, how would you rate the importance of…?

	Rating
Assessment being given at the end of the year only	2.29
Assessment being made up of task-based items	3.64
Assessment providing results within 48 hours	3.82
Assessment including constructed response type items	4.00
Assessment being administered at multiple times throughout the year	4.14
Assessment being made up of a combination of multiple choice, technology-enhanced, and constructed-response items	4.18
Having Arkansas teachers involved in the development of the items	4.19

1.00   2.00   3.00   4.00   5.00

Not Important………………………………….Must Be Included

English Learners

Stakeholder Key Questions

1. How should the EL indicator be implemented for all schools and integrated as part of the state accountability system (e.g., same N-size, percent proficient/growth model/time to proficiency)?

2. What should be the standard entrance and exit criteria?

3. What should be the procedure for including former ELs in accountability (e.g., number of years to include)?

4. How do we include Recently Arrived English Learners (RAELs) in the state accountability system?

5. Can we identify how the state's strategies considered the academic and non-academic needs of ELs and immigrant children?

6. Any discussion about academic assessments in languages other than English (not currently offered in Arkansas)?

Stakeholder Input Methods

- Consultation with EL/Title III Advocate Group (N = 15), who engaged with other stakeholders in their spheres of influence to provide input.

- Feedback from ESOL Group (N = 51) to share big ideas and assess interest in stakeholder engagement process

N-Size Discussion

- Advocates seeking as many schools (and ELs) to be included in accountability system as possible to provide more support to schools most in need.

- Preferred N-size of 5 would include 70 percent of schools in accountability

Percent Of Schools That Would Have An Accountable Group Based On Various Minimum Ns

Group	% Schools N>=5	% Schools N>=10	% Schools N>=15	% Schools N>=20	% Schools N>=25
All	99.8	99.5	99.3	99.3	98.8
African American	73.4	61.2	54.5	50.1	46.3
Hispanic	79.6	59.1	48.5	39.6	34.3
White	97.0	94.4	92.4	91.0	89.5
FRLP	99.8	99.2	98.9	98.3	97.3
ELL	70.2	50.8	40.6	33.7	28.9
SPED	98.1	92.2	82.4	68.2	53.5
Gifted	97.2	90.4	79.1	66.5	55.4
Asian	38.6	20.1	13.1	7.8	4.3
Native American	17.5	5.3	1.8	0.9	0.9
Pacific Islander	20.4	13.8	9.3	8.4	8.0
More Than Two Races	54.5	28.6	14.4	9.0	5.4

English Learner Entrance and Exit Criteria

- Need a common Home Language Survey

- Transitioning to ELPA21 in Fall 2017

- Standard for EL proficiency will be needed statewide (i.e., ELPA21 proficiency and possibly other criteria)

- To exit, must use ELPA21 results plus one additional statewide standardized data point (ELA assessment preferred)

Assessment and Accountability for RAELs Year by Year

Year 1: RAELs will participate in all state content area assessments in first year but scores are exempt from accountability,

Year 2: Growth scores for prior year RAELs included in accountability, and

Year 3: Achievement and growth scores included in accountability.

Former ELs in EL Subgroup

- Advocate group strongly recommends including for 4 years for accountability.

- Break down EL subgroup results on academic assessments by:
  - RAELs
  - Current ELs with more than 1 year in U.S.
  - ELs with disabilities
  - Former ELs (for 4 years)
  - Accountable ELs subgroup (all of above except RAELs)

Still to Be Determined

- How growth/progress in English proficiency will be included in overall accountability,

- Measures of interim progress for this indicator,

- How much EL progress indicator will weigh in overall accountability, and

- Expected timeline to English proficiency by initial English proficiency level and grade level.

Educator Equity & Effectiveness

EQUITY PLAN

Identified gaps for students in high poverty and high minority **schools** related to:

- inexperienced teachers
- teacher turnover
- out-of-field teachers
  unqualified teachers

ESSA REQUIREMENTS

Poverty and minority **students (in any school) may not be disproportionately served** by teachers who are:

- inexperienced
- out-of-field
- ineffective

Stakeholder Key Questions

Definitions for:

1. Effective leader

2. Effective teacher

3. Ineffective teacher

Stakeholder Input Methods

- Nine focus groups were conducted, both in person and by Zoom chat, with the following stakeholder categories:
    - School and District Leaders
    - Teachers
    - Higher Education Faculty in Educator Preparation Programs
    - Leaders of nontraditional educator preparation programs
    - Charter School Leaders
    - ForwARd Team Members
    - Education Service Cooperative Leaders
    - State Board of Education members
    - ESSA Steering Committee members
    - CCSO

- Focus groups were conducted in person at the ADE, in person at education service cooperatives, through Zoom chat, and through webinars.

Stakeholder Input Methods (cont'd)

- Stakeholders were invited from existing groups such as Teacher and Leader Advisory Committees for our mentoring programs; state teacher and leader associations; Leadership Quest participants; ForwARd / ADE High Functioning Team; Response to Intervention Advisory Committee; Charter School Leader webinars; Professional Licensure Standards Board Ethics Subcommittee; Approved Arkansas Educator Preparation Programs; and the state's 15 regional Education Service Cooperatives.

- A follow-up survey is being sent to participants for additional feedback on the definitions as revised based on the focus group discussions.

- Approximately 150 stakeholders participated in the focus groups.

Effective School Leader

- Holds self accountable

- Promotes thinking outside the box

- Lead learner

- Demonstrates commitment to teachers' professional growth

- Builds capacity and sustainability

- Effectively engages with parents/families, faculty, and staff

- Need an ineffective leader definition, too!

Effective Teacher

- Collaborates with colleagues
- Engages with parents/families and students
- Uses resources effectively
- Supports student achievement and growth
- Continues to learn
- Builds strong relationships with students
- Has strong sense of efficacy
- Possesses cultural competency

Ineffective Teacher

- Does not support an atmosphere for learning

- Stops his or her own learning

- Resists change

- Does not demonstrate student achievement or growth

Proposed Definition
Effective School Leader

AS PROPOSED TO FOCUS GROUPS:

An instructional leader with strong ethics and an unyielding commitment to students, who:

1. through experience and training, expertly facilitates ongoing school improvement efforts;

2. exhibits a deep commitment to the education system by collaborating with community members, mobilizing community resources and responding to diverse community and cultural interests and needs

3. advocates, nurtures, and sustains a safe and secure environment for staff and students and an instructional program, which are conducive to student learning and supportive of teacher personal and professional growth; and

4. demonstrates excellence in the area of educational leadership as measured by performance ratings.

AS REVISED:

An EFFECTIVE SCHOOL LEADER is an educational leader who through training and experience (more than 3 years as a school leader) exemplifies the state's school leadership standards, as demonstrated by consistently high performance ratings within a state-approved evaluation and support system that includes multiple measures of student growth. For example, an effective leader promotes the success and well-being of every student by:

- engaging all stakeholders in shared leadership to accomplish the vision;

- providing an example of ethical professional behavior;

- maintaining an equitable and culturally responsible environment;

- supporting a rigorous curricular system;

- effectively communicating and collaborating with the community and external partners; and

- seeking continual professional growth.

Proposed Definition
Effective Teacher

AS PROPOSED TO FOCUS GROUPS:

An educator with strong ethics and an unyielding commitment to students, who:

1. through experience, preparation and support constantly improves his or her practice, seeking out opportunities for continuous growth; and

2. through a deep commitment to student learning, motivates student to learn, brings about the learning progress needed to close achievement gaps among students of all cultures, socioeconomic levels, and learning abilities, and cultivates higher-order thinking skills; and

3. demonstrates expertise in his or her field as measured by performance ratings

AS REVISED:

An EFFECTIVE TEACHER is a teacher who through training and experience (more than 3 years of teaching) exemplifies the state's teaching standards, as demonstrated by consistently high performance ratings within a state-approved evaluation and support system that includes multiple measures of student growth. For example, an effective educator:

- consistently plans and prepares to meet the needs of all students;

- establishes an environment most conducive for learning;

- uses the most highly effective instructional practices;

- communicates and collaborates effectively with all stakeholders; and

- seeks continual professional growth and ethical professional practice.

<#>

Proposed Definition
Ineffective Teacher

AS PROPOSED TO FOCUS GROUPS:

An experienced educator (one who has completed at least three (3) years of teaching), who:

1. is not continuously improving professional practice;

2. has not demonstrated commitment to students, the school, and the profession as evidenced by low professional practice ratings on local evaluations;

3. fails to demonstrate growth or progress in professional practice after receiving targeted feedback and support; and

4. does not advance student growth or progress as demonstrated on local and state measures

AS REVISED:

An INEFFECTIVE TEACHER is an experienced teacher (completed at least 3 years of teaching) who has shown a pattern of ineffective teaching practices as demonstrated by the lowest performance rating within a state-approved evaluation and support system that includes multiple measures of student growth. For example, the educator:

- consistently fails to plan and prepare to meet the needs of all students;

- does not establish an environment most conducive for learning;

- does not use the most highly effective instructional practices;

- does not communicate and collaborate effectively with all stakeholders; and

- does not seek continual professional growth or engage in ethical professional practice.

Definition
Ineffective School Leader

AS PROPOSED TO FOCUS GROUPS:

[Although no definition of Ineffective School Leader was proposed, all focus groups indicated the need for a definition of Ineffective School Leader.]

NEW DEFINITION:

An INEFFECTIVE SCHOOL LEADER is an experienced leader (more than 3 years as a school leader) who has shown a pattern of ineffective leadership practices as demonstrated by the lowest performance rating within a state-approved evaluation and support system that includes multiple measures of student growth. For example, the ineffective leader fails to promote the success and well-being of every student by:

- not engaging all stakeholders in shared leadership to accomplish the vision;

- not providing an example of ethical professional behavior;

- not maintaining an equitable and culturally responsible environment;

- not supporting a rigorous curricular system;

- not effectively communicating and collaborating with the community and external partners; and

- not seeking continual professional growth.

School Support and Improvement

A Continuum of Support

The state will personalize levels of support based on need:

- Schools that are at the **highest levels of the performance index** may be highlighted as models.
- Schools that are **in the middle** might be informed by guidance documents, participating in specific networked improvement communities, or state-supported tools, etc.
- At the **most intensive level**, support will be some form of intervention, with technical assistance somewhere in between.

SUPPORT

Shifting from "sanctions and intervention" to
"support that empowers districts to improve their struggling schools."

Stakeholder Key Questions

1. Should the state withhold an additional 3% for specified interventions beyond the 7% mandatory withholding of its Title I allocation?

2. The state must determine the minimum number of students to be included in each subgroup for accountability purposes. What should the minimum number be?

3. How should the state identify schools to receive comprehensive support and improvement strategies and targeted support?

4. What should be the exit criteria for schools receiving comprehensive support and improvement, as well as targeted support?

5. How should the state determine more rigorous interventions for schools receiving comprehensive support and improvement that fail to meet exit criteria, and how should it select the number of years a school can underperform before more rigorous intervention begins?

Stakeholder Key Questions (cont'd)

6. How should states determine plan development, approval, and monitoring process for district plans of support for each school identified by the state for comprehensive support and improvement?

7. How will the state provide technical assistance to each district to ensure that school-level improvement plans include evidence-based interventions?

8. How will the state ensure that districts have conducted a school-level needs assessment for comprehensive support and improvement schools?

9. Should the 1003a funding be distributed by competitive grand or formula?

Stakeholder Input Methods

- Two focus groups, with the Statewide ACSIP Practitioners' Advisory and the Federal Programs Directors Leadership Advisory Group.

- Two meetings with each group.

- Approximately 50 total stakeholders

Additional 3% Withholding

- *Consensus to not withhold .*

- *Some believed there should be local set-asides if state indicators did not improve after 2–3 years.*

- *Many unknowns regarding number of schools, dollar amount available, and priority for fund distribution.*

- *Desire for further discussion after process for determining school in need of support is finalized.*

Minimum N-Size

- There was no consensus.

- Input varied by district size based on options for 10, 20, and 30.

- Difficulty determining how N size would affect schools needing targeted support; those needing comprehensive support follow a simpler process.

Identification of Comprehensive School Improvement and Additional Targeted Support

- There was no clear consensus.

- The group discussed identifying by grade-span levels (5% each at elementary, middle, and high schools; or the lowest 5% of all schools).

- Comprehensive schools will be identified every three years by statute

- Schools with consistently underperforming subgroups are identified annually for targeted support and improvement.

- Targeted support and Improvement schools with one or more subgroups whose performance on its own would place it in the lowest 5% of Title I schools are identified for additional targeted support. Frequency to be determined by the state.

Exit Criteria for Comprehensive and Targeted Support Schools

- If the exit criteria are not AMO or target-based, then the simplest way would be to cycle calculations every 3 years.
  - Use the lowest 5% for both schools needed comprehensive and targeted support
- **Rationale for annual ranking:** Identify those making progress and those needing more intervention.
- **Rationale for 3-year ranking:** Turnaround efforts take time to show sustained improvement.
- Schools showing improvement on growth indicators should not be identified for more rigorous interventions.

More Rigorous Interventions

- Discussion about multiple measures to show school success.

- Agreement that ADE should be more directive based on need to increase rigor.

- More rigorous intervention not identified for those showing improvement on growth indicators.

- There was no consensus on the amount of time a school could remain underperforming, but 3–4 years was commonly mentioned.

District Plans of Support

- One year to develop plans, but ADE should encourage development as soon as possible with support from the state.

- Each district should conduct a needs assessment and align resources to areas of greatest need, supported by ADE.

- Question: "Is this monitoring for the purpose of technical assistance or monitoring with the intent to take some sort of action?"

Evidence-Based Interventions

- State-approved list of interventions
  - Pros: Starting point and frame of reference
  - Cons: Perceived as "the list" vs. a resource to guide efforts
- Use collaborating partners (e.g., co-ops) for school and district training in evidence-based interventions.
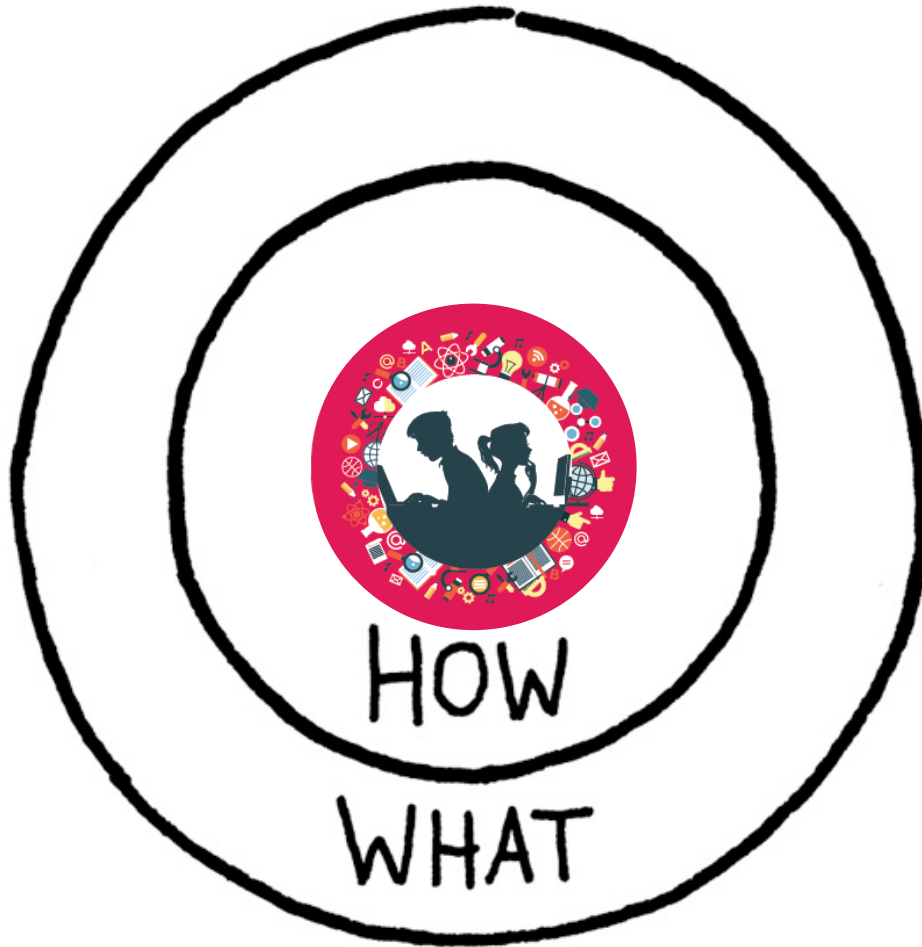
How ADE Ensures District Completion of Needs Assessment

- Need template or outline to collect data, set goals, and plan for support.

- Some felt the state could assist in planning, drafting, approving, and monitoring the district support plan aligned to the school-level needs assessment.

1003a Funding: Competitive Grant vs. Formula

- There was consensus to distribute by formula based on number of schools and students, along with the level of improvement needed by a district.

HOW

WHAT

End with Why