



ESSA IMPLEMENTATION COMMITTEE

ESSA Subcommittee Meeting – Schools and District Improvement

Date, Time: Friday, October 7, 2016, 9:00 a.m. – 11:00 a.m.

Location: 135 South Union Street, Suite 215

ALSDE Facilitator: Catherliene Williamson

Members present: Senator Clyde Chambliss, Susan Kennedy, Nancy Beggs, Terri Boman

Members absent: None

Summary: Committee members reported on their assigned topics from the last meeting. Criteria for entrance/exit from identified school status was discussed. Resources for Community Engagement and 3 Turnaround models were discussed. Recommendations on key decisions were made by the subcommittee.

❖ Symbol denotes subcommittee recommendations.

Next meeting: Tuesday, November 1, 1:00 p.m. 135 South Union Street, 3rd Floor

Detailed Notes

All notes below are comments with committee members and the ALSDE facilitator.

1c. States must develop a process to periodically review resource allocation for supporting school improvement in each district that serves a significant number of schools identified for comprehensive support and improvement and schools identified for targeted support. The state must also determine how it will provide technical assistance to each such district.

- ❖ The subcommittee recommends that the evaluation process include reviewing:
 - Annual review of progress
 - Opportunity gaps (tutoring)
 - Parental involvement/engagement
 - Learning support framework
 - Feeder pattern trends
 - Root cause analysis
 - Financial capacity/priority
 - Formative assessment process
 - (Year 1 – district/school discretion; Year 2 – if growth, continue with school/district discretion; if no growth, the ALSDE guides the choices)
 - Quality indicators (climate, culture, teacher turnover, etc.)
 - Leadership capacity (school, central office, and Board)
 - Monitoring results (if applicable)

1d. States must decide if they will take actions to initiate additional improvement in districts where a significant number of schools are consistently identified by the state for comprehensive school improvement and are not meeting the state's exit criteria or have a significant number of schools implementing targeted support and improvement plans.

- ❖ The subcommittee recommends the following:
 - Districts should receive comprehensive support when:
 - 35% of schools are identified OR
 - Low proficiencies in reading and math districtwide (based on the percentage of students/cohorts)
 - Districts that persistently meet the comprehensive support criteria may be considered for closure by the State Board of Education

1f. States will need to decide if they want to use state set-aside funds to provide recognition and rewards to LEAs that have significantly improved the achievement and progress of English learners (ELs).

- ❖ The subcommittee is waiting on regulations from the USDOE to make this determination.



Discussion among members regarding identification of schools:

- Schools with an “F” on the State Report Card should be considered for support.
- ESSA says 5%, law has 6% (non-negotiable); is it possible to change identification criteria to 6% to match our failing school law?
 - Preference is to have one list regarding failing schools and comprehensive support schools.
- Question: our recommendations currently address academics; what about intervention/finances as triggers for takeover?
 - Examples:
 - If a district is currently operating in the red financially, not spending the monies on the allowable expenditures, etc.
 - If a district has been identified for intervention for consecutive years.**There would be some triggers much like the ones already discussed that would identify these schools for state takeover.
- The local school board should play a big role in district improvement:
 - Include local school boards in the audit process
 - Additional training and support for board members for accountability
 - How does the board become more intentionally involved in the improvement process?
 - Perhaps board members should be named, instead of elected
 - Develop a diagnostic review based on the actions of the board regarding:
 - Principal turnover
 - Incident reports
 - Teacher turnover/ number of long-term substitutes
 - Student data
- The schools and districts identified for state intervention should attend board training by the SEA regarding support.
- Include the ELEOT tool (Effective Learning Environments Observation Tool) in the audit process.
- Community engagement is an important part of this process.
- Need to consider alternative methods of discipline, increasing the amount of counselors in schools, and support for school nurses.

Next Steps:

- Full Implementation Committee Meeting: Tuesday, November 1, 1:00 p.m. 135 South Union Street, 3rd Floor

