

Key Decision Point in ESSA	Schools and District Improvement Work Group Alabama Recommendation
<p>1. States must decide what the exit criteria will be for schools identified as in need of comprehensive support and improvement.</p>	
<p>1 a. States must decide how many years schools will have to be underperforming in order to meet the criteria for continued support, and decide which “more rigorous” actions must be taken by such schools (which may include addressing school level operations).</p>	<p>1 a. The work group recommends utilizing/developing a continuum that identifies every school in the state</p> <ul style="list-style-type: none"> • Beginning with the 4th year of identification for comprehensive support, school becomes eligible for state intervention. • Review the performance of each school to determine the direction of support for the upcoming year. (Gradual release support model) • Other factors: Has the school been in the bottom 6% over the past 3 years? Does the school have an F in Achievement? • Exit Criteria: Established benchmarks based on reason for identification; Schools must perform above 6% and be sustained for 2 most recent years. • Evaluation process that includes reviewing: <ul style="list-style-type: none"> ○ Annual review of progress ○ Opportunity gaps ○ 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 growth=continue, no growth=SDE guides choice) ○ Quality indicators (climate, culture, teacher turnover, etc.) ○ Leadership capacity (school, central office, and Board) ○ Monitoring results- if applicable
<p>1.b For targeted schools, states must determine the number of years after which such schools will instead be identified for comprehensive support and improvement.</p>	<p>1.b The work group recommends that upon initial identification (2018-2019), targeted support school status will be evaluated after the second year. Thereafter, evaluation of status will occur every 3 years.</p>

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<p>1.c 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.</p>	<p>1.c The work group recommends annual evaluation of Districts using the following evaluation process:</p> <ul style="list-style-type: none"> ○ Annual review of progress ○ Opportunity gaps (tutoring, etc.) ○ 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 growth=continue, no growth=SDE guides choice) ○ Quality indicators (climate, culture, teacher turnover, etc.) ○ Leadership capacity (school, central office, and Board) ○ Monitoring results- if applicable
<p>1.d 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.</p>	<p>1.d The work group recommends that Districts should receive comprehensive support when</p> <ul style="list-style-type: none"> ○ 35% of schools are identified OR ○ Based on the percentage of students (cohorts) district wide with low proficiencies in reading and math <p>Districts that persistently meet the criteria comprehensive support may be considered for closure by the State Board</p>
<p>1.e States must decide if they will establish alternative, evidence-based strategies that can be used by districts to assist a school that is identified for comprehensive school improvement and, if so, what these strategies will be.</p>	<p>1.e The work group recommends that the ALSDE should provide support and/or direction regarding utilization of evidence- based strategies/practices in the support model.</p>
<p>1.f 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 ELs.</p>	<p>1.f The work group recommends to wait on the federal regulations/ guidelines before finalizing a recommendation for this decision.</p>