



## ESSA and School Improvement

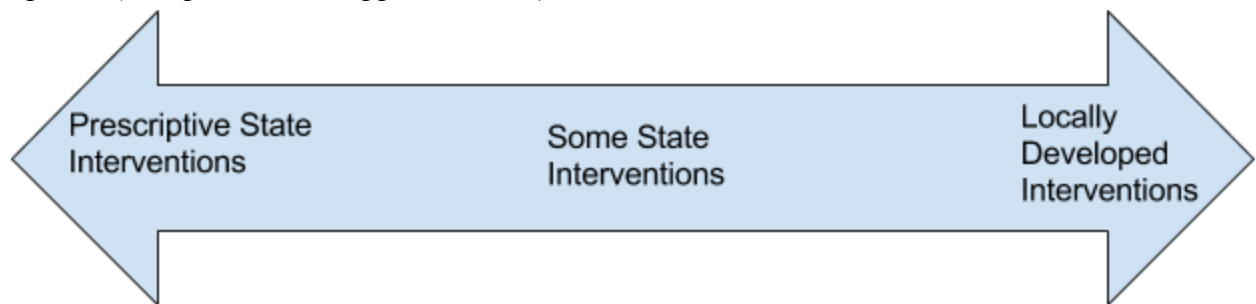
### *From Feedback Received to Date:*

- School improvement plans should be designed at the local level, responsive to the needs of the school and community.
- The role of the Department of Public Instruction should focus on ensuring fidelity to improvement plans developed locally.
- Plans should focus on ensuring equity and meeting the needs of all students.
- School Improvement should be aligned to other federal requirements around school improvement, including the Individuals with Disabilities Education Act.

### *What the research says:*

- Research shows that a top down approach has not produced widespread improvement.
- The research also shows that overly prescriptive interventions have not been effective. (Dragoset, L., Thomas, J., Herrmann, M., Deke, J., James-Burdumy, S., Graczewski, C., Boyle, A., Upton, R., Tanenbaum, C., & Giffin, J. (2017))
- The research regarding school improvement does demonstrate how critical it is for schools to implement whatever interventions they do decide upon with fidelity to the model.

### *Options (Comprehensive Support Schools):*



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| <ul style="list-style-type: none"><li>• State controls all options.</li><li>• e.g. NCLB prescriptions of takeover, conversion, replacing staff.</li><li>• No consideration of local needs/expertise.</li></ul> | <ul style="list-style-type: none"><li>• State ensures fidelity to locally developed interventions.</li><li>• State develops some requirements for local plans.</li></ul> | <ul style="list-style-type: none"><li>• Local school determines appropriate interventions.</li><li>• State monitors approved plans.</li></ul> |
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***Questions:***

1. Considering that there must be some state oversight for comprehensive schools what do you think that should consist of?

(As a reminder comprehensive schools are those that are the lowest-performing 5 percent of Title I schools, high schools who graduate less than 67 percent of their students, and schools that were identified for a number of years due to persistent achievement gaps).

2. If a school doesn't improve, what do you think the role of the state should be in determining more rigorous action?

(As a reminder many schools could fall into this category if gaps between subgroups of students are significant and persist).