

School Improvement

Work Group Final Recommendations

What is the most effective state role in school improvement?

- Move from compliance to collaboration
 - provide structure/framework
 - facilitate and share resources
 - collaborate and support
 - technical assistance/guidance
 - provide funding
 - articulate course of action for those not meeting goals
 - identify schools (designations)
 - ensure timeliness and quality of data

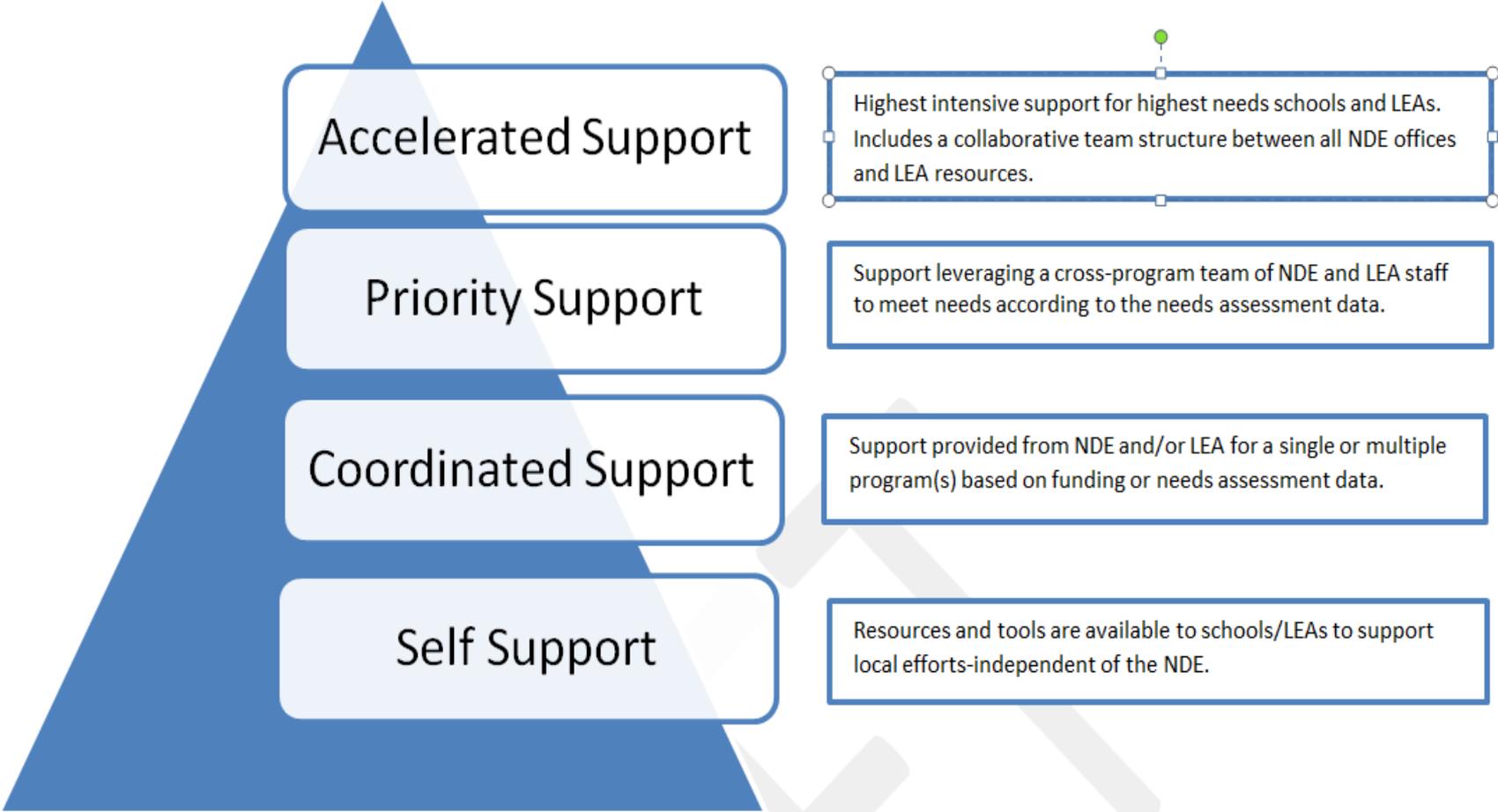
What do districts, schools and stakeholders need from a statewide system of support?

- Flexibility AND Consistency
 - assistance with capacity building
 - plan to exit with gradual release of supports at state, district and school levels
 - regular team meetings
 - aligned timelines
 - clear and consistent messaging of fed/state requirements
 - clearly defined expectations

How can the state help districts in creating strong improvement plans with their schools?

- School SPPs become a living document
 - provide examples
 - Provide resource lists
 - PD on data-based decision making and evidence-based strategies
 - Technical assistance around teaming
 - Facilitation as district/school needs require
 - communicate, communicate, communicate

What Does It Look Like?



Accelerated Support

Highest intensive support for highest needs schools and LEAs. Includes a collaborative team structure between all NDE offices and LEA resources.

Priority Support

Support leveraging a cross-program team of NDE and LEA staff to meet needs according to the needs assessment data.

Coordinated Support

Support provided from NDE and/or LEA for a single or multiple program(s) based on funding or needs assessment data.

Self Support

Resources and tools are available to schools/LEAs to support local efforts-independent of the NDE.

Level 1 & 2 Expectations

Level 1 (Accelerated Support includes Comprehensive Schools)

- SEA and LEA approves School Performance Plan
- Must complete interim needs assessment every year and full assessment every 3 years;
- SEA monitors progress in collaboration with the LEA and school team
- Must show rapid improvements (within 3 years) in *Conditions for School Effectiveness*;
- Schools receive priority assistance from NDE, both in strategies, technical assistance and funding;
- Schools can be designated Turnaround.

Level 2 (Priority Support includes Targeted Schools)

- LEA approves School Performance Plan
- Must complete interim needs assessment every year and full assessment every 3 years;
- Schools receive priority assistance from NDE, both in strategies, technical assistance and funding;
- LEA monitors benchmark progress throughout the year;
- Schools can be designated Turnaround.

Level 3 & 4 Expectations

Level 3 (Coordinated Support)

- LEA reviews and monitors the School Performance Plan (SPP);
- Must complete a needs assessment every 3 years;
- NDE and/or LEA supports schools in area of need.

Level 4 (Self Support)

- Granted considerable autonomy and flexibility;
- LEA reviews and monitors the School Performance Plan (SPP);
- Must complete a needs assessment every 3 years;
- LEA led support as needed;
- Has access to NDE tools and resources as needed.