

**CHARTER
DIRECTORS
MEETING**

MARCH 11, 2019

WELCOME

- [Utah Portrait of a Graduate Draft](#) *(click on the title to download a copy)*
 - This draft was based on 20+ state stakeholder meetings in fall 2018. We are seeking public input on this draft and recommendations for improvement.
 - Survey Link: <http://bit.ly/UTPoGDraftSurvey>
- Utah Systems Conference
 - June 17&18 at UVU

Contact Pam Talili to pick up KEEP Materials and Dyslexia Handbooks
801-538-7770 Pamela.Talili@schools.utah.gov (She sits in Teaching and Learning).

EMPLOYEE OF THE MONTH

Tara Merryweather

Business Manager of UCAS

“Super smart, great listener, kind to
all!”



DIRECTORS REPORT

CHARTER SCHOOLS DIRECTORS MEETING

March 11, 2019

Karen Rupp, School Children's Trust

How to Write a School LAND Trust Plan

- Review data to determine CRITICAL ACADEMIC NEEDS
- Write your goals
 - Specific
 - Measurable
 - Attainable
 - Student Centered



How to Write a School LAND Trust Plan

- Determine your measurements
 - HOW CAN WE TELL?
- Prepare an ACTION PLAN
 - Who does what?
 - How will we spend the money to help meet the goal?
 - Entered expenditures must match the action plan steps!



Appropriate Expenditures

A school may not use School LAND Trust Program funds for the following:

- To cover the fixed costs of doing business (i.e.; Intercom, phones, servers, bells, desks & chairs, firewall, furniture, etc.)
- For construction, maintenance, facilities, overhead, security, or athletics
- To pay for non-academic in-school, co-curricular, or extracurricular activities
- Behavioral interventions must be part of an academic goal
- Character Ed/Leadership is limited to \$7,000 and also must be part of an academic goal.
- Rewards/Incentives are limited to \$2 per *incentivized* student per school year.

State Board Rule R277-477

See www.schoollandtrust.org for a more complete outline.



SPRING REPORTING - before April 1

- ▶ **Progress Report**

One number - estimate of total amount the school has spent or will spend in the current year

- ▶ **School Plan**


Goals and expenditures

- ▶ **Signature Form**

Council members indicate their involvement in preparing and implementing the school plans.

Councils may choose to use a signed paper copy or use digital signatures initiated from the website.





**▶ PLEASE MAKE SURE
YOUR BOARD APPROVES
THE PLAN BEFORE**

▶ APRIL 1ST

WHAT NEEDS TO BE ON YOUR SCHOOL WEBSITE

Schools with Elected Charter Trust Lands Councils

- Notice of Meetings - One week prior to the meeting.

Include the time, place, agenda, and draft minutes of the prior meeting

- Before October 20 each year - (also provide to parents without internet access)
 - ▶ Council members with email address and/or phone number
 - ▶ Council meeting schedule for the year (can be changed when noticed)
 - ▶ *Summary of the prior year's School LAND Trust plan implementation and expenditures**
- Rules of Order and Procedure - adopted by the council

SPECIAL EDUCATION

- Neil Stevens and Cole Shakespear will be presenting on Excess Costs

School Turnaround and Leadership Development Act & ESSA School Improvement

Charter School Directors Meeting

March 11, 2019

Max Lang and Leslie Evans

State School Turnaround

ESSA School Improvement

• State School Turnaround

- Lowest performing 3% statewide for two consecutive years
- Resources provided through state funds
- Must select and contract with a turnaround expert provider

• ESSA School Improvement

- Title I CSI for achievement
 - Title I school in the lowest performing 5% of Title I schools for three years on average
- CSI for graduation rate
 - Any public high school with a graduation rate equal to or less than 67% for three years on average
- TSI for student groups
 - Student group performing in the lowest 5% for two consecutive years

Schools will not be double
identified

School Turnaround and Leadership Development Act

<https://le.utah.gov/xcode/Title53E/Chapter5/53E-5-S301.html>

<https://schools.utah.gov/file/694e4ecd-5aa0-4cf1-b738-bec3919373dc>



Utah State Board of Education

State School Turnaround and Leadership Development Act - Identification

- Schools are identified if, for two consecutive school years, they are in the lowest performing 3% of schools statewide according to the percentage of possible points earned under the school accountability system
- Schools are identified annually and remain in State Turnaround for at least three years
 - Schools that don't exit may qualify for an extension for up to two years

State School Turnaround and Leadership Development Act - Funding

- Legislature appropriates 7 million dollars annually
- Each LEA will receive \$240,000 per low performing school
 - Schools will receive an additional \$30,000 if they are in San Juan County, have 12th grade and over 75 full-time educators, or don't have 12th grade, but have over 37 full-time educators
- Remaining funds will be allocated on a prioritized basis based on school needs as determined by the school needs assessment and root cause analysis

State School Turnaround and Leadership Development Act – Required Actions

- State Turnaround schools will have a comprehensive needs assessment and root cause analysis conducted by a provider contracted by the USBE
- Local board or charter authorizing board will establish a school turnaround committee
- State Turnaround schools will conduct an RFP with each USBE approved turnaround expert provider, select one and contract with them
- In partnership, the turnaround expert provider and school will develop and implement a school turnaround plan based on the root causes of low performance as identified in the comprehensive needs assessment

State School Turnaround and Leadership Development Act – Exit Status

- In order to exit, the school must be above the bottom 3% for the second and third years based on the indicators, weightings, and threshold scores that were in place for identification
- Extension
 - Cut the difference by 50% between the percentage of points earned in the school year in which the school was identified the percentage of points necessary to meet the exit criteria
 - The school met the exit criteria for one year
- Failure to Exit
 - Local board or charter authorizer makes recommendations to the State Board
 - State review panel makes recommendations to the State Board

Year 1

- Identification
- CNA/RCA
- Select provider
- Develop plan

Year 2

Plan Implementation

Year 3

- Plan Implementation
- Exit

ESSA School Improvement

<https://www2.ed.gov/admins/lead/account/stateplan17/utconsolidatedstateplanfinal.pdf>



U.S. Department of Education

ESSA School Improvement

Comprehensive
Support and
Improvement
CSI

Targeted
Support and
Improvement
TSI

Lowest 5% of
Title I Schools

Any HS with \leq
67% graduation
Rate

Consistently
underperforming
student groups

Comprehensive Support and Improvement (CSI)

<https://schools.utah.gov/file/0c5c3da6-150f-4df6-a91c-649ae266fdff>

Comprehensive Support and Improvement (CSI) Title I Achievement - Identification

- Any Title I school that performed in the lowest performing 5 percent of Title I schools according to the school's performance on the indicators in the state's accountability system for three school years, on average
- Title I CSI schools are identified once every three years

ESSA School Improvement – CSI Title I Achievement - Funding

- ESSA requires that 7% of the state's Title I allocation be reserved for School Improvement, 95% of which flows to LEAs
 - Utah's Hold Harmless
- 3.2 million for 18 CSI Title I schools
- Formula based on various indicators: Size of school, Title I allocation, demographics

ESSA School Improvement – CSI Title I Achievement – Required Actions

- The principal sends parent notification letter regarding school's status
- Title I CSI schools will have a comprehensive needs assessment and root cause analysis conducted by a provider contracted with by the USBE
- Title I CSI schools establish a School Leadership Team
- The LEA and School Leadership Team will develop and implement school turnaround plan based on the root causes of low performance as identified in the comprehensive needs assessment
 - The LEA may contract with one of the State School Turnaround expert providers, contract with an external agency, or utilize existing LEA and school expertise

ESSA School Improvement – CSI Title I Achievement – Exit Status

- In the third year after which the school was identified, CSI Title I schools must demonstrate that it performed above the lowest performing 15 percent of Title I schools
- Failure to Exit
 - Local board or charter authorizer makes recommendations to the State Board
 - State review panel makes recommendations to the State Board

ESSA School Improvement – Comprehensive Support and Improvement - (CSI) – Graduation Rate - Identification

- Any public high school with a four-year adjusted cohort graduation rate of less than or equal to 67 percent for three school years, on average
- CSI graduation rate schools will be identified once every three years

ESSA School Improvement – CSI Graduation Rate - Funding

- The comprehensive needs assessments and root cause analyses will be conducted by a third-party provider contracted by USBE
- No additional funding will be provided to CSI graduation rate schools
- USBE is pursuing forthcoming technical assistance opportunities

ESSA School Improvement – CSI Graduation Rate – Required Actions

- The principal sends parent notification letter regarding school's status
- CSI graduation rate schools will have a comprehensive needs assessment and root cause analysis conducted by a provider contracted with by the USBE
- CSI graduation rate schools establish a School Leadership Team
- The LEA and School Leadership Team will develop and implement school turnaround plan based on the root causes of low performance as identified in the comprehensive needs assessment
 - The LEA may contract with one of the State School Turnaround expert providers, contract with an external agency, or utilize existing LEA and school expertise
 - These actions would be funding through existing LEA funds

ESSA School Improvement – CSI Graduation Rate – Exit Status

- CSI graduation rate schools will be required to have a graduation rate above 67 percent for the second and third year after which the school was identified
- Failure to Exit
 - Local board or charter authorizer makes recommendations to the State Board
 - State review panel makes recommendations to the State Board

Identification
Year
CNA/RCA
School
Improvement
Plan (SIP)

Year 2
Plan
Implementation

Year 3
Plan
Implementation

Year 4
Plan
Implementation
Exit

Targeted Support and Improvement (TSI)

ESSA School Improvement – Targeted Support and Improvement (TSI) - Identification

- A school will be identified if, for two consecutive years, any of its student groups fall below the percentage of points associated with the lowest performing five percent of schools in the state’s accountability system.
- Student groups include:
 - Students who are identified as economically disadvantaged
 - Students with disabilities
 - Students who are identified as English learners
 - Students by major racial and ethnic groups
- TSI schools will be identified annually

List of TSI Schools and Key to Student Groups

The statewide list of TSI schools and the student groups that identified each school as TSI may be found here: <https://www.schools.utah.gov/File/49e3f2e1-00d4-4706-8cd2-c947dd8b00ec> (Under Reports, near the bottom of the page)

EDA	Economically Disadvantaged
SWD	Students with Disabilities
ELL	English Language Learner
AM7	American Indian/Alaska Native
AS7	Asian
BL7	Black/African American
HI7	Hispanic
WH7	Caucasian
MU7	Multiracial
PI7	Pacific Islander

ESSA School Improvement – TSI - Funding

- There are currently no ESSA funds available for TSI schools
- USBE is pursuing forthcoming technical assistance opportunities

ESSA School Improvement – TSI – Required Actions

- TSI requirements and processes led by the LEA:
 - Notify schools of TSI status
 - Schools must partner with stakeholders to establish a Targeted Support and Improvement Plan for each identified student group
 - TSI Plan(s) must include interventions that meet ESSA's evidence-based requirements and may include a review of LEA and school-level budgeting to identify resource inequities,
 - TSI plan(s) must be approved by the LEA prior to implementation
 - LEA must monitor implementation of the TSI plan(s)

ESSA School Improvement – TSI – Exit Status

- TSI schools will exit when, for two consecutive years, the school no longer has student groups performing below the percentage of points (cut score) associated with the lowest performing five percent of schools in the state's accountability system
 - Schools are expected to make the necessary improvements to exit within four years
- Any Title I school that does not meet the exit criteria will be identified for comprehensive support and improvement (CSI) and required to complete the required actions under that identification

**Identification
Year**

LEAs Notify
schools

Create plan
including actions
for each student
group identified

Year 1

Plan
Implementation

Year 2

Plan
Implementation

Year 3

Plan
Implementation
Exit

Funding/Allowable Uses of Funds

A school identified for improvement under ESSA must implement evidence-based practices that meet the top three levels of evidence if the school is the recipient of any Title I 1003(a) school improvement funds.

Definition of "Evidence-Based" in ESSA⁶⁰

Evidence-based means an activity, strategy, or intervention that meets the following:

DESCRIPTION	LEVEL	RESEARCH STUDY CRITERIA
An activity, strategy, practice, intervention, or program that demonstrates a <i>statistically significant effect on improving student outcomes</i>	LEVEL 1 STRONG EVIDENCE Experimental Studies	Evidence cited is based on: <i>at least 1 well-designed and well-implemented experimental study</i>
	LEVEL 2 MODERATE EVIDENCE Quasi-experimental Studies	Evidence cited is based on: <i>at least 1 well-designed and well-implemented quasi-experimental study</i>
	LEVEL 3 PROMISING EVIDENCE Correlational Studies	Evidence cited is based on: <i>at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias</i>
	LEVEL 4 DEMONSTRATES A RATIONALE	Evidence cited is based on: <i>high-quality research findings or positive evaluation, and includes ongoing efforts to examine the effects of such activity, strategy, or intervention</i>

- LEAs with identified CSI and/or TSI schools may (but are not required to) set aside part of the Title I, Part A funds to support identified schools in the implementation of evidence-based strategies to improve student outcomes.
- LEAs with CSI or TSI schools may set aside 5% of Title I, Part A funds to provide financial incentives and rewards to teachers in CSI or TSI schools for the purpose of recruiting and retaining effective teachers.
- LEAs may provide transportation for students in CSI schools if the LEA chooses to offer these students the option to transfer to another higher-performing school.
- Under ESSA, TSI and CSI schools that receive Title I funds have the same Title I, Part A spending options as any other Title I school, and may use Title I, Part A funds to support the school's TSI and CSI initiatives.

- It is important to note the distinction between how Title I, Part A funds may be used in a TSI or CSI school versus how Section 1003 school improvement funds must be used. Under ESSA, regular Title I, Part A funds may support any allowable Title I, Part A cost whether it meets ESSA's definition of evidence-based or not. This is different from how Section 1003 school improvement funds must be used.
- Section 1003 school improvement funds may only be used to support activities that meet ESSA's top three tiers of evidence. In other words, Section 1003 funds can only be used to fund activities, strategies, programs, or interventions based on a study that demonstrates the activity, strategy, or intervention has a statistically significant effect on improving student outcomes.⁶¹

⁶¹ ESSA, Section 8101(21)(B) stating: (B) DEFINITION FOR SPECIFIC ACTIVITIES FUNDED UNDER THIS ACT. When used with respect to interventions or improvement activities or strategies funded under section 1003, the term "evidence-based" means a State, local educational agency, or school activity, strategy, or intervention that meets the requirements of subclause (I), (II), or (III) of subparagraph (A)(i).

Questions?

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READING GROWTH SCORES

- Sara Wiebke

SEE YOU NEXT MONTH

- April 8th
- Last meeting of the year: May 13