



TITLE I PRIORITY AND FOCUS SCHOOL ORIENTATION MEETING

July 17, 2013

AGENDA

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- Our Theory of Action to Support Student Achievement
- Guiding Principles
- Selection, Appeals and Exit Criteria
- Waiver Expectations
- Title I Set-Aside
- Your NH DOE Support Team
- Menu of Support Services
- Next Steps

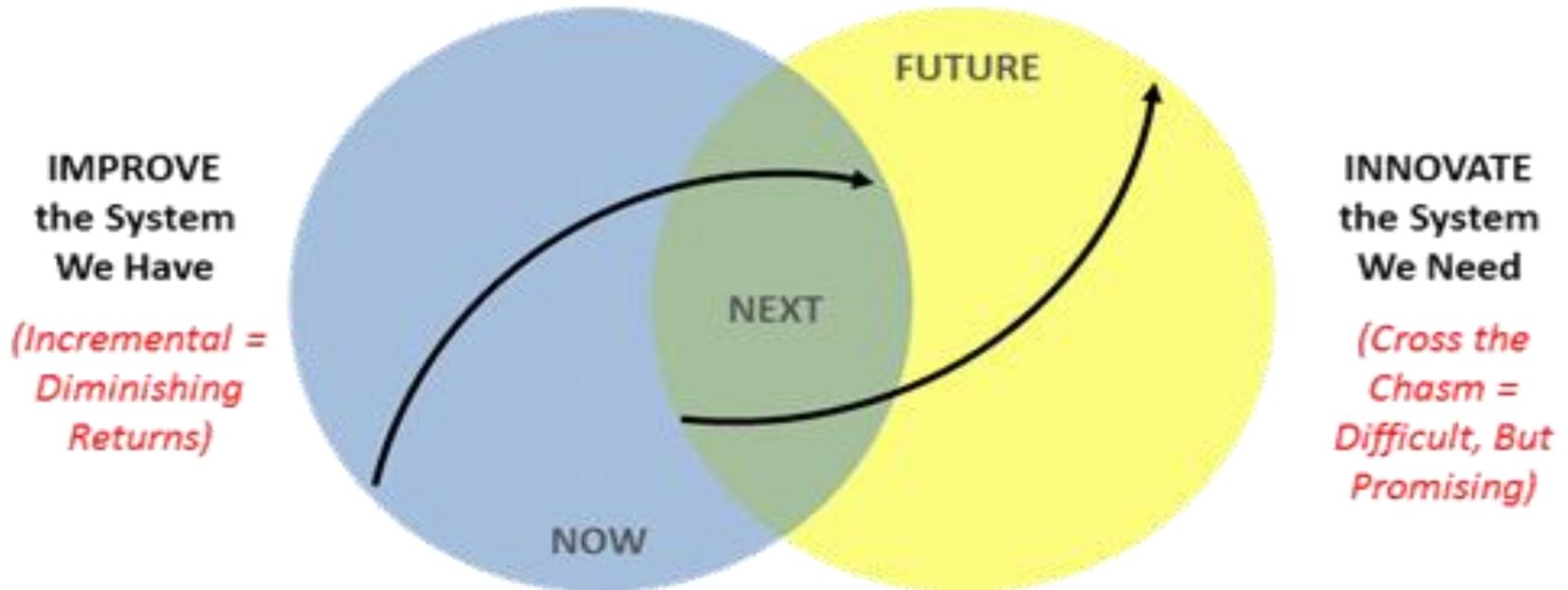


OUR THEORY OF ACTION TO SUPPORT STUDENT ACHIEVEMENT



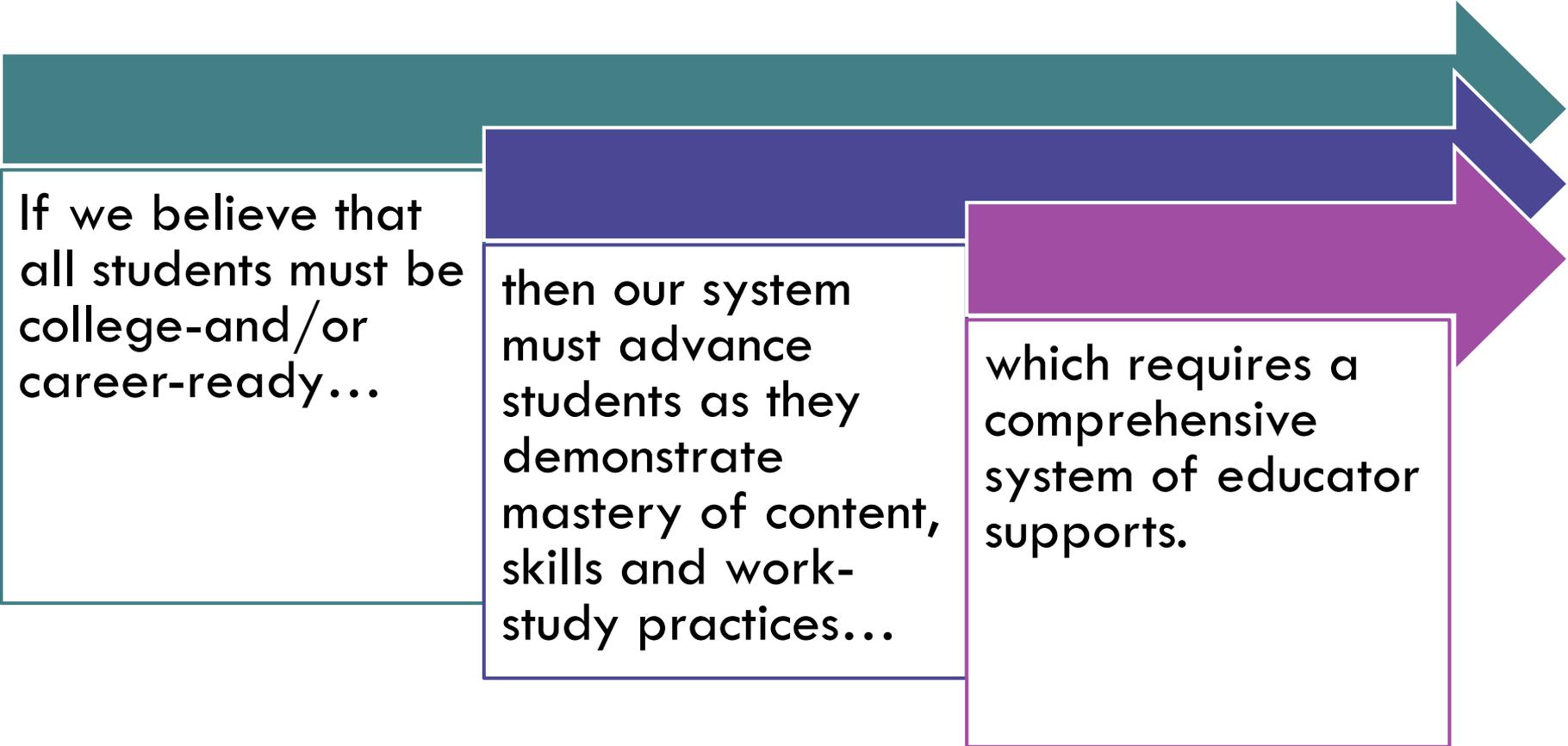
Moving from Improve to Innovate

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- Building a system and culture that is premised on supporting districts and schools in achieving excellence realized through a network of supports, rather than a system based solely on compliance.
- The waiver is our roadmap to help make that happen!

NH DOE Theory of Action



If we believe that all students must be college-and/or career-ready...

then our system must advance students as they demonstrate mastery of content, skills and work-study practices...

which requires a comprehensive system of educator supports.

The Instructional Core



There are only **three ways** to improve student learning at scale:

You can raise the level of the content that students are taught. You can increase the skill and knowledge that teachers bring to the teaching of that content. And you can increase the level of students' active learning of the content.

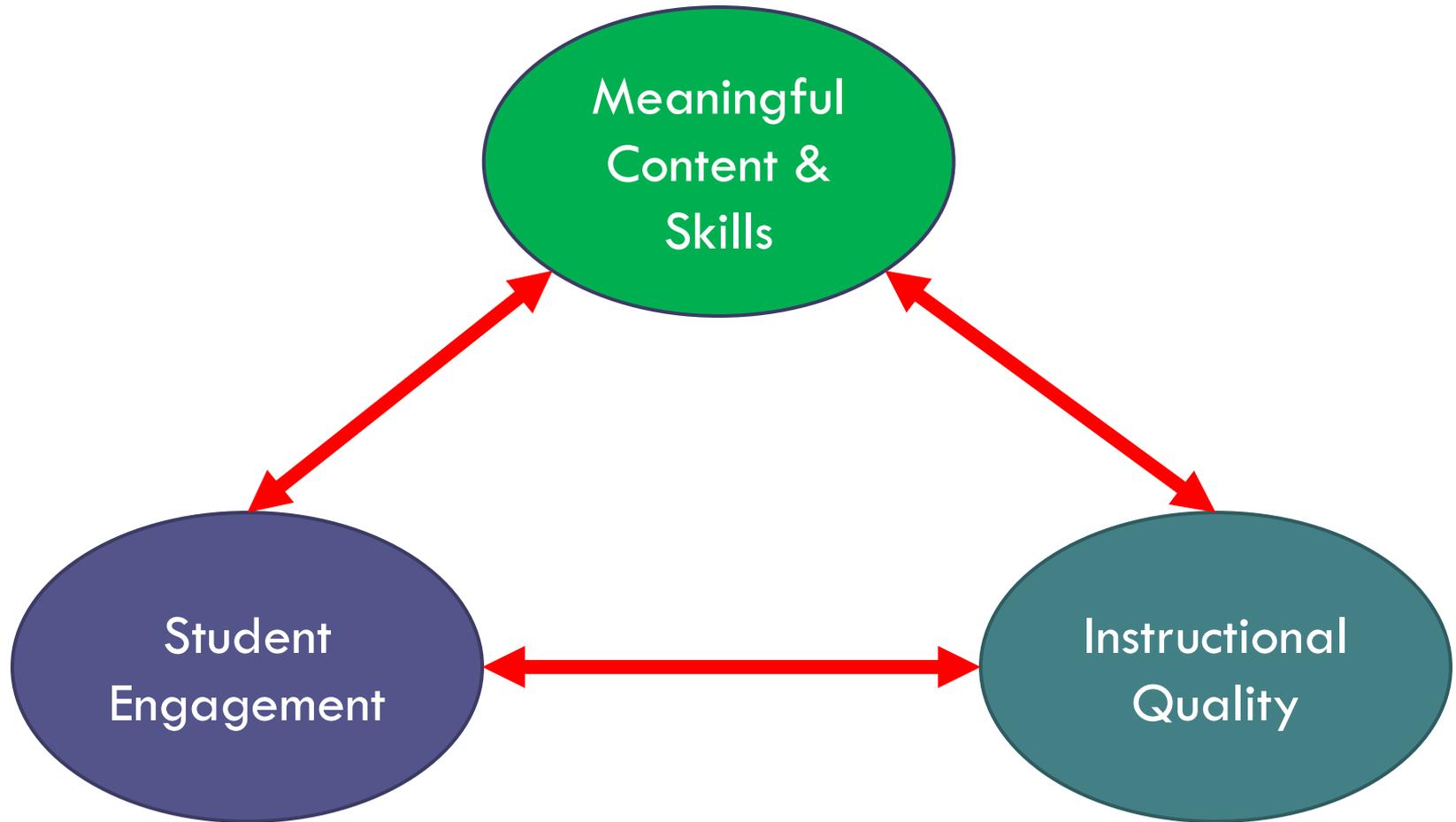
The Instructional Core

*That's it. Everything else is instrumental. That is, everything that's not in the instructional core can only affect student learning and performance by, in some way, influencing what goes on inside the core. **Schools don't improve through political and managerial incantation; they improve through the complex and demanding work of teaching and learning.***

NH Reforms & Instructional Core

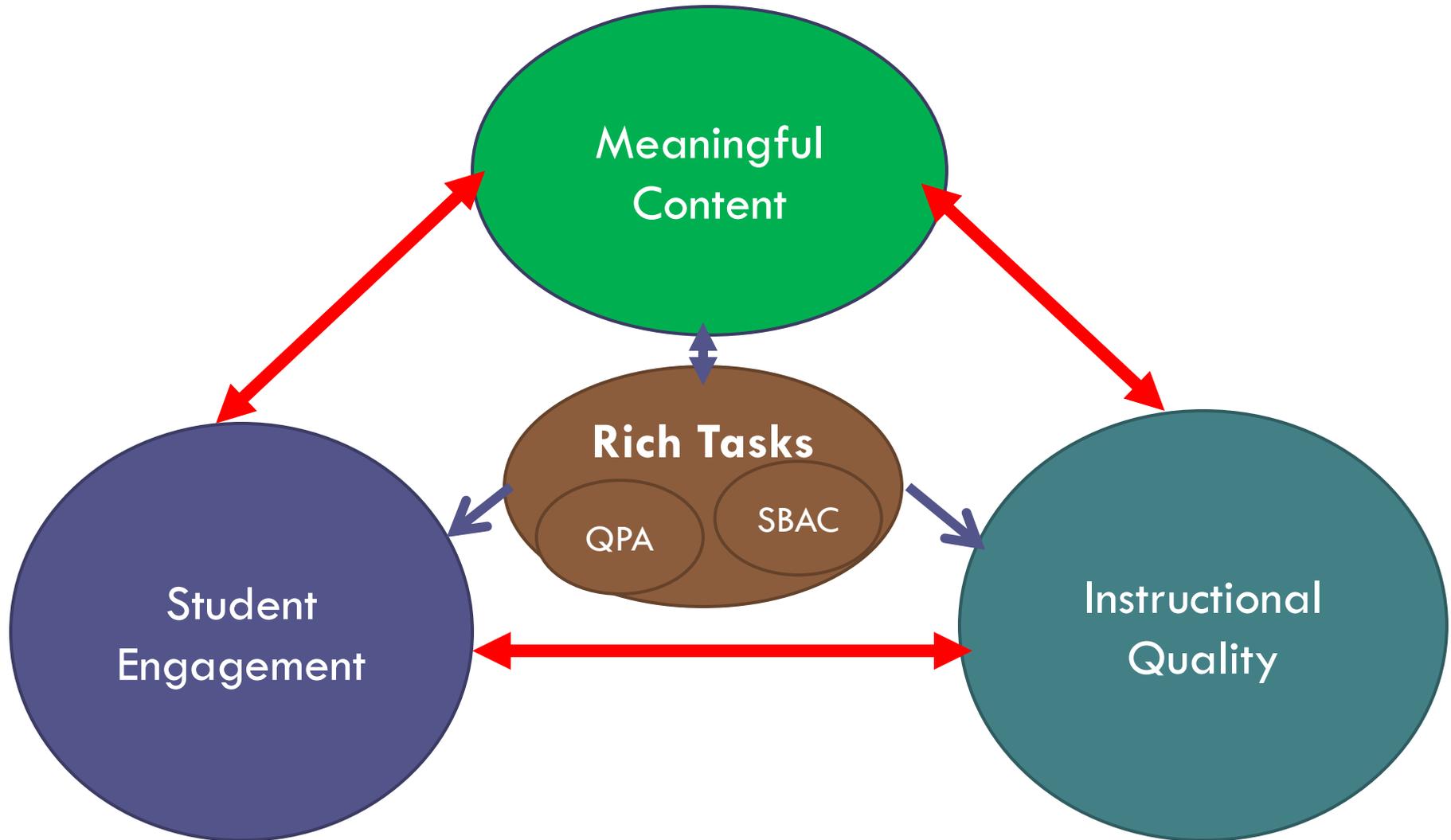
The Instructional Core provides a relatively simple way to structure and organize our multiple initiatives.

The Instructional Core

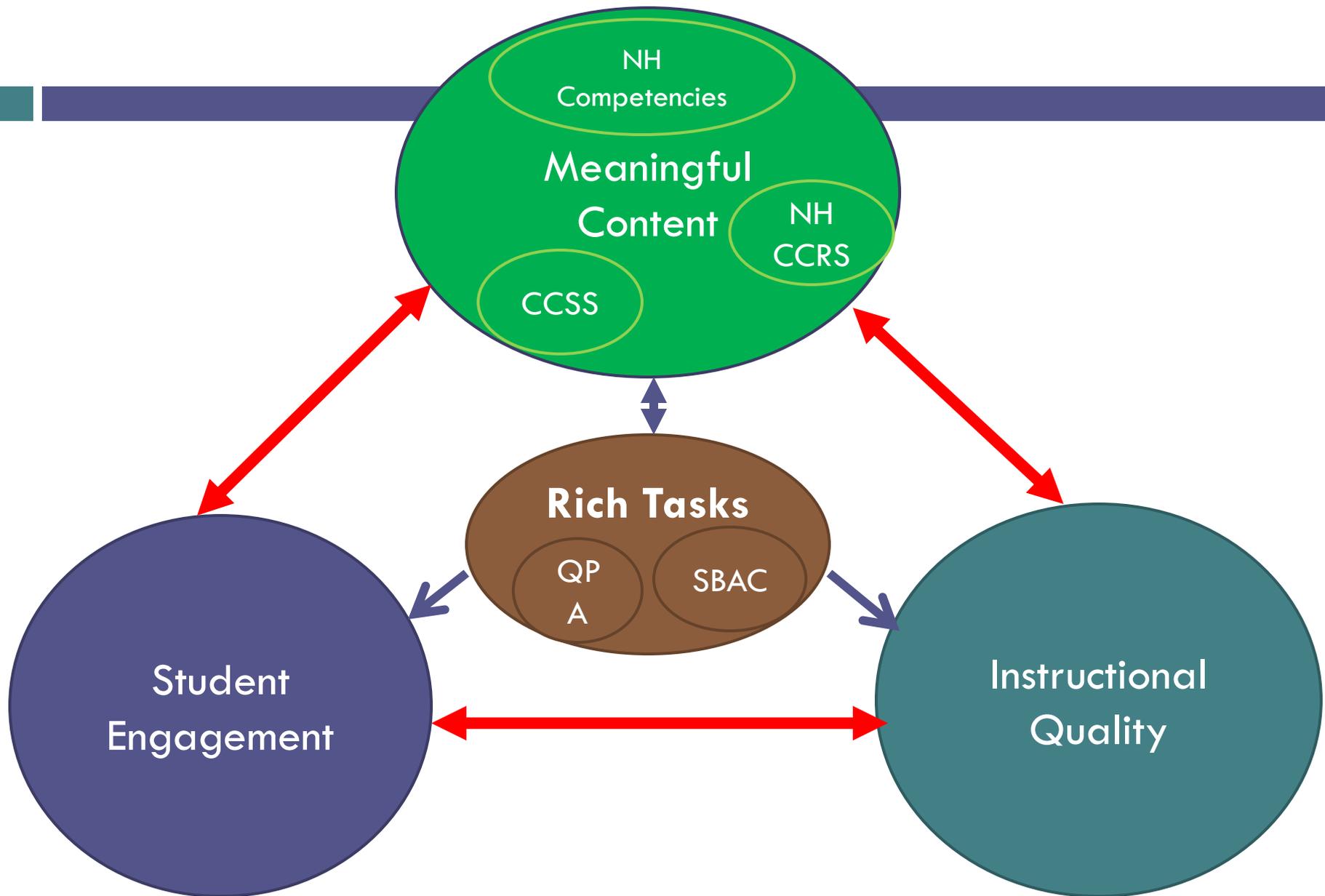


Instructional Core & NH Reforms

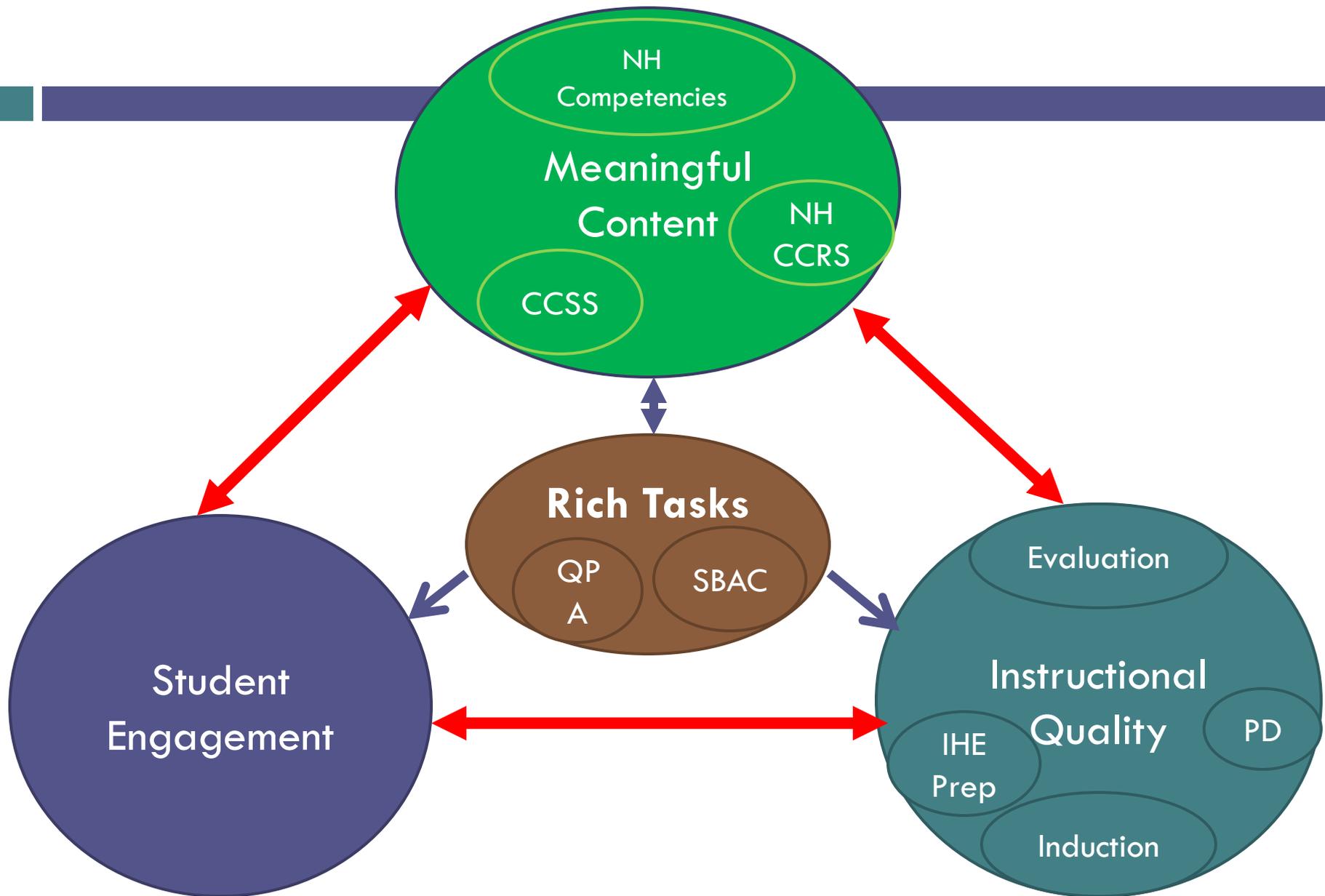
Task predicts performance



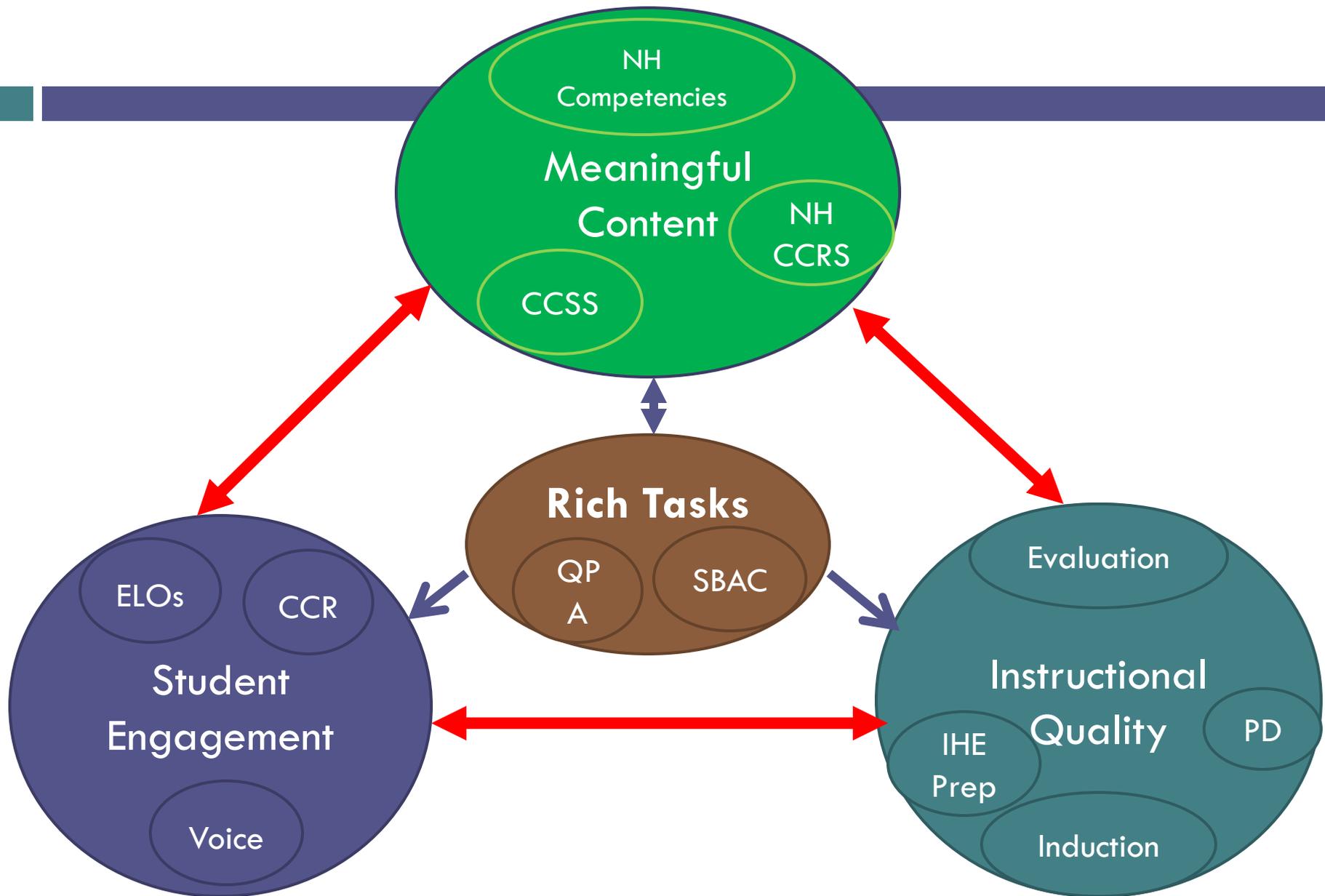
Instructional Core & NH Reforms



Instructional Core & NH Reforms



Instructional Core & NH Reforms



Instructional Core and NH Reforms



All of our reforms are organized around the instructional core; they are interdependent and interrelated.

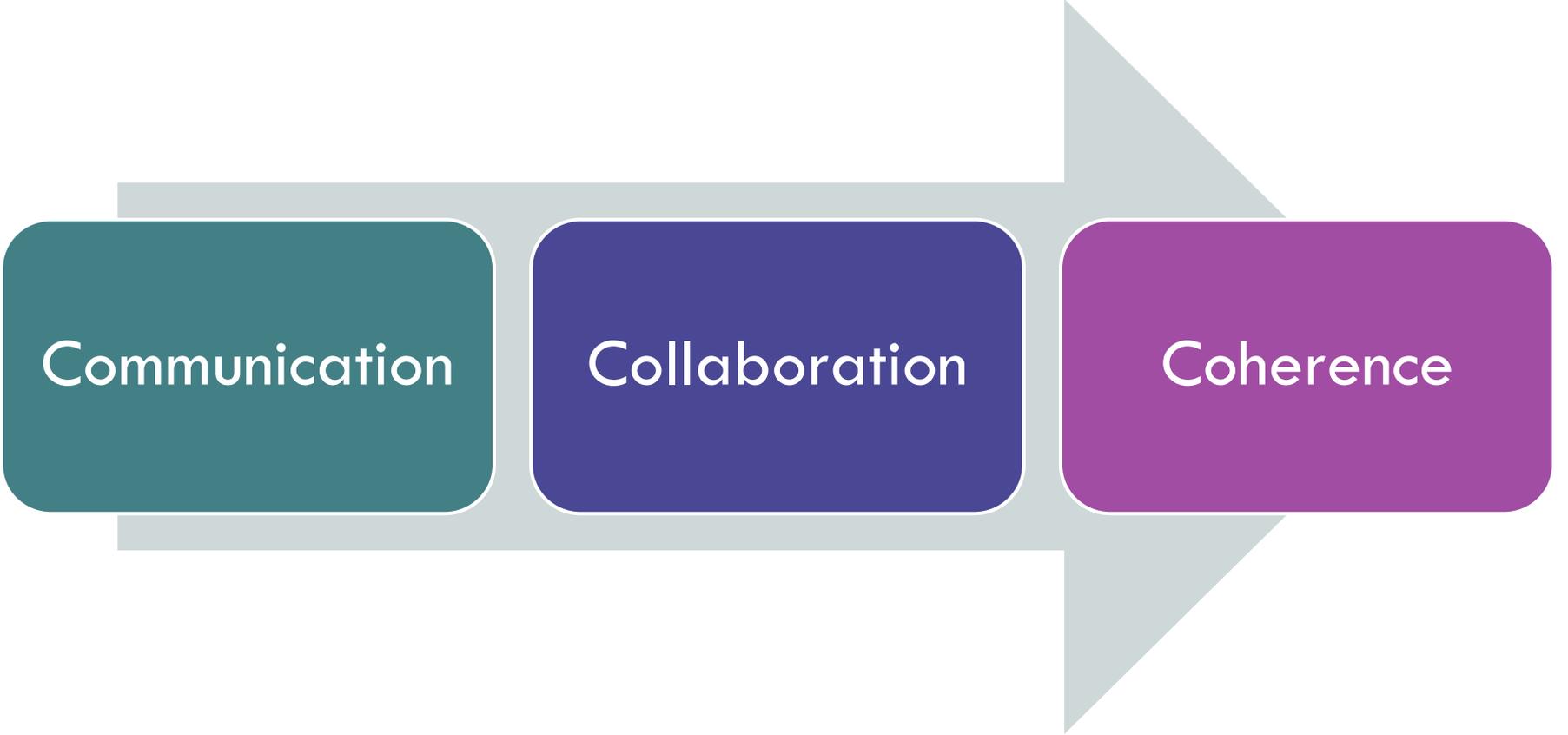
Purpose of the Flexibility Waiver

- To place a greater focus on instruction, student achievement and teacher and leader effectiveness;
- To move away from a deficient model to a support system;
- To better utilize and focus our resources; and
- To allow the NH DOE to cultivate a more meaningful relationship and partnership with schools to improve student achievement.

GUIDING PRINCIPLES



Moving the Work Forward



Communication

Collaboration

Coherence

Guiding Principles

The NH DOE will provide support to the state's Title I Priority and Focus Schools as they work to increase student achievement, by:

- ❑ Focusing our efforts on strengthening the instructional core by providing a statewide system of support around the 7 Turnaround Principles.
 - ❑ *Leveraging the Networked Strategy (handout)*
 - *Professional Learning Networks*
 - *NH Network Platform*
 - *Expert Database*
 - ❑ *Providing targeted and coordinated offerings to aid in your school priorities for any or all of the 7 principles.*
- ❑ Valuing that leaders of the state's LEAs and schools drive their own improvement agenda and that the NH DOE provides supports to help them in their efforts.

Guiding Principles

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- Providing differentiated and individualized support and technical assistance to each Title I Priority and Focus School.
- Measuring our effectiveness to ensure we build an internal data-driven culture (focused on efficacy).
- Coordinating our approach internally and externally to ensure coherence and appropriate feedback (communication) loops.
- Recognizing that this is an continuous improvement process.

SELECTION, APPEALS AND EXIT CRITERIA

Title I Priority Schools

Selection Methodology

To receive an ESEA waiver, each state must identify and prioritize for support five percent of the state's lower-performing Title I schools, selected as Priority Schools. Schools currently participating in the federal School Improvement Grant (SIG) program are also included in this category.

- As of October 1, 2012, a total of 228 schools were participating in Title I, resulting in a minimum of 12 schools (five percent) to be identified. With the addition of the SIG schools (not selected in the original 12), the total number of Priority Schools is 24.
- To identify the Priority Schools, a combined index score* (student performance scores in reading and mathematics combined) for the “whole school” group was calculated for the most-recent three years. An average of the cumulative index score was then used as the basis for identifying the lower-performing five percent of Title I schools.
- **Index Score: Each student scaled score for NECAP or NH-ALPs is assigned an index point value. Each student score of “proficient” or “proficient with distinction” (NECAP or NH-ALPs Levels 3 or 4) is assigned 100 index points. Points are then assigned on a sliding scale (from 80 to 0) for student scores that are below proficient.*

Title I Focus Schools

Selection Methodology

In addition to Priority Schools, each state must also develop methodology for identifying **Title I schools exhibiting the greatest achievement gaps**. Such schools (ten percent of the total number of Title I schools, or **23 schools**) are to be designated as Focus Schools.

- The major educationally disadvantaged student groups in New Hampshire are **students with disabilities** (SWD or IEP), **English language learners** (ELL), and **economically disadvantaged** (ED or SES) students. However, these subgroups were defined using a new grouping procedure that is unique to this process. The sub groups are defined as:

English Language Learners Only (ELL)	Economically Disadvantaged Students Only (SES)	Students with Disabilities Only (IEP)
ELL AND SES	ELL AND IEP	IEP AND SES
ELL AND IEP AND SES		

It should be clearly noted, with these new selections, students may belong to ONLY ONE subgroup.

Title I Focus Schools

Selection Methodology

- To identify New Hampshire's Focus Schools, the NECAP index scores for reading and math were averaged across all of these student groups for each school.
- The “equity index” was produced by calculating the combined NECAP index scores for each of the designated student groups in each school, as long as the student group met a minimum group size of 10 students. **The simple average across the three years yielded the equity index for each school.**
- The average was computed for any or all of the student groups that were present in the school. For example, if the school had only students with disabilities and economically disadvantaged students, the equity index was the average performance of only these two groups. The choice to use the average was made to reflect that all of the student groups would count equally in the index so that one group could not “swamp” either of the other two student groups.

Title I Focus Schools

Selection Methodology

- The equity index was compared to the combined statewide index for all students to frame this equity principle in terms of an achievement gap between average New Hampshire whole school student performance and the educationally disadvantaged students in each school.
- A three-year average “equity index” was then calculated and the lowest scoring 10 percent of Title I schools not already selected as Priority Schools were selected as Focus Schools.

Appeals Process

DATE	APPEAL TIMETABLE AND DEADLINES
July 9, 2013	Title I Priority and Focus School selection publicly available on the NH Department of Education's website (www.education.nh.gov/)
July 11, 2013	Day 1 of the 30-day appeal process
July 19, 2013 4:30 p.m.	<p>By this date, the Superintendent must submit, via electronic mail, an <i>Intent to Appeal</i> to Merry Fortier at merry.fortier@doe.nh.gov</p> <p>The <i>Intent to Appeal</i> notification must include the name of the school and the type of appeal that will be filed (Data Error, Special Circumstances or both)</p>
August 5, 2013 4:30 p.m.	Deadline for the New Hampshire Department of Education to receive an original and fourteen copies of the completed appeal packet, including all materials and support documentation
August 9, 2013	Commissioner of Education prepares an Executive Summary for the State Board of Education regarding the appeals received from Title I Priority or Focus Schools
August 13, 2013	Appeal packets sent to the State Board of Education for review
August 19, 2013	School and district officials present appeals to the State Board of Education on Monday, August 19, 2013.

Title I Priority School Exit Criteria

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- In order to exhibit significant gains in student outcomes, removal from the Priority School list requires that a school achieves:
 - ▣ a three-year average “equity index” one standard deviation greater than the lowest scoring 10 percent of Title I schools AND
 - ▣ an average combined index score greater than the cut score for Priority Schools, AND
 - ▣ if a high school, the combined graduation point score must be greater than one or 75 percent.

- Every school selected as Priority must remain in this designation for at least three years* (beginning with the 2013-14 school year). The only exception to this would be those schools currently participating in the SIG program. These schools will be able to count their years in the SIG program as part of their three year requirement. However, they must also meet the exit criteria outlined above.

* **A TWO YEAR WAIVER:** “Consistent with ESEA section 9401(d)(1), the Secretary intends to grant waivers that are included in flexibility to SEAs that request the **flexibility in Window 3 through the end of the 2014–2015 school year.**” – US Department of Education

Title I Focus School Exit Criteria

Once a Focus School can demonstrate one year of test scores where the school is no longer in the lowest 10 percent three-year average equity index above Priority Schools, and have shown at least a 50 percent reduction in the gaps – based upon reliable and valid state assessment scores – they the school will be eligible to exit Focused designation.

WAIVER EXPECTATIONS



Waiver Expectations

Required for All Title I Schools	Required for Title I Priority and Focus Schools	Required for All Schools
Implementation of state models for teacher and principal evaluations (guidelines, principles, frameworks, etc; the “tool” is left up to the LEA – e.g. Danielson, Marshall, Marzano)	Implementation of the 7 Turnaround Principles <ul style="list-style-type: none"> •Priority: holistic approach •Focus: emphasis on the achievement gap(s) 	Participation in the statewide assessments (NECAP, fall 2013; SBAC, spring 2015) in mathematics and ELA/literacy aligned to the state standards (also NECAP science)
Every evaluation must include a weight of 20 percent on student growth measures	Develop and implement improvement plans	Implementation of teacher and principal evaluation systems (HB 142)
		Report assessment data results to the local public

Waiver Expectations for Title I Priority and Focus Schools

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- Superintendent and principal will sign assurances to implement improvement activities required in the waiver (see 7 Principles below)

- Identify a School Leadership Team (for example):
 - ▣ Principal
 - ▣ District liaison (also the NH DOE main contact for the SAU/district)
 - ▣ Data coordinator
 - ▣ Teacher leaders (esp. in math and ELA)
 - ▣ SPED director and/or teacher
 - ▣ EL director (if, appropriate)
 - ▣ Guidance counselor
 - ▣ Others

- Develop and implement an improvement plan using the Indistar Tool and Steps to Success Process focused around the 7 School Turnaround Principles (training will be provided)
 - ▣ Crosswalk with current improvement plans
 - ▣ Provide evidence of what's working
 - ▣ Remove what's not working
 - ▣ Funds follow the plan (Title I-A 10% LEA set-aside; 1003(a))

Turnaround Principles

1. Providing strong leadership

- Ensure an effective principal is in place at the selected school (provide evidence) and support structures are provided to promote learning growth.
- Provide differentiated support to school leaders around operational flexibility in the areas of scheduling, staff, curriculum and budgets.
- Implement the state's Principal Evaluation Model, including weighting 20 percent of the evaluations on student growth.

2. Ensure that teachers are effective and able to improve instruction

- Implement the state's Teacher Evaluation Model, including weighting 20 percent of the evaluations on student growth.

7 Turnaround Principles

- 3. Redesign the school day, week, or year to include additional time for student learning and teacher collaboration.**
- 4. Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with College- and Career-Ready Standards.**
- 5. Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data.**
- 6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional and health needs.**
- 7. Provide ongoing mechanisms for family and community engagement.**

TITLE I CHANGES AND CONTINUATIONS



Title I Changes

District Changes

- The designation of *District in Need of Improvement* is not required.
- The 10 percent set-aside for professional development at district level is not required.
- The 20 percent set-aside for supplemental educational services is not required.
- District improvement plans (DINIs) are not required.
- **Districts with a Priority and/or Focus School must reserve 10 percent of their total Title I-A allocation for any activity allowable under Title I, Part A that is designed to improve student achievement or support teacher and leader effectiveness.** Although an LEA is not required to spend these funds on particular activities, districts must ensure sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools.

School Changes

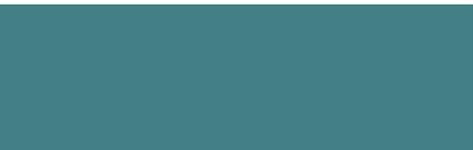
- The designation of *School in Need of Improvement* is not required.
- The sanctions related to the designation of *School in Need of Improvement* are not required.
- The 10 percent set-aside for professional development is not required.
- School improvement plans (SINIs) are not required.
- Supplemental Education Services and choice opportunities are not required.
- Choice letters to parents are no longer required.
- Reporting of schools designated as Title I Priority, Title I Focus or Title I Reward Schools on the LEA's report card.
- Schools designated as Priority or Focus must implement turnaround strategies required in the flexibility waiver.
- Title I schools must implement the state model for teacher and principal evaluations or a model that is comparable.
- Title I schools must weight a teacher and principal evaluation on student growth (20%).

Title I Requirements Continued

Under ESEA, Title I Part A, all requirements not waived in the NH Flexibility Waiver (see district/school changes to the left), stay in effect. For example (but not limited to), the following stays the same:

- Title I Part A program requirements and allowable uses of funds;
- Public dissemination of school progress in reaching AMOs (instead of AYP) and graduation rates in aggregated and disaggregated groups;
- All parent involvement requirements under ESEA section 1118;
- Supplemental vs. supplant requirement;
- Equitable participation of private school students and teachers;
- Professional development to serve the Title I program activities (serving the needs of Title I students, Title I staff and teachers of Title I students);
- Homeless set-asides at the district level serves all schools in district; and
- Migrant education requirements.

YOUR NH DOE SUPPORT TEAM



NH DOE Support Team

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- Commissioner's Office Contact
- Office of School Turnaround
- School Improvement Team (built around school needs)
 - Coordinators for Titles I, II, III and IV
 - Coordinators for special education
 - Coordinators for accountability
 - Math and ELA experts
 - Early childhood experts
 - RTI experts
 - Indistar coach
 - School turnaround coaches, data coaches and principal mentors working directly with schools
 - Regional liaisons

School Turnaround Coaches

- A School Turnaround Coach will be available to support the individual improvement planning and implementation process in the state's Title I Priority and Focus Schools.

- The Turnaround Coach can provide the following services (including, but not limited to):
 - support school improvement to include training and coaching in the *Steps to Success* self-assessment process using the Indistar web-based tool and providing technical assistance and professional development based on identified needs.
 - Schedule and implement coaching support on school progress (i.e. in person, web meetings, telephone, etc.) for Title I Priority and Focus Schools.
 - Assist the school with activities designed to advance knowledge of the state's professional learning networks and the network platform.

Principal Mentors

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- The Principal Mentor coaches leaders in self-identified areas of growth using collected data on the leader's performance relative to professional standards.

- Mentor responsibilities include:
 - ▣ listening;
 - ▣ questioning;
 - ▣ providing consultation;
 - ▣ planning;
 - ▣ supporting the problem solving process;
 - ▣ offering positive and non-evaluative feedback; and
 - ▣ giving emotional support.

Data Coaches

- Intensive support for Title I Priority and Focus Schools begins with an examination of the student outcomes that led to the school's selection as a Title I Priority or Focus School and a data dive to review student outcome metrics.
- A Data Coach can work with the schools leadership team to launch a systematic and ongoing review of evidence to inform judgments about which programs and practices are producing the desired student outcomes. Data Coaches will provide guidance and training to understand data, access data and use data tools to target instruction that fosters student learning.

MENU OF SUPPORT SERVICES



Menu of Support Services

Providing Strong Leadership ...

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- Partnership with a Principal Mentor
- Participation in a self-assessment for professional growth
- Participation in the Principal Effectiveness Network
 - ▣ Access to training on the **Principal Evaluation Model**
- Professional learning opportunities that support educator effectiveness and college- and career-ready standards
- Assistance in the analysis of efficiencies and effectiveness of support
- Training on data-driven decision-making and use of tools
- Assistance in the development/review of a communication plan that ensures successful feedback looks with all stakeholders
- Training in the NH DOE Educator Information System to monitor and track local evaluation systems

Menu of Support Services

Ensuring Teachers are Effective...

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- Participation in the Educator Effectiveness Network
 - Access to best instructional practice to improve instruction through the Statewide Collaborative for Education Effectiveness national network
 - Access to the **Educator Evaluation Model** pilot
- Access to a Turnaround Coach to assist in the improvement plan development and implementation process
- Participation in training for teachers on the use and analysis of NH DOE data tools to look at student outcomes to improve instruction
- Participation in other networks such as: NH CCRS; Learning Progressions; Quality Performance Assessments; Response to Instruction
- Assistance to develop effective teacher mentoring programs
- Participation in the Focused Monitoring process

Menu of Support Services

Redesigning the School Day, Week or Year...

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- Participation in the Extended Learning Time Network
- Access to information and training on redesigning the school day, week or year from national experts
- Access to participate in an Innovation Network

Menu of Support Services

Strengthening the School's Instructional Program...

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- Access to the Response to Instruction (RTI) Network
- Access to the NH College- and Career-Ready Network
- Training on data-driven decision-making and use of tools to help target instructional strategies

Menu of Support Services

Using Data to Inform Instruction ...

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- Access to a Data Coach to assist in analyzing data
- Training on how to leverage PerformancePlus to track and evaluate interventions
- Assistance in establishing data protocols to help in the implementation of data teams
- Participation in the Data Use Network
- Access to training on building and using formative/classroom assessments
- Access to training on the creation of individual learning plans (in PerformancePlus)
- Participation in the Focused Monitoring process

Menu of Support Services

School Environment...

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- Participation in the NH DOE Culture and Climate Network

- Access to a School Turnaround Coach and/or Principal Mentor

- Access to a Data Coach to provide:
 - support in creating climate surveys using the PerformancePlus assessment builder module
 - an analysis of the other culture and climate data (participation in the Focus Monitoring process)

- Assistance to create an environmental assessment system

Menu of Support Services

Family and Community Engagement...

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- Access to a Turnaround Coach to help implement the Steps to Success process to identify current practices and improvements
- Connection to appropriate community services
- Participation in the Focus Monitoring process (use parent focus groups, surveys, interviews to identify strengths and challenges that align with best practices)
- Assistance from data coach to create reports of student data to use at parent conferences, student conferences
- Participation in the Community and Family Network
- Provide parental access to PerformancePlus (with a training protocol)

IMMEDIATE NEXT STEPS



Immediate Next Steps

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PLEASE TALK WITH YOUR DISTRICT AND SCHOOL TEAMS

- July 24-25:
 - ▣ Summer Summit will be held at Keene State College.
 - ▣ Leadership track allows principals to participate in a self-assessment.

- August / September:
 - ▣ Individual meetings will be held with SAU/District/School teams to discuss menu of support services and process for moving forward.
 - ▣ Connections made with Principal Mentors, School Turnaround Coaches and/or Data Coaches, if desired. For example:
 - School leadership team meets with turnaround support team for data dive facilitated by data coach.
 - Schools work through the *Steps to Success* process ,with Turnaround Coach, using the Indistar tool.

- September
 - ▣ Focus Schools must have an improvement intervention in place for Principal 5 (data) and plans for other six principles.

- October 15:
 - ▣ Initial improvement and innovation plans sent to the Office of School Turnaround.