



ESSA IMPLEMENTATION COMMITTEE

ESSA Subcommittee Meeting – Schools and District Improvement

Date, Time: Friday, July 22, 2016, 9:00 a.m. – 11:00 a.m.

Location: 135 South Union Street, Suite 215

ALSDE Facilitator: Catherliene Williamson

Members present: Senator Clyde Chambliss, Susan Kennedy, Nancy Beggs, Terri Boman

Members absent: None

Summary: A review of workgroup meeting #1 was presented. A discussion of options for identifying schools for support, required components of the support plan under ESSA, and review of the existing state support plan required by law were topics covered during this workgroup meeting.

Next meeting: Thursday, August 18, 2016, 1p.m. – 3 pm., 135 South Union Street, Suite 215

Detailed Notes

All notes below are comments with committee members and the ALSDE facilitator.

Question: Do we have an option concerning the use of the lowest performing 5% of schools as the criteria to identify schools for support?

- Clarification of criteria for selection of low performing schools
 - Mandated by the US Department of Education – must rank within the lowest performing 5% in the state.
- What determines when schools should enter intervention status? (triggers)
 - Community involvement
 - Root cause analysis
 - District use of funds
 - Percent of schools in the district that are on the Failing Schools list
 - Results of the A-F Report Card
 - Teacher/Student absenteeism
 - No evidence of student growth
 - History of low performance
 - What if there was a percentage range in school performance that identified schools for tiered support?
 - Support team that includes the district and school principal should be involved
 - Transparency
 - Include a research-based rubric for everyone to be measured by schools/districts?
 - How often will this occur? Annually?
 - Involve feeder patterns
 - Progress on benchmark tests
- What should be included in the state plan?
 - Root cause analysis to identify underlying factors
 - Sustainability - educators must lead the improvement effort
 - Gradual release of support
 - Resources
 - Determine the type of resources (monetary and/or non-monetary)
 - Districts need to know how to utilize funds to address needs
 - Ongoing process - evaluate/reevaluate annually
 - Accountability - for schools, district, ALSDE
 - Keep it simple
 - Do we focus on developing a continuum to focus on all schools?
 - Look at the state proficiency average - everyone has room to grow



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- Questions
 - When do we implement supports? (Immediate identification, may be a projected low-performing list of schools)
 - What if all identified schools are high schools and middle schools?
 - If the plan includes a broad area of support, how will this affect implementation, budget constraints, and available resources?
 - Should we wait four years before intervention begins?
 - How do we help districts/schools effectively draw in the community?
 - Loss of human relations - how do we make up for the educational setting?
 - What happens when resources are withdrawn and school/district goes back to the old ways?

Overview of Current Plan for Support

- Summary of plan was presented to the group
- Regional Teams – teams in 11 regions of the state to support low performing schools
 - Priority Schools
 - Focus Schools
 - Failing Schools

Discussion: Research other States, Indiana and Michigan

- Members reviewed plans
 - Identification of schools, state plan of support, exit criteria

Next Steps:

Members will look at documents that are currently used to assist schools/districts with self-assessment:

- Principles of Effective Schools Rubric
- Summary - Self-Assessment from the Principles of Effective Schools Rubric
- District Self-Assessment

