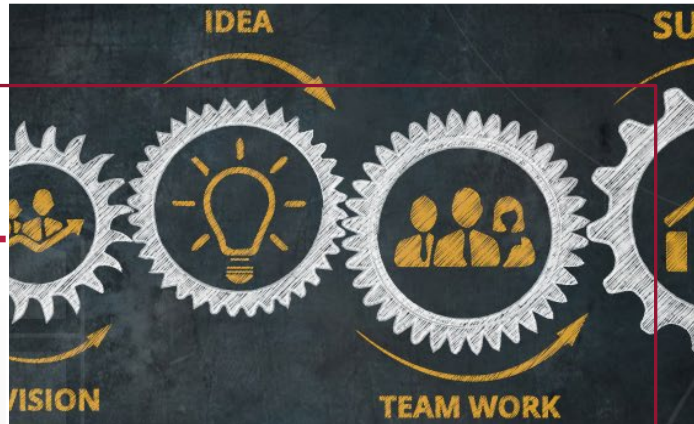


# School Support and School Improvement

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# SCHOOL SUPPORT AND IMPROVEMENT

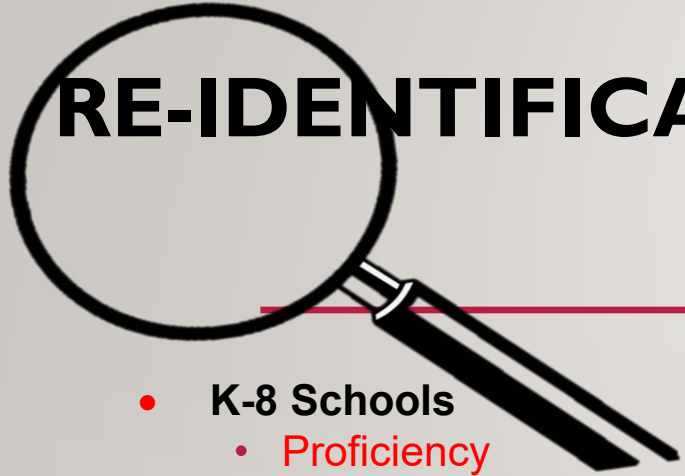


**Comprehensive Support and Improvement  
Low Achievement**



**Targeted Support and Improvement  
Additional Targeted Support and  
Improvement**





# RE-IDENTIFICATION: COMPREHENSIVE SUPPORT AND IMPROVEMENT SCHOOLS

## ESSA STATE PLAN REVISION 2020

- **K-8 Schools**
  - Proficiency 60%
  - Growth ~~20%~~ 28%
  - EL (Achievement and growth) 10%
  - Chronic Absenteeism ~~10%~~ 2%
  
- **9-12 Schools**
  - Proficiency 60%
  - Graduation Rate 20%
  - EL (Achievement and growth) 10%
  - Drop-out 10%
  
- **K-2 model**
  - Proficiency 90%  
(using third grade scores)
  - English language learning 10%

- **Schools Serving a Combination to include Grade 12**
  - Proficiency 60%
  - EL (Achievement and growth) 10%
  - Growth 15%
  - ~~Chronic Absenteeism~~ 5%
  - Graduation 5%
  - Drop-out 5%
  
- **Schools Serving a Combination NOT including Grading 12**
  - Proficiency 60%
  - EL (Achievement and growth) 10%
  - Growth 20%
  - ~~Chronic Absenteeism~~ 5%
  - Drop-out 5%

Federal waiver requested - pending

# **CSI EXIT CRITERIA**

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- a minimum of two years of consecutive increased achievement; and
- implementation of school improvement goals, strategies, and action steps, in state required Integrated Action Plan; and
- above bottom 5% of Title I schools considering all applicable criteria.

**Note: One time opportunity to exit after one year based on SY22-23 data to avoid COVID identification anomalies...pending Federal approval**



# 2023-24 MORE RIGOROUS INTERVENTIONS

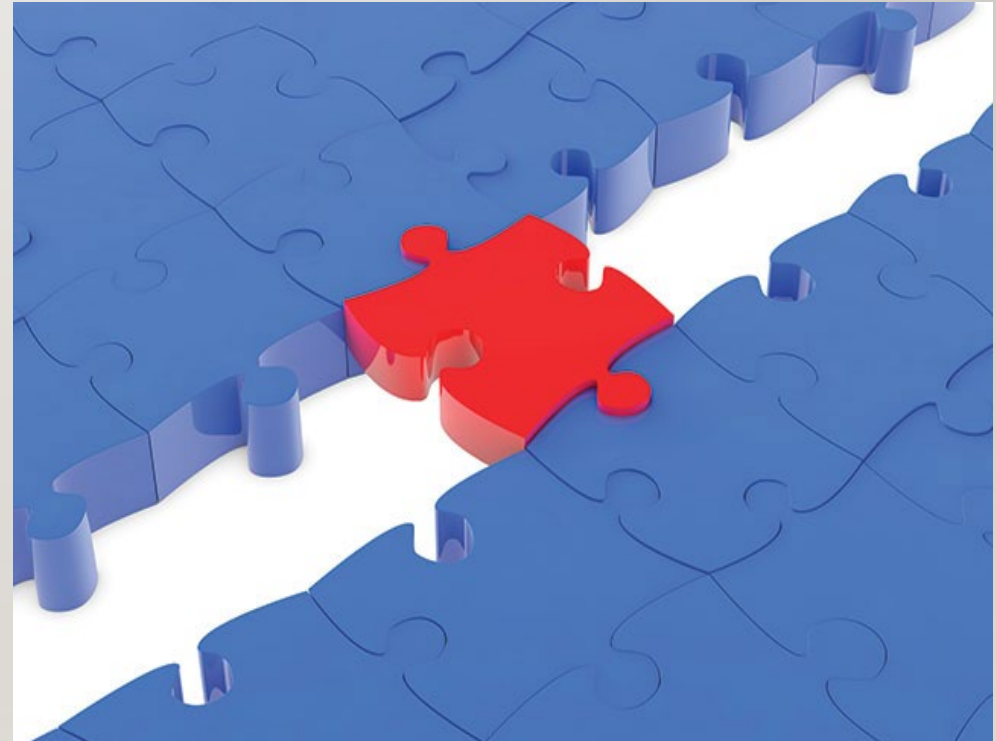
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- **CSI schools** are expected to exit within four years of identification. Schools identified in 2017 and reidentified in SY2022-23 that do not exit in the fall of 2023 based on 2022-23 data, will be placed in *More Rigorous Interventions* designation for school year **2023-24**.
- **The law:** *more rigorous interventions are required for CSI schools that fail to meet the state-determined exit criteria within a state determined number of years, not to exceed four years (see Section 1111(d)(3)(A)(i)(I) of ESEA, ESSA, 2015)*
- **Arizona's *More Rigorous Interventions*:** Schools that do not exit CSI after 4 years will receive intensified guidance, technical assistance and supports from ADE and/or a vetted external provider with extensive, impactful experience in school transformation and who meet stringent evidence requirements.

**Note: the four years was paused during COVID pandemic, SY23-24 date pending Federal approval**

# IDENTIFICATION TARGETED SUPPORT AND IMPROVEMENT (TSI)

- ESSA requires identification of Targeted Support and Improvement (TSI) schools with “*Consistently underperforming*” subgroup/s.
- Arizona’s ESSA Plan defines “*Consistently underperforming*” as “*a school being identified as having one or more significant achievement gaps between subgroups and any low achieving subgroups for three consecutive years.*”
- Significant gap: One standard deviation from the ALL mean based on the full model.
- These schools are identified annually beginning SY 2022-23 (COVID delayed) **using data from 2018, 2019, 2022, pending federal waiver approval.**
- No exit criteria - annual identification.





# RE-IDENTIFICATION - ADDITIONAL TARGETED SUPPORT AND IMPROVEMENT (ATSI)

(SCHOOLS FIRST IDENTIFIED IN 2018)

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- Any school with any subgroup of students, that on its own, would lead to identification as a Comprehensive Support and Improvement School (using CSI criteria)
- Reidentified every three years.
- If schools don't meet exit criteria by the end of the 4th year, Title I schools become Comprehensive Support and Improvement Schools, beginning 2024-25

*Note: the four years was paused during COVID pandemic, SY2024-25 date pending federal waiver approval*



# ATSI EXIT CRITERIA

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Note: One time opportunity to exit after one year based on SY22-23 data to avoid COVID identification anomalies...pending Federal approval

- a minimum of two years of consecutive increased subgroup achievement; and
- implementation of school improvement goals, strategies, and action steps relative to subgroup achievement in state required Integrated Action Plan; and
- subgroup achievement above bottom 5% of Title I schools. considering all applicable criteria.





**ELEVATE is an evidence-based executive leadership development program designed and presented by the School Support and Improvement Unit of the Arizona Department of Education, in collaboration with WestEd.**

*Vision: ELEVATE seeks to improve LEA and school systems in order to significantly increase and sustain quality outcomes for all Arizona students.*

*Mission: ELEVATE develops and empowers LEA and school leaders to focus on equity, improving teaching and learning that results in rapid and significant gains in student achievement.*

*Core Values: Equity, Courage, Vulnerability, Authenticity, Integrity, Strength-focused, Positive Intent*

**Eligibility: LEAs with Federally identified Comprehensive and/or Targeted Support and Improvement Schools**

# ELEVATE

## SYSTEMS LEVEL CHANGE FOCUSED

...address the root causes of problems, which are often intractable and embedded in organizational networks of cause and effect; an intentional process using both implementation and improvement science...

## THREE LEVERS OF IMPROVEMENT

- ◆ Culture
- ◆ Instructional Infrastructure
- ◆ Talent Management



**Talent Management**  
Develop a comprehensive system to support an environment or effective recruitment, on-going support, and retention.



**Culture**  
Cultivate a strong culture where high expectations for all learners are evident and embraced by school



**Instructional Infrastructure**  
Implement high quality curriculum and instruction, including an observation and feedback system and a cohesive assessment system focused on data driven decision making and data driven instruction.



# INTENTIONAL TEAM STRUCTURE

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**Superintendent (required)**

**LEA Leadership**

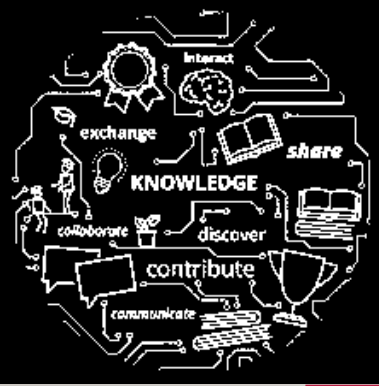
- Assistant Superintendents, Human Resources, Special Education, Teaching and Learning, and more as needed

**School Principals**

**School Leadership Team**

- Assistant principal, instructional coaches, grade level teachers, counselors, and more as needed





# Systems Change

Turn  
Knowledge  
into  
**ACTION**

## Gaining Knowledge

- Equity focus
- Strength-based leadership
- Culture, Instructional Infrastructure and Talent Management Improvement levers
- Teaming structures and collective efficacy
- Integration of Social Emotional Learning and Multi-Tiered Systems of Support
- Student and Staff Voice - Panorama Survey Data
- National Experts, AZ, WestEd, and ADE Presenters
- Case Studies
- Ongoing mentorship and support for site leaders
- Networking opportunities

## Taking Action

- Utilize ELEVATE evidence-based, best practices continua to use the three improvement levers to impact system transformation to improve student outcomes
- Eliminate the Knowing-Doing Gap
- Utilize Panorama surveys (staff and student voice) to develop teacher and staff well-being, build supports for the whole child and create welcoming, inclusive, equitable environments where all students belong and thrive
- Develop and implement 90-day implementation plan based on Integrated Action Plan and systemic and systematic change
- Transform and sustain effective LEA and school systems



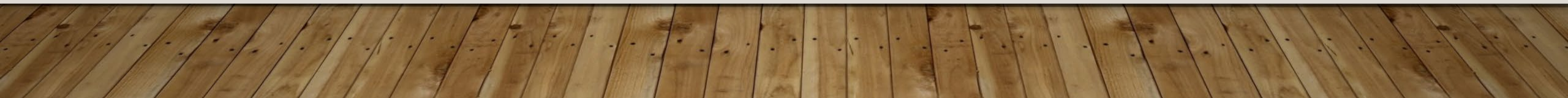


# FY 23 SCHOOL IMPROVEMENT OPEN MARCH 1-MAY 30, 2022 COMPETITIVE PROCESS



- **CSI Low Graduation Rate** – Schools identified Fall 2021
- **Systemic Leadership Grant** – LEAs with any federally identified school
  - ELEVATE Cohort 7 begins December 2022
- **Sustainability Grant** – LEAs/schools with successful FY22 School Improvement grants
  - Purpose: to sustain current successful initiatives an additional year.

[FY23 Grant Guidance](#)





# **FY 23 SCHOOL IMPROVEMENT OPEN LATE AUGUST 2022 PROJECT START DATE OCTOBER 1 COMPETITIVE PROCESS**

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- **Comprehensive Support and Improvement** – 2022-23 identified CSI-Low Achievement schools
- **Targeted Support and Improvement** – 2022-23 identified TSI and ATSI schools

