



## Welcome to the Comprehensive Support and Improvement Webinar

Please take a moment to mute  
your phones in order to minimize  
disruptions and as a courtesy to  
others.

Please have your Comprehensive  
Support and Improvement  
Guidance AND the Comprehensive  
Needs Assessment Guidance for  
reference.




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## **Comprehensive Support and Improvement 2017-2018**



<http://www.azed.gov/improvement/>




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## Webinar Content

- CSI Identification
- School Improvement Expectations & Requirements
- EPS Support
- Planning Year 2017-2018
- Required Regional Team Training Workshop
- Exit Criteria




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## Comprehensive Support and Improvement Schools

### Current 2017-2018

- Title I schools
- Lowest 5% based on Proficiency

### Upcoming additions for 2018-2019

- High Schools graduating less than two-thirds of students
- One or more low achieving subgroup or a significant achievement gap  
(*Targeted Support and Improvement schools*)

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## EPS Support

- Assistance in analyzing CNA data and Root Cause Analysis
- Developing IAP for Planning Year 2017
- Evidence Based Strategies
- Required LEA and school system structures
- On site support visits
- Desktop support as needed
- Assistance completing grant application (optional)

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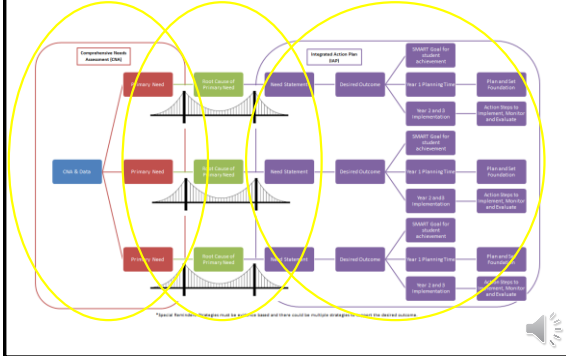
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## Overview of the CNA to IAP Process




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Support Materials

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## CSI Requirements

- Required Structures
  - Written Evidence & Standards Based Curriculum (including materials)
  - Comprehensive Balanced Assessment System
  - Professional Learning Communities
  - Multi-Tiered Systems of Support
  - Observation/Feedback for Teachers
  - Principal Evaluation
  - Operational Flexibility
- Evidence Based Improvement
- Quarterly IAP progress checks and data reflection summaries
- Submit and Adhere to all Assurances
- Attend Required Regional Team Training

**Guidance on ESSA Levels of Evidence for School Improvement Grants**

Along with the flexibility of ESSA comes the responsibility for LEAs and SEAs to ensure that evidence-based interventions are selected and implemented so that students attending schools in need of Comprehensive or Targeted Support and Improvement have the best opportunity to improve outcomes. Schools in need of Comprehensive Support and Improvement will develop Integrated Action Plans, based on needs identified in the Comprehensive Needs Assessment, which reflect these evidence-based interventions.

ESSA requires all school improvement strategies, activities and interventions funded through Title I (ESSA) meet specific evidence requirements and demonstrate a statistically significant effect on improving meaningful student outcomes. The Arizona Department of Education will not fund any strategies, activities and interventions that do not meet the rigorous ESSA evidence requirements.

**Strong evidence from at least 1 well-designed and well-implemented experimental study.**  
**Moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study or**  
**Promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.**

LEA and school leadership teams can utilize multiple resources to determine whether or not an intervention, strategy, or activity meets the Strong, Moderate, or Promising ESSA evidence requirements based on rigorous studies from a reputable third-party evaluator.

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(Additional Requirement)

- **Required SMART Goals**
  - AZ Merit-all students ELA and Math
  - AIMS Science-all students
  - Lowest achieving Subgroup ELA and Math
  - Targeted Leading and Lagging based on CNA (For example: attendance/discipline)
- **Example:**  
 Reading achievement for all students will increase by 15% moving from 8% proficient or highly proficient on 2017 AZ Merit to 23% proficient or highly proficient on 2018 AZ Merit.

## Specific

## Measurable

## Attainable

## Relevant

## Time Bound

[illegible]

## Evidence for ESSA

<b>STRONG</b>	Experimental Study (i.e., a randomized controlled trial)
<b>MODERATE</b>	Quasi-experimental Study
<b>PROMISING</b>	Correlational Study controls for selection bias
<b>DEMONSTRATES A RATIONALE</b>	Well-specified high model informed by research or evaluation

[www.azed.gov/improvement/](http://www.azed.gov/improvement/)

## Evidence Based Summary Form

MSA Score	MSA Comments
①Excellent	①Excellent
②Excellent	②Excellent
③Satisfactory	③Satisfactory
④Single School	④Single School

Research Summary			
Topic/Grade	Comments	Study Title	Effect Size
①Classroom	①Classroom	①Classroom	①Classroom (2017) 30 year research
②Classroom	②Classroom	②Classroom	②Classroom (2017) 30 year research
③Classroom	③Classroom	③Classroom	③Classroom (2017) 30 year research
④Single School	④Single School	④Single School	④Single School (2017) 30 year research

Program or Strategy Description or Research Project description

Please attach relevant report and/or file description to support your strategy to related documents

These include activities of applicants

If you have any questions or need support contact your Executive Program Specialist



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## Evidence Based Example

[illegible]

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## Planning Year 2017-2018

- School Year 2017-2018 is a planning year
- Promote collaboration with staff and stakeholders
- Support from Support and Innovation Unit
  - CNA,
  - Root Cause Analysis,
  - Evidence Based Strategies,
  - Desired Outcomes
- Dramatic student achievement




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## School Improvement Cycle

2017-2018 Planning year  
(CNA, RCA, Planning IAP)

2018-2019 Implementation Year  
(CNA, RCA, Revised IAP)

2019-2020 Evaluation and Implementation  
Year  
(CNA, RCA, Revised IAP)




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## Example

Balanced Assessment Needed: PL on Formative Assessment, PL on Creating Common Grade Level Formatives, PL on Using Data from Screeners/Diagnostics and district benchmarks. Research on intervention programs conducted by leadership team.

Now that staff received PL: formatives used in classrooms evident from walkthroughs, PLC meetings teams create common formatives and data chats are happening

Year 2 CNA identified instructional time needed to be looked at, so master calendar modified by leadership team to support intervention.

PD given on intervention programs: Wilson Reading and Fraction Face Off.

PLC meetings staff are continuing to create and use formatives to create instructional decisions and modifications.

Wilson Reading and Fraction Face Off implemented with target students.

Year 3 CNA defined high expectations needed to be supported: focus on intervention time for all students. So master calendar modified to create reteach/enrich time for all students.

High expectation continued: focus on parent education activities, resource fair, increase communication with parents.




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## Exit Criteria

- 2 consecutive years of increased proficiency on state assessment
- Implementation of Integrated Action Plans
- No longer in the bottom 5%

Once schools meet the exit criteria, their summative data will be reviewed for 3 years to ensure continued improvement. If the scores fall into the bottom 5% again, the school will immediately be placed back into CSI and will be subject to more rigorous interventions.

Schools are expected to meet the exit criteria within 4 years. If they do not meet the criteria, they will be subject to more rigorous interventions.




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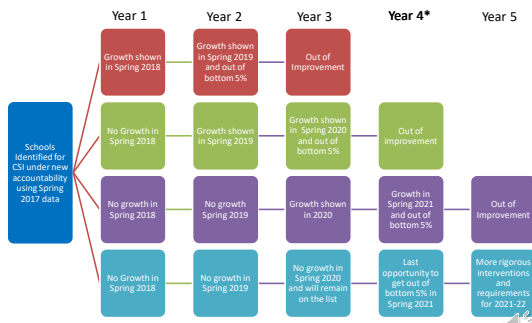
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## Exit Criteria Flow Chart




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## Required Regional Team Trainings

Please select **ONE** day to attend with your **leadership team** or **school improvement team**.  
You can register on ADE Support and Innovation website.

Maricopa County and Surrounding Areas			Northern Arizona		
Dates	Times	Location	Dates	Times	Location
Nov. 9	9:00am-4:00pm	Jefferson	Nov. 30	9:00am-4:00pm	Flagstaff
Nov. 28	9:00am-4:00pm	Jefferson	Dec. 6	9:00am-4:00pm	Flagstaff
Dec. 2	9:00am-4:00pm	Central	Southern Arizona		
Dec. 7	9:00am-4:00pm	Jefferson	Dates	Times	Location
			Nov. 9	9:00am-4:00pm	Tucson
			Nov. 21	9:00am-4:00pm	Tucson




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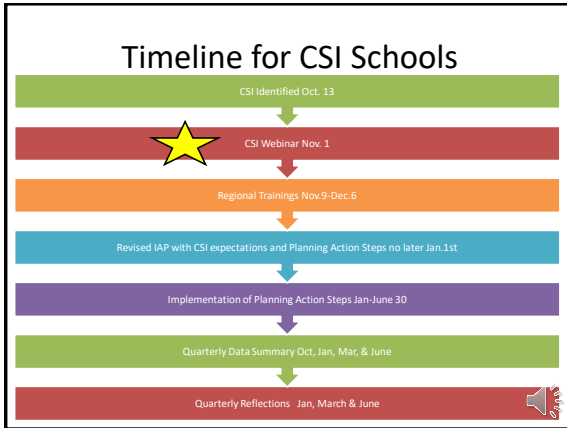
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### Please Update...

☐ LEA Contact Form
 ☐ School Contact Form

The screenshot shows the 'Support and Innovation' website. It features a 'Welcome to Support and Innovation!' message, a 'REQUEST' button, and a 'CSIP WEBINAR UPDATE!!' banner. Below, it lists 'Blue-Door Values' and 'Our Mission'. At the bottom, there is a URL: <http://www.azed.gov/improvement/> and a speaker icon.

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## Support and Innovation Contact Information

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*thank you*



### Questions?

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