



# CONNECTING COMMUNITIES OF EDUCATION STAKEHOLDERS

CCES CONFERENCE

FOSTERING

**INNOVATION**

ACROSS OUR STATE



March 11-15, 2018



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# Identification and Support of Low Performing Schools Under ESSA

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# Agenda

Identification of Low Performing Schools

Requirements and Resources

Supports

# Identification of Low Performing Schools

# Identifying Low Performing Schools

## Federal Identifications

Comprehensive Support and Improvement (CSI) Schools

Targeted Support and Improvement (TSI) Schools

## State Identification

Low-Performing Schools

Recurring Low-Performing Schools

Low-Performing Districts

Continually Low-Performing Charter Schools

# Today's Focus Schools

## Identifying Low Performing Schools

### Federal Identifications

Comprehensive Support and Improvement (CSI) Schools

Targeted Support and Improvement (TSI) Schools

### State Identification

Low-Performing Schools

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# Comprehensive Support and Improvement

## Bottom 5% of Title 1 Schools

School Performance Grade scores in the bottom 5% of Title 1 schools

## High Schools with Low Graduation Rates

All high schools with a 4-year Cohort Graduation Rate below 66.7%

## Additional Targeted Support-Not Exiting Such Status (CSI-A)

Schools unable to exit the Targeted Support and Improvement-Additional Targeted Support identification

# CSI Bottom 5% and Graduation Rate Implementation Timelines

Schools are identified every 3 years

After identification, schools are CSI for 4 years

2018-19	2019-20	2020-21	2021-22
Identification & Planning Year	Implementation Year	Implementation Year	Implementation Year
			Identification & Planning Year



# CSI Additional Targets Support-Not Exiting Such Status

Schools are identified every 3 years  
Starting in 2021-22

Schools identified were unable to exit TSI-  
Additional Targets Support (TSI-A)  
(First identified as such in 2018-19)

2018-19	2019-20	2020-21	2021-22
TSI-A Identification Year	TSI-A	TSI-A	Exit TSI-A = No <b>CSI-A</b>

# Progression of TSI - Consistently Underperforming Subgroups to CSI Schools

Starting in 2018-19, apply identification criteria annually for TSI – Consistently Underperforming Subgroup Schools where one or more of the same subgroup(s) total overall score is an “F” for the most recent and the previous 2 years.\*

NOTE: Identification of a “Watch List” will occur for the 2018-19 school year.

**All Schools, not already identified as CSI – Low Performing or CSI – Low Graduation Schools**

Starting in 2021-22, apply identification criteria for TSI – Additional targeted: School has a Subgroup(s) below the highest CSI school’s All Students group for the most recent and prior 2 years for the same subgroup(s).

Repeat identification every 3 years

NOTE: In 2018-19, TSI — Additional Targeted Support Schools will be identified using 2017-18 data only

**TSI – Consistently Underperforming Subgroup Schools**

**TSI – Additional Targeted Support**

Starting in 2021-22 and every 3 years after that, apply the following exit criteria:

1. Identified subgroup(s) achieve a 3-year accountability growth index score of 1.0 or higher, OR
2. On-track for meeting long-term goals for all identified subgroups in Reading and Math as determined by the measures of interim progress.

If schools meet either of these criteria they exit identification status.

If a school does not meet either of these criteria AND is a Title I school, the school becomes identified as a CSI – Additional Targeted Support Not Exiting Such Status school.

**CSI – Additional Targeted Support Not Exiting Such Status**

\*THE INITIAL IDENTIFICATION, AFTER THE 2018-19 SCHOOL YEAR, WILL ONLY CONSIDER DATA FROM 2017-18 AND 2018-19.

# Targeted Support and Improvement

## TSI-Consistently Underperforming School

## TSI-Additional Targeted Support

Annual Identification

Subgroup(s) Performance Grade of “F” for current and 2 prior years

2018-19 “Watch List”  
2017-18 data only

2019-20 identification  
2 years of data  
2017-18 and 2018-19

Identification every 3 years

Subgroup(s) Performance Score lower than highest CSI school’s All Students SPG score for most recent and 2 prior years

2018-19 Identification  
One year of data 2017-18  
Subgroup performance lower than highest CSI school All Students SPG score



### Timeline for Identification of Schools

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
CSI-Low Performing	Identification Criteria: Perform in the lowest 5% of all Title I served schools using the NC statewide system of annual meaningful differentiation (School Performance Grades).							
	Continue services for Priority schools using NC ESEA Flexibility definition	Identify 2018-19 CSI schools (planning year)	Maintain support for 2018-19 identified schools	Maintain support for 2018-19 identified schools	Identify 2021-22 CSI schools (planning year)	Exit criteria applied for 2018-19 identified schools	Maintain support for 2021-22 identified schools AND 2018-19 identified schools that did not meet exit criteria	Identify 2024-25 CSI schools (planning year)
					Maintain support for 2018-19 identified schools	Maintain support for 2021-22 identified schools AND 2018-19 identified schools that did not meet exit criteria		Maintain support for 2021-22 identified schools AND 2018-19 identified schools that did not meet exit criteria
Exit Criteria: Achieve above the lowest 5% of Title I served schools using the NC statewide system of annual meaningful differentiation (School Performance Grades) for the most recent and previous school year AND meet measures of interim progress for All Students subgroup in all subjects (reading and math).								
CSI-Low Graduation Rate	Identification Criteria: High schools with a 4-year cohort graduation rate below 66.7%							
	Continue services for Priority schools using NC ESEA Flexibility definition	Identify 2018-19 CSI schools (planning year)	Maintain support for 2018-19 identified schools	Maintain support for 2018-19 identified schools	Identify 2021-22 CSI schools (planning year)	Exit criteria applied for 2018-19 identified schools	Maintain support for 2021-22 identified schools AND 2018-19 identified schools that did not meet exit criteria	Identify 2024-25 CSI schools (planning year)
					Maintain support for 2018-19 identified schools	Maintain support for 2021-22 identified schools AND 2018-19 identified schools that did not meet exit criteria		Maintain support for 2021-22 identified schools AND 2018-19 identified schools that did not meet exit criteria
Exit Criteria: Achieve a 4-year cohort graduation rate above or equal to 66.7% for the most recent and previous school year.								
TSI-Consistently Underperforming	Identification Criteria: one or more of the same subgroup(s) with a designation of 'F' on the NC statewide system of annual meaningful differentiation (School Performance Grades) for the most recent and previous 2 years.							
	Continue services for Focus schools using NC ESEA Flexibility definition	Watch List (modified identification criteria)	Identify Consistently Underperforming subgroup schools	Identify Consistently Underperforming subgroup schools	Identify Consistently Underperforming subgroup schools	Identify Consistently Underperforming subgroup schools	Identify Consistently Underperforming subgroup schools	Identify Consistently Underperforming subgroup schools
Exit Criteria: Achieve a letter grade of 'D' or higher on the NC statewide system of annual meaningful differentiation (School Performance Grades) for previously identified subgroups in the most recent and previous year.								
TSI-Additional Targeted Support	Identification Criteria: Schools that have been identified as schools with one or more Consistently Underperforming subgroups for the identification year AND where the subgroup's performance is below the top CSI identified school's All Students subgroup for the most recent and previous 2 years.							
	N/A	Identify 2018-19 TSI schools using 2017-18 score (modified identification criteria)	Maintain TSI Identification	Maintain TSI Identification	Move to CSI-Additional Targeted Support Not Exiting Such Status (schools identified in 2018-19, Title I served schools only)	Maintain TSI Identification	Maintain TSI Identification	Move to CSI-Additional Targeted Support Not Exiting Such Status (schools identified in 2021-22, Title I served schools only)
					Identify 2021-22 TSI schools using 2019-20 and 2020-21 scores			Identify 2024-25 TSI schools using 2022-23 and 2023-24 scores
					Exit criteria applied for 2018-19 identified schools			Exit criteria applied for 2021-22 identified schools
Exit Criteria: Identified subgroup(s) achieve a 3-year accountability growth index score of 1.0 or higher OR are on-track to meet long-term goals for all identified subgroups in Reading and Math as determined by the measures of interim progress.								
CSI-Additional Targeted Support Not Exiting Such Status	Identification Criteria: Failure to exit Additional TSI status after 3 years AND receive Title I funds							
	N/A	N/A	N/A	N/A	Identify 2021-22 CSI-Additional Targeted Support Not Exiting Such Status since being identified in 2018-19 (planning year)	Maintain support for 2021-22 identified schools	Maintain support for 2021-22 identified schools	Identify 2024-25 CSI-Additional Targeted Support Not Exiting Such Status since being identified in 2021-22 (planning year)
Exit Criteria: Same as exiting Additional TSI status.								

# Requirements and Resources

# CSI - Requirements

- LEA must develop a comprehensive school plan for the school
  - Informed by all accountability indicators
  - Includes evidence-based interventions
  - Identifies resource inequities
  - Approved by the school, local educational agency (LEA), and State educational agency (SEA)
- SEA must monitor and periodically review the plan, including a periodic resource allocation review
- Identification must be reported on School Report Cards
- LEA/school must utilize NCStar to develop school plan



# TSI - Requirements

- LEA must notify the school of which subgroup(s) are underperforming
- School must develop a comprehensive school plan
  - Informed by all accountability indicators
  - Includes evidence-based interventions
  - Approved by the LEA
  - Results in additional action following unsuccessful implementation of such plan after a number of years determined by the LEA
- Identification must be reported on School Report Cards
- **NOTE:** Use of NCStar is recommended, but not required

# TSI-Additional Targeted Support Requirements

- LEA must notify the school of any consistently underperforming subgroups
- LEA must develop a comprehensive school plan
  - Informed by all accountability indicators
  - Includes evidence-based interventions
  - Identifies resource inequities
  - Approved by the LEA
  - Results in additional action following unsuccessful implementation of such plan after a number of years determined by the LEA
- Identification must be reported on School Report Cards
- LEA/school must utilize NCStar to develop school plan

# Evidenced-based

The Elementary and Secondary Education Act (ESEA) has consistently directed educators to implement interventions grounded in research

“Scientifically-based research” under No Child Left Behind (NCLB) was replaced by “evidence-based” under ESSA

# Evidenced-based: Definition

*An activity, strategy, or intervention that:*

- *demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:*
  - *strong evidence from at least 1 well-designed and well implemented experimental study;*
  - *moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or*
  - *promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or*
- *demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes*

# Resources--Evidenced-based

*The definition establishes two methods for activities, strategies or interventions to be considered “evidence-based”*

- *Under the first method, the activity, strategy or intervention would have to have **demonstrate a statistically significant effect on improving outcomes** based on evidence from experimental or quasi-experimental studies or a correlational study with statistical controls for selection bias*
- *Under the second method, the chosen activity, strategy or intervention would have to have a rationale based in high quality research findings or positive evaluation that will **show a likelihood of an improved student or relevant outcome***
- **School improvement activities under Title I’s school improvement reservation to meet the more rigorous of the two methods**
- [Evidence-based and its use in ESEA](#) (March 11, 2016)



- Considerations, resources, and criteria for identifying “evidence-based” interventions
- Summary of Recommended Study Criteria for Each Evidence Level
- [ESSA Guidance on Using Evidence](#)



Under the Congressional Review Act, Congress has passed, and the President has signed, a resolution of disapproval of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA), accountability and State plans final regulations that were published on November 29, 2016 (81 FR 86076). This guidance document is unaffected by that resolution and remains applicable.

**Non-Regulatory Guidance:  
Using Evidence to Strengthen  
Education Investments**

September 16, 2016



Under the Congressional Review Act, Congress has passed, and the President has signed, a resolution of disapproval of the accountability and State plans final regulations that were published on November 29, 2016 (81 FR 86076). Because the resolution of disapproval invalidates the accountability and State plan final regulations, the portions of this guidance document that rely on those regulations are no longer applicable. The remainder of this document, however, is unaffected by the resolution of disapproval.



Non-Regulatory Guidance for Title II, Part A:  
**Building Systems of Support for Excellent  
Teaching and Leading**

U.S. Department of Education Non-Regulatory Guidance  
Title II, Part A of the Elementary and Secondary Education Act of 1965,  
as Amended by the Every Student Succeeds Act of 2015  
September 27, 2016

- Selecting Relevant, Evidence-Based Strategies: Using Evidence
- Selecting Relevant, Evidence-Based Strategies: Understanding Local Capacity
- Guidance on the Definition of “Evidence-Based”
- [ESSA Title II, Part A Guidance](#)

# Resources--Evidence-based

**NCStar**

Lighting the Path to Student Success

North Carolina Department of  
**PUBLIC INSTRUCTION**

- Contains over 100 evidence-based effective practices (indicators)
- Assists schools in their move to create a culture of continuous improvement.
- Utilized by schools to help manage their school improvement processes and track progress.
- Allows schools flexibility to personalize their school improvement plans to meet their distinct needs.

# Resources--Evidenced-based

- [What Works Clearinghouse](#), developed by the Institute of Education Sciences (IES) (not categorized in ESSA evidence tiers; studies included here meet only most rigorous evidence criteria)
- [Results First Clearinghouse Database](#), developed by the Pew Charitable Trusts (not categorized in ESSA evidence tiers; evaluates interventions as rated by eight national databases)
- [Best Evidence Encyclopedia](#), developed by the Center for Data Driven Reform in Education at Johns Hopkins University (not categorized in ESSA evidence tiers)
- [Evidence for ESSA](#), available February/March 2017 (categorized in ESSA evidence tiers)

# Resources--Evidenced-based

- [RAND report on school leadership interventions under ESSA](#) (categorized in ESSA evidence tiers)
- [Using Evidence to Create Next Generation High Schools](#), developed by the U.S. Department of Education (not categorized in ESSA evidence tiers)
- [Roadmap to Evidence Based Reform for Low Graduation Rate High Schools](#), developed by the Every Student Graduates Center at Johns Hopkins University

# Resources--Stakeholder Engagement

## MEANINGFUL LOCAL ENGAGEMENT UNDER ESSA

*A Handbook for LEA and School Leaders*

July, 2017



*Engaging stakeholders is not only required under the law, but is a strong best practice to effectively improve schools.*

*Council of Chief State School Officers/Partners for Each and Every Child*



# Supports



**Thank you for attending our  
session today.**