



COLORADO

Department of Education

Consolidated Application - Monitoring and SI Spoke Committee

**ESEA Committee of Practitioners Meeting
September 22, 2016**

Unit of Federal Programs Administration

Agenda

- **CoP Business**
 - Intros and Membership Update
 - Approve minutes from last meeting
- **ESEA Consolidated Application**
 - Review Program Questions Draft
- **ESEA Monitoring**
 - Self-assessment tool preview
 - Program Review preview
- **Lunch**

- **ESSA School Improvement Spoke Update**

- **Wrap up**

ESEA Consolidated Application Questions Review



As Part of the ESSA State Plan...

- **Each SEA must describe:**
 - Its system of performance management for implementation of State and LEA plans regarding supporting all students, including homeless, migrant, economically disadvantaged, racial and ethnic groups, English learners, students with disabilities, etc.
 - The description of an SEA's performance management system must include information on the **SEA's review and approval of LEA plans, collection and use of data, monitoring, continuous improvement, and technical assistance**. The description must include strategies, rational, and timelines.

Consolidated Application

LEA Application	
The LEA Plan ¹ describes the LEA's overall plan for HOW supports and equitable access for all students will be provided by the LEA	The budget describes how funds will be used, specifically, through strategies and action steps, to provide the services described within the LEA plan
NOTE: Not all supports or programs within the LEA plan will be tied to a budget line item, but will still be required for approval of the LEA plan.	

(d) **NECESSARY MATERIALS.**—The State educational agency shall require only descriptions, information, assurances, and other material that **are absolutely necessary for the consideration of the local educational agency plan or application.**

¹**SEC. 1112(a)(1) - LOCAL EDUCATIONAL AGENCY PLANS. SUBGRANTS.**—A local educational agency may receive a subgrant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency



LEA Plan Discussion

- **Document Overview and Note Catcher**
- **General Guiding Questions:**
 - Do you understand what the question is asking (the intent of the question)?
 - Do you know how you would answer this question?
 - Do the considerations listed correspond to how you interpret the question?
 - Do you have additional ideas for the considerations?
 - Is there something we are missing or that you would like to see?
- **BOCES Guiding Questions:**
 - In addition to the questions above, how can CDE tailor the application to your BOCES considering your needs, time, and effort?

Monitoring/Program Reviews



Tiered Program Reviews

Tier I: Universal

All LEAs

Universal Program Review Activities:

Self-assessment (using CDE Program Review Indicators and Combined Onsite Program Review tools)

ESEA Consolidated Application

Data Collections

- CSPR
- [EDFacts](#)
- Data Pipeline
- EOY Reports
- Set-Aside Reports

State Accountability System

Tracking of ESEA funds drawdowns

Comparability

Maintenance of Effort

HQ Data Collection (no longer required in 2016-2017)

Technical Support

- ESEA Programs Handbook (in development)
- Regional Networking Meetings
- Consolidated Application Trainings
- Annual Conference (November, 2016)
- ESEA Virtual Academy
- Data Driving Lessons

Tier II: Targeted

LEAs with Comprehensive Support schools

LEAs with schools who have persistently underperforming subgroups (Targeted Support Schools)

Identified LEAs needing support to serve EJs (TBD in our ESSA state plan)

LEAs with ESEA allocations above \$2 million

LEAs failing to meet ESEA fiscal requirements

LEAs failing to meet application/reporting deadlines

LEAs with new program administrators

Targeted Program Reviews (could include)

- Desk Review of indicators identified in Universal review
- Review of CSI plans
- Review of TSI plans for schools not showing improvement
- Targeted Onsite Program Reviews
- Areas of focus determined by desk review findings and relevant risk factors
- District UIP Review
- ESSA Program Evaluation and Plan Development Support, Including Required Title I Plan (if Schoolwide)
- Consolidated Application Planning Support

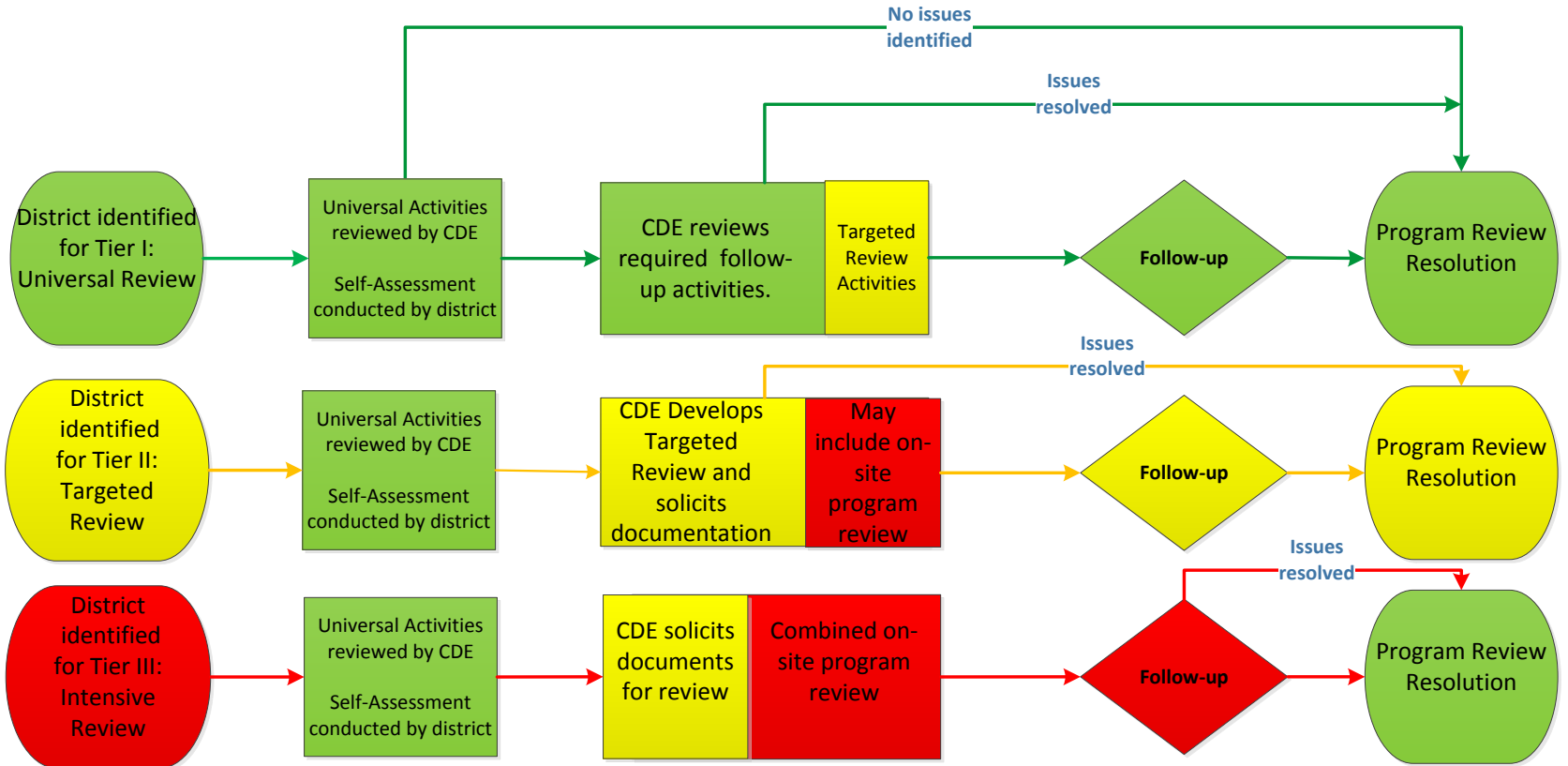
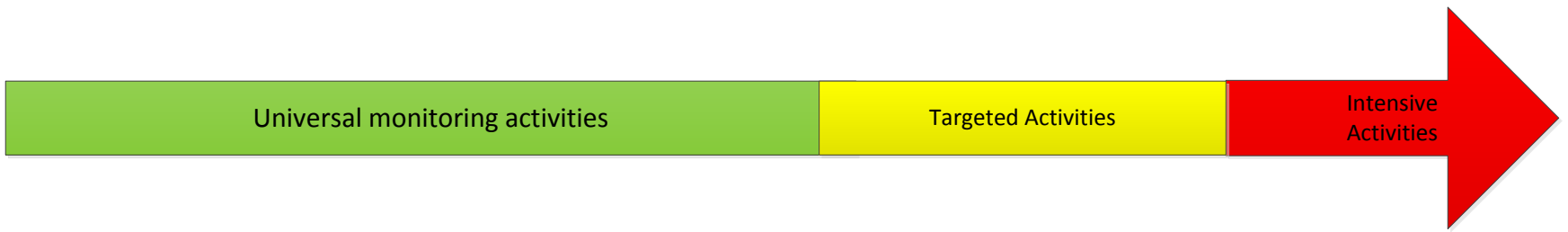
Tier III: Intensive

Priority Improvement and Turnaround LEAs

LEAs with schools in the lowest five percent (Comprehensive Support Schools)

Comprehensive Onsite Program Reviews (Continuous cycle)

- Pre-program review meeting with UFPA and ESSU staff
- Onsite Program Review (using the Combined Onsite Program Review tool)
- Collaborative action planning
- Progress Monitoring



Issues that may require follow-up:	Possible Follow-up Activities:	Customized review protocol components
<ul style="list-style-type: none"> • Subgroup not meeting targets (SPF) • Excessive carryover • Use of alt. comparability calculators • Required changes in Cons App 	<ul style="list-style-type: none"> • Virtual Academy or Cons App training • Submit comparability plan/formula • Monthly review of drawdowns • Cons App planning support 	Targeted list of indicators based on Tier II identifying factors and any issues identified through Universal Activities and Self-Assessment processes.

Universal Program Self-Assessment

■ Purpose

- To be used by the LEA to:
 - Self-assess program implementation
 - Completed but not submitted
 - Can be used to request support
 - Prepare for onsite review (if applicable)
- Will be referred to throughout the year by CDE during webinars etc.
- Could be eventually be tied to a resource bank to support the requirement

Question:

How frequently do you think the LEA should complete this self-assessment?

Onsite Program Review Document

■ Introduction

- Purpose
 - Emphasis on Support for Effective Programs
- Timeline
- Sample Schedule

■ Sample Standard

- Educator Effectiveness

Discussion Questions

- Is it helpful to have separate compliance and effective programs documents? Why or why not?
- Will the self-assessment help you ensure your programs are compliant?
- How can we ensure the field understands that the new performance management system (monitoring) is intended to identify and provide supports rather than impose punitive measures?

Program Reviews

Bridging question:

- Do you see a clear connection between the plan you will enter in the Consolidated Application (based on the questions) and what will be monitored under the new Performance Management System?

School Improvement Spoke Update



ESSA State Plan Development



APPROVAL*

- Colorado Department of Education
- Governor's Office
- State Board of Education
- ESSA Committee of Practitioners

* List of approvers is dictated in the federal law.

CRITICAL PARTNERSHIPS FOR INPUT THROUGHOUT THE PROCESS

- General Assembly
- School Districts
- Education organizations
- Advocacy Groups
- Parents, students & community



Decision Points for School Improvement and Support

- **SEA supports for identified schools**
 - Definitions, timelines, interventions, and supports
 - Comprehensive Support Schools
 - Targeted Support Schools
 - Additional interventions for schools not making progress
- **Identify and define “evidence-based” interventions**
 - Definition
 - List of approved interventions?
- **Allocation of School Improvement resources**
 - CDE must reserve 7% of the state Title I allocation to support identified schools
 - Formula v. Competitive
 - Direct services to districts with identified schools



Definitions

■ Comprehensive Schools:

- Includes at least the bottom 5% of lowest performing Title I schools
- Includes any high school failing to graduate at least 1/3 of students
- Identified at least every three years starting in 2017-18

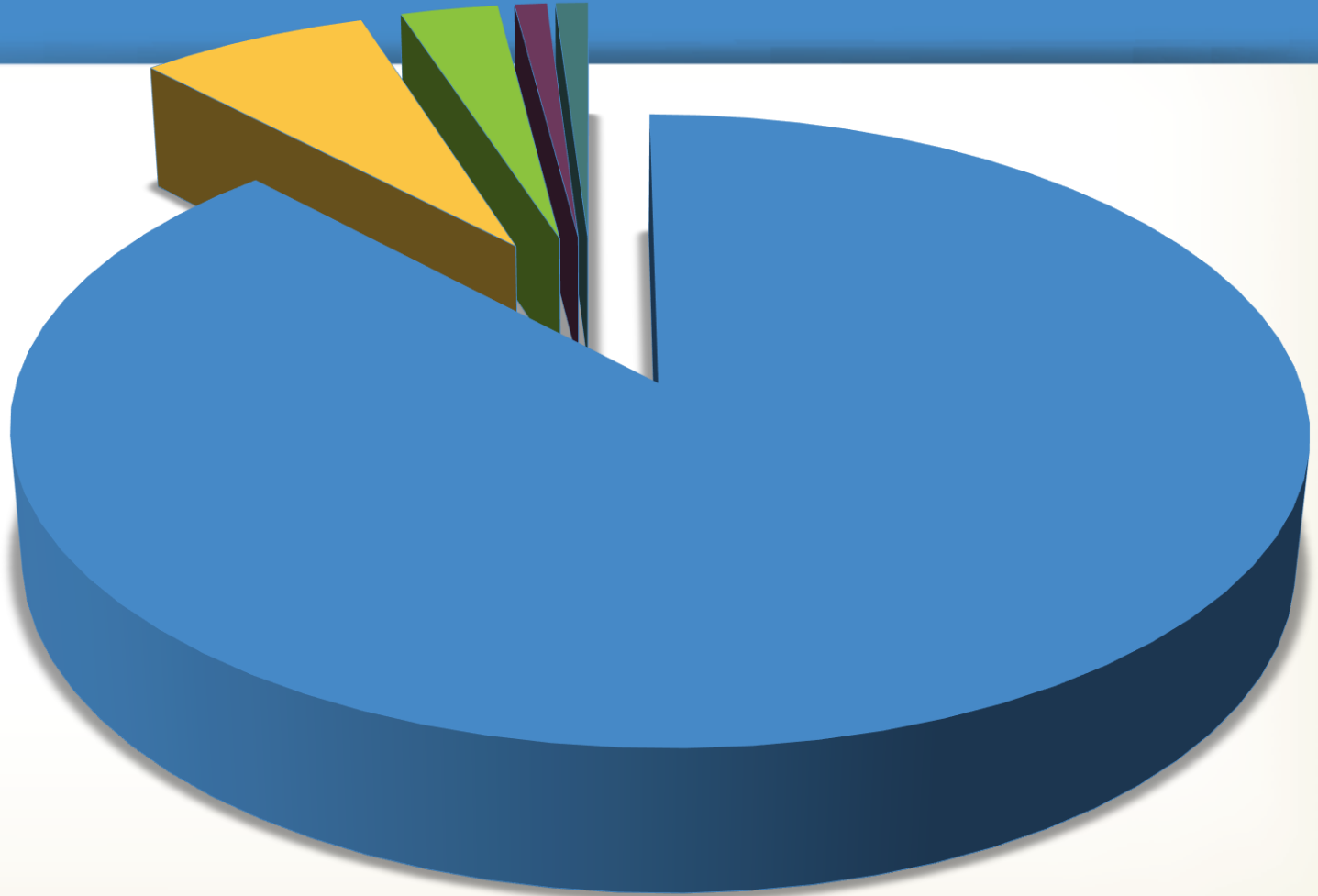
■ Targeted Schools:

- Any schools that is consistently underperforming for one or more disaggregated groups of students
- Additional Targeted schools (schools with subgroups that would meet the lowest 5% definition)

Definitions (cont.)

- **Evidence-based Strategy (based upon sec. 8002(21)(A)) is an activity, strategy, or intervention that**
 - Has a research base (e.g., experimental design, promising evidence)
 - Is likely to improve student outcomes or other relevant outcomes
 - Includes ongoing efforts to examine the effects

ESSA Title I Funds ~ \$150M Annually (Estimates only)



- Distribution to schools 132M
- 3% Dir Serv (Optional) 4.5M
- Delinquent Alloc. 1.5M

- 7% SI Funds (Required) 10.5M
- State Admin 1.5M



Title I School Improvement Set-Aside

7 % Must be set aside to support schools identified for ESEA School Improvement.

■ Eligibility for access to set aside

- Lowest 5% of Title I schools in the state
- High Schools with grad rate less than 67%
- Schools with underperforming Subgroups

■ Estimated ~ \$10,500,000

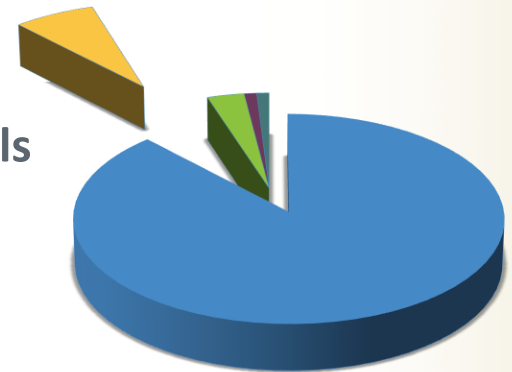
■ 95% of set-aside must go to LEAs with identified schools

■ SEA must

- Prioritize LEAs with large numbers of identified schools
- Take into account the geographic diversity of the LEAs in the state

■ Decision Points

- Award funds by formula?
- Award funds competitively (as under NCLB)?
- Hybrid (formula and competitive)?
- Should SEA retain funds to provide direct services?



Agenda

- Overview of expectations for School Improvement Spoke Committee
- Work of School Improvement Spoke Committee to date
- Discussion

Assumptions/Dependencies

- **The Accountability Spoke Committee is recommending how to identify comprehensive and targeted schools – and exit criteria. This will inform our committee work.**
- **We plan to use the ESSA plan as an opportunity to re-vision supports for low performing systems.**
- **State laws are still in effect – we will note and maintain a list of needed policy changes, if necessary.**
- **We seek to clarify specific roles for state, districts and schools in supports and school improvement.**

Current Practices

- **Alignment of ESEA accountability requirements and state accountability requirements**
 - School and district performance frameworks and identification of low performing districts/schools
 - Unified Improvement Planning
 - Title I Focus Schools and Priority Schools
 - State and Title I requirements for parent notification
- **State and Federally Funded Supports**
 - Differentiated supports to districts and schools, including: Tiered Intervention Grant, Turnaround Network, Connect for Success grant, Turnaround Learning Academy, Diagnostic Review and Improvement Planning grant, School Turnaround Leaders Development grant, Pathways for Early Action grant

Structure for the School Improvement Spoke

Groups	Roles
Committee Leads	Leadership for the committee
Working Group	Create draft plan based upon feedback
Internal Advisory Group	Advise, design thinking, draft specific sections, provide feedback
External Advisory Group	Advise, design thinking, provide feedback

School Improvement Spoke Committee Membership

- Variety of districts and organizations represented – superintendents, district administrators, advocacy organizations, community members
- Urban and rural voices from across the state
- Committee membership (see handout)

Timeline Overview



Colorado must submit an ESSA state plan by March 6 or July 3, 2017, per the proposed regulations.

Timeline and Focus for External Advisory Committee

Timeline	Focus
Aug 17 Meeting	Orientation Design thinking on support structures
Sept 23 Meeting	Feedback on draft of support structures Design thinking on resource allocation
Oct (Meeting date TBD)	Feedback on draft of resource allocation Review of overall recommendations
End of Oct	Submit proposed plan for School Improvement and Supports to CDE and Hub Committee
Nov – Dec	Vet plan with your constituents and colleagues and provide general comments

Outcome from First Meeting

- **Creating a resource of the features to include in the design of the SEA supports.**
- **Gathering input from advisory committee, State Board of Education, Hub Committee and feedback from Listening Tour.**
- **Will use resource to review initial drafts.**
- **CDE staff still sorting through responses.**
- **Some examples of the categories include:**
 - Resource equity
 - Menu of options
 - Diagnostic tools and planning
 - Performance management and progress monitoring
 - Leadership development

Agenda

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Discussion Questions

- **In designing systems of support, what are the features that need to be in place?**
 - From CDE to districts with identified schools?
 - From districts to identified schools?
 - From other stakeholders?

Contact us

- For more information, contact the School Improvement Spoke Committee leads:
 - Brad Bylsma, Federal Programs
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 - Lisa Medler, Improvement Planning
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 - Peter Sherman, School and District Performance
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Wrap up



Upcoming Meetings

- **Thursday, October 6**
 - 1560 Broadway (19th floor conference room)
- **Thursday, November 17**
 - Colorado Children's Campaign (1580 Lincoln)
- **Thursday, February 16**
 - Colorado Children's Campaign (1580 Lincoln)
- **Thursday, April 20**
 - Colorado Children's Campaign (1580 Lincoln)