

# System of School Success

## INFORMATION GUIDE

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# System of School Success

INFORMATION GUIDE  
November 2018

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# Identification of Schools for Support and Improvement

Designation	Identification Criteria	When is Designation?	How Often?
<b>Comprehensive Support &amp; Improvement (CSI)</b>	Lowest-performing 5% of Title I schools, based on SPI	SY 18-19 (based on SY 17-18 data)	Annually
	Public high schools with a graduation rate of less than 67%		
	Title I ATSI schools who do not exit within four years	After four years of not exiting ATSI, beginning SY 23-24	
<b>Targeted Support &amp; Improvement (TSI)</b>	Public schools with a subgroup or its Gap group performing disproportionately below the performance of the all students group on all indicators over a period of three years	SY 18-19 (based on three years' worth of data)	Annually
<b>Additional Targeted Support &amp; Improvement (ATSI)</b>	A TSI school with a subgroup or its Gap group performing no better on all indicators than the aggregate performance of the bottom 5% of Title I schools over a period of three years	SY 18-19 (based on three years' worth of data)	Annually

*Adapted from: Council of Chief State School Officers and EducationCounsel. 2018. Roadmap to Implementing the CCSSO Principles of Effective School Improvement Systems. Washington, DC.*

## Comprehensive Support and Improvement

In accordance with ESSA, SD DOE annually designates schools for Comprehensive Support and Improvement. The department has three methods of identifying schools CSI schools.

Comprehensive Support and Improvement: Lowest 5% Title I The lowest-performing five percent of Title I schools are identified for Comprehensive Support using the results of the School Performance Index (SPI). The SPI returns a summative point rating for each school based on the point structures, as detailed in the tables below. SD DOE ranks separately Title I elementary and middle schools, and high schools, according to their overall SPI score; those five percent of Title I elementary and middle schools, and high schools, receiving the lowest overall SPI scores will be designated for Comprehensive Support under this category. Schools identified for Comprehensive Support will be designated for a period of four years to use interventions and strategies to improve the overall performance of their students.

Comprehensive Support and Improvement: Graduation Rate SD DOE also examines the graduation rates of all public high schools in the state. Those public high schools that fail to graduate at least one-third of their students will be designated for Comprehensive Support.

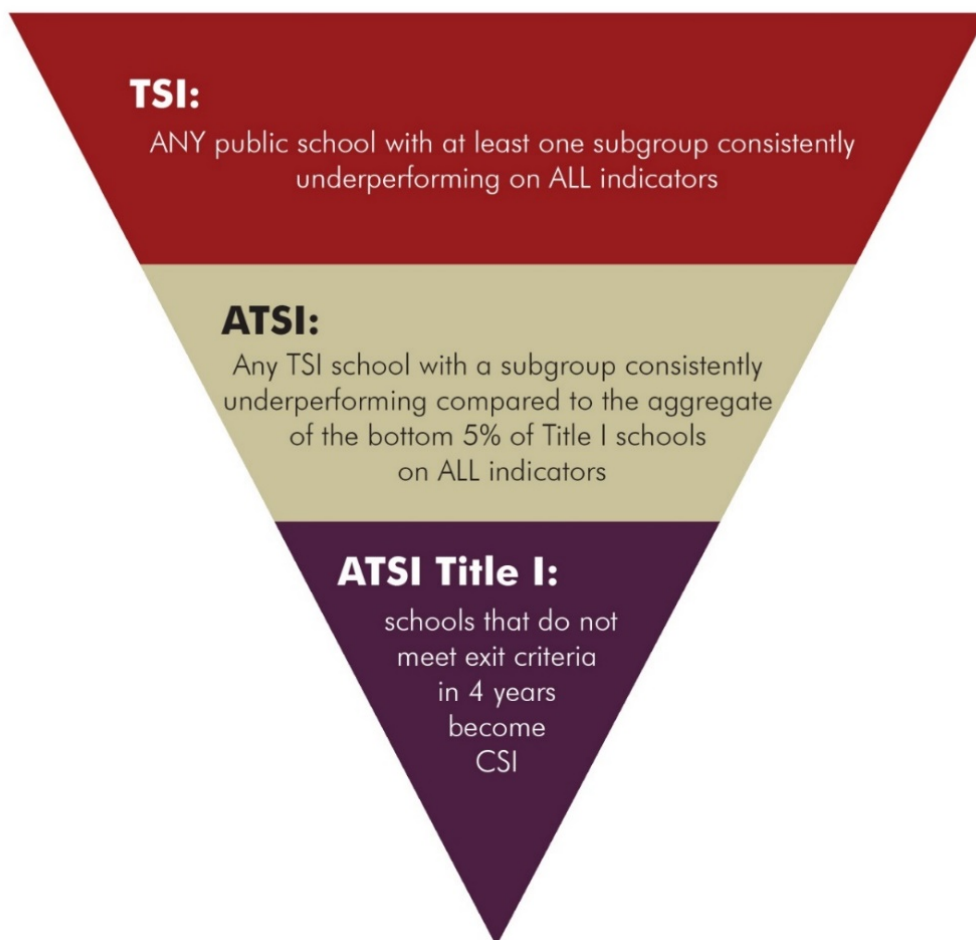
Comprehensive Support and Improvement SD DOE will identify for Comprehensive Support any Title I school designated for Additional Targeted Support and Intervention (ATSI) if the school has not met exit criteria after four years.

# Targeted Support and Improvement

In accordance with ESSA, SD DOE annually designates schools for Targeted Support and Improvement and Additional Support and Improvement.

Targeted Support and Improvement (TSI)- Any public school with a subgroup or its Gap group performing disproportionately below the performance of the all students group on all indicators over a period of three years.

Additional Targeted Support and Improvement (ATSI)- A TSI school with a subgroup or its Gap group performing no better on all indicators than the aggregate performance of the bottom 5% of Title I schools over a period of three years.



For more information, please see the [SD DOE State ESSA Plan](#).

# Exit Criteria for Identified Schools

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## Exit Criteria for CSI Schools

In determining a CSI school's eligibility to exit, the following criteria will be evaluated:

1. The school no longer meets the definition of Comprehensive Support (i.e., no longer in the bottom five percent of SPI, graduation rate above 67 percent, or improved subgroup performance).
2. The school's performance on accountability indicators over the period of designation demonstrates a positive overall trajectory.
3. The school has demonstrated improvement on the indicators of highest need, as agreed between the School Success Facilitator and the school, based upon the results of the comprehensive needs assessment conducted in the first year of designation.

Schools meeting the above as well as their interim targets towards long-term goals may petition SD DOE to exit the designation early.

Comprehensive Support schools failing to meet the exit criteria within four years will be required to re-evaluate and revise their School Success Action Plan by working with their Facilitator to conduct another comprehensive needs assessment during the fifth year of designation.

## Exit Criteria for TSI/ATSI Schools

TSI and ATSI schools are designated for a period of two years to improve the performance of specific subgroups within their overall student population. In determining a school's eligibility to exit, the following criteria will be evaluated:

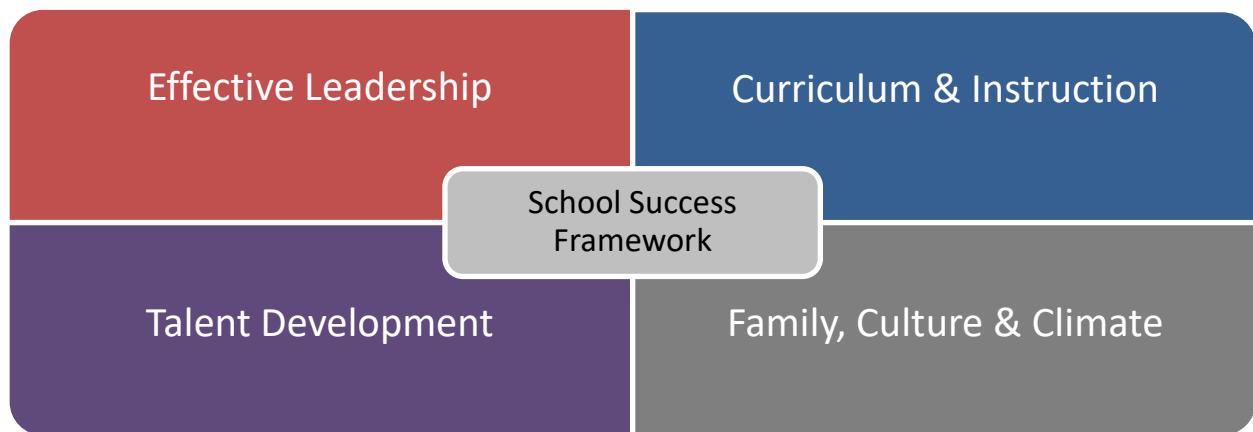
1. The school no longer meets the definition under which it was designated for Targeted or Additional Targeted Support and Improvement. The subgroup(s) which triggered the initial designation no longer performs disproportionately below the all student group based on three years of data.
2. The performance of the subgroup(s), which triggered the initial designation, on accountability indicators over the period of designation demonstrates a positive overall trajectory.
3. The performance of the school's gap group on all indicators over the period of designation has not declined.

Schools meeting the above as well as their interim targets towards long-term goals may petition SD DOE to exit the designation early.

ATSI schools that are also Title I Schools and do not meet exit criteria within a four-year period will be designated Comprehensive Support and Improvement (CSI).

# School Success Framework

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## Effective Leadership

- Effective leadership is the set of skills and actions used to promote and ensure 1) student success 2) teacher effectiveness, and 3) management of operations and resources.
  - The principal engages with teachers, research, and data to promote a school culture and instructional program that fosters student learning and staff professional growth.
  - The principal efficiently and productively manages school operations and resources.

## Curriculum and Instruction

- Curriculum, the academic content taught, is the knowledge and skills that shape teaching, learning, and assessment. Instruction, the purposeful direction of the learning process, refers to the practices and strategies teachers use to impact student learning.
  - Teachers utilize an intentional process when designing instruction.
  - Teachers utilize evidence-based instructional practices to positively impact student learning.
  - Schools have systems and processes in place for creating, implementing, and monitoring curriculum so it is aligned across subjects and grade levels.

## Talent Development

- Talent development enhances and supports building the capacity of the entire school staff to impact student outcomes. The entire school staff is defined as anyone who is employed by the school from teaching staff to custodians to paraprofessionals.
  - The school ensures development of effective professional learning for the entire staff.
  - The school ensures implementation of effective professional learning for the entire school staff.

## Family, Culture and Climate

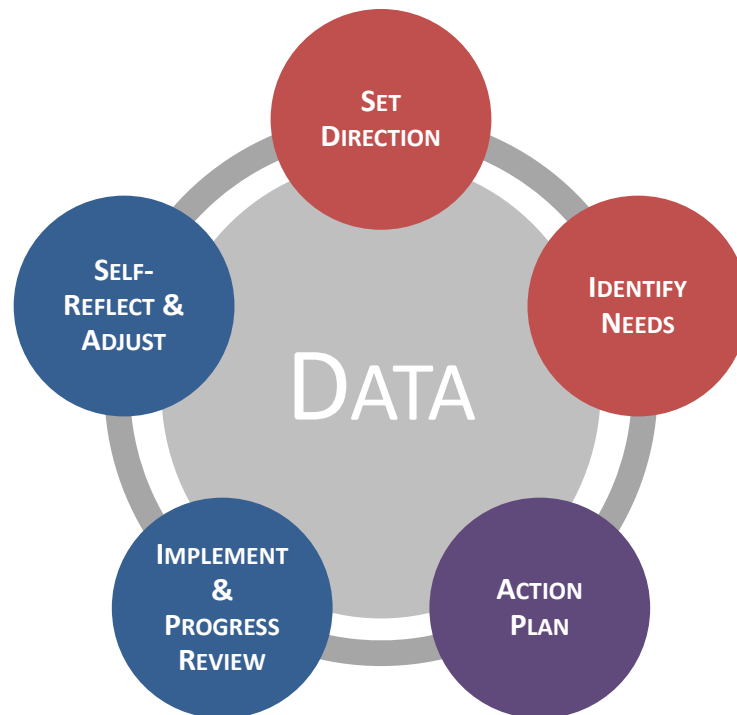
- A student-centered learning environment is characterized by a climate and culture that supports school improvement, student achievement, and positive social, emotional, and character development. Families and the community make key contributions to student success, especially when schools work to build meaningful and culturally respectful partnerships.
- The school system prioritizes and sustains a student-centered culture and climate of learning and growth.
- Partnerships are established with parents, families, and the community that contribute to a supportive learning environment.

# School Success Process

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## Overview

South Dakota DOE's Process for School Success is a multi-step series of actions designed to propel school improvement efforts forward. They include 1) Set Direction 2) Identify Needs 3) Action Plan 4) Implement and Progress Review 5) Self-Reflect and Adjust.



## Set Direction

Setting the direction is a critical, yet often over-looked step in the school improvement process. Districts and schools who take time beforehand to clarify their vision for school improvement, set the stage and prepare are setting themselves up for success.

During the Set the Direction phase of the Success Process schools and districts may do the following:

- Conduct District Self-Reflection
- Assemble Leadership Teams
- Set School Success Mission, Goals and Theory of Action
- Create an Open Mindset with a Culture of Candor
- Inventory Resources
- Compile Preliminary Data Sources List
- Build a Shared Understanding of the School Success Framework and Process
- Establish a Communication Network among SD DOE, District, Schools and Stakeholders

## Identify Needs

A rigorous analysis of needs can make or break school improvement efforts. A thorough and systematic needs assessment reveals strengths and weakness and provides the direction schools need to focus their resources. A truly comprehensive needs analysis considers both qualitative and quantitative data. Prioritization of needs and root cause analysis are vital processes in the need analysis phase.

The SD DOE has created a resource for schools to utilize in their needs analysis process, the South Dakota Comprehensive Needs Assessment (SDCNA), which is directly aligned with the School Success Process and Framework. For more information see the SDCNA document.



## Action Plan

Based on the needs and root cause analyses, schools create action plans that incorporate effective practices that have been proven to produce positive student outcomes. Those needs and causes that have been identified and prioritized should be used to set student-focused goals which drive the action planning process. The School Success Action Plan includes strategies (effective practices), milestones (implementation indicators), and actions/tasks (steps to the milestone). CSI, TSI/ATSI designated schools are required to submit district-approved actions plans to SD DOE.

## Implement and Progress Review

Fidelity of implementation is critical to successful execution of school improvement action plans. Additionally, as the plan is being put into action, there should be continual communication among those involved to regularly examine progress of the interventions. Leadership teams should engage in ongoing progress review of the actions being implemented. A system for reporting and collecting data should be in place during this phase. Teams should be meeting on at least a monthly basis to discuss progress, identify successes and challenges, provide supports and adjust course if necessary.

SD DOE is providing a tool for monthly progress review for teams to utilize while implementing their School Success Action Plan.

## Self-Reflect and Adjust

At the end of the first year of implementation, schools should conduct a data analysis to analyze implementation and performance data and adjust milestones as necessary. Additionally, data will be analyzed and communicated to SD DOE in order to evaluate the effective use of resources and responsive supports.

If a TSI/ATSI school is re-designated the district will need to determine if an examination of data sources and a root cause analysis is needed, in order to create a new or update the School Success Action Plan.

If necessary, CSI schools should adjust their School Success Action Plans based on the implementation and performance data analysis. Schools should complete the comprehensive needs assessment process at a minimum of every five years.

# School Success Timelines

## CSI Timeline

Districts and schools will be notified by SD DOE of schools identified for comprehensive support and improvement in December 2018. Districts and schools will have January through June 2019 for planning and preparation activities. During this time CSI schools will be paired with a School Success Facilitator to guide schools and districts as they assemble leadership teams, conduct a district self-reflection, build a shared understanding of the School Success Process and SDCNA and begin to compile data sources.

Beginning July 2019 schools will begin the comprehensive needs assessment process with the assistance of the School Success Facilitator. Through June 2020 CSI schools will conduct the, create an action plan based on the root cause analysis of identified and prioritized needs, prepare for implementation and progress review, and build capacity of the Leadership Team.

July 2020-June 2023 CSI schools will implement the School Success Action plan. Annually, in May schools will evaluate the effectiveness of the interventions through data analysis and adjust the action plan as necessary. In the Fall of 2023 schools will be notified of either exit or re-designation status. CSI schools failing to meet the exit criteria within four years will be required to reevaluate and revise their school improvement action plan through a comprehensive needs assessment conducted with the assistance of a School Success Facilitator during the fifth year of designation.

December 2018	Schools and Districts Notified of CSI School Designations
<b>SET DIRECTION</b>	
January 2019	School Success Launch
Jan 2019 – June 2019	District Self-Reflection, Build Leadership Teams, Gain an Understanding of the School Success Process, Framework and SDCNA
<b>IDENTIFY NEEDS &amp; ACTION PLAN</b>	
July 2019- June 2020	Conduct SDCNA Create School Success Action Plan
Fall 2019	School Success Boost
May 2020	Submit School Success Action Plan to SD DOE
<b>IMPLEMENT &amp; REVIEW PROGRESS</b>	
July 2020- June 2023	Implement and Progress Review School Success Action Plan
Fall 2020 Annually	School Success Boost
<b>SELF-REFLECT &amp; ADJUST</b>	
May 2021	Annual Data Analysis and Self-Reflection Adjust School Success Action Plan if Necessary
Fall 2023	Exit and Re-designation Notifications

## TSI/ATSI Timeline

Districts will be notified by SD DOE of schools identified for Targeted and Additional Targeted Support and Improvement in December 2018. It is the districts responsibility to notify TSI/ATSI designated schools. Districts and schools will have January through June 2019 for planning and preparation activities. During this time Leadership Teams should be assembled, a district capacity assessment can be conducted and data sources compiled.

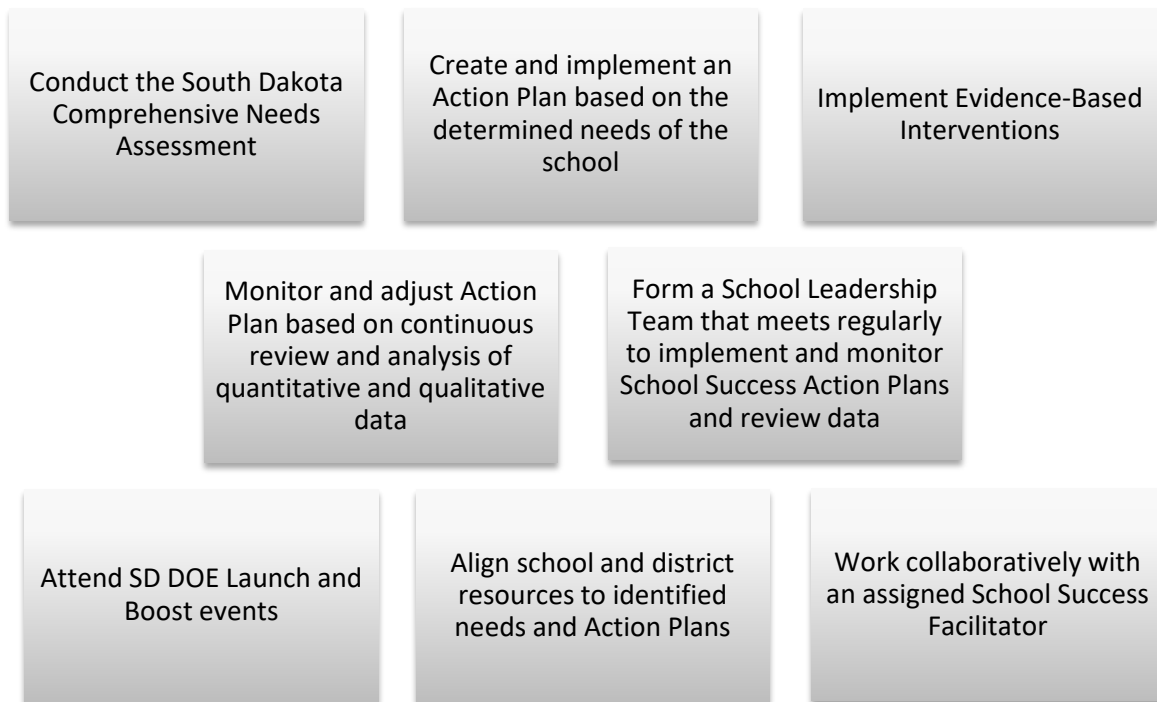
Beginning July 2019 schools and districts will begin the needs analysis process. Through June 2020 schools will conduct a needs analysis, create an action plan based on the identified and prioritized needs, prepare for implementation, and build capacity of the Leadership Team.

July 2020-June 2021 TSI/ATSI schools will implement the district-approved school improvement action plan. In May 2021 districts and schools will evaluate the effectiveness of the interventions through data analysis. In the Fall of 2021 schools and districts will be notified of either exit or re-designation status. Re-designated schools will conduct a root cause analysis and submit a new two-year, district-approved school improvement action plan.

December 2018	Districts Notified of TSI/ATSI School Designations
<b>SET DIRECTION</b>	
January 2019	School Success Launch
Jan 2019 – June 2019	Build Leadership Team, Plan and Prepare for School Success Process and Needs Analysis
<b>IDENTIFY NEEDS &amp; ACTION PLAN</b>	
July 2019- June 2020	Conduct Needs Analysis Create Action Plan
Fall 2019	School Success Boost
May 2020	Submit District-Approved Action Plan to SD DOE
<b>IMPLEMENT &amp; PROGRESS REVIEW</b>	
July 2020-June 2021	Implement and Monitor Action Plan
Fall 2020	School Success Boost
<b>SELF-REFLECT &amp; ADJUST</b>	
May 2021	Annual Data Analysis
Fall 2021	Exit or, Re-designation: Submit New District-Approved Action Plan to SD DOE

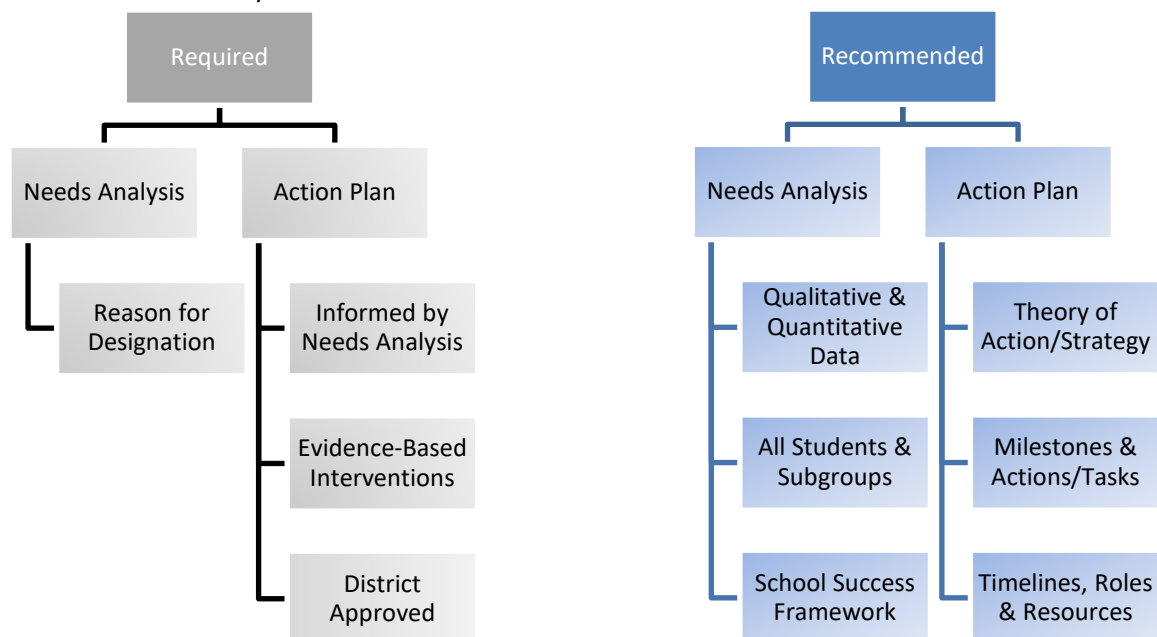
# Requirements of Identified Schools

## Requirements for CSI Schools



## Requirements and Recommendations for TSI/ATSI Schools

Districts with a TSI/ATSI designated school are required to submit to SD DOE a district-approved action plan based on a needs analysis.



# Supports for Identified Schools

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## Responsive Supports for CSI Schools

### School Success Facilitator

Each CSI school will be provided a SD DOE-Certified School Success Facilitator by the SD DOE. Facilitators have the knowledge and expertise to lead schools in the South Dakota School Support and Improvement Process. Their role is to propel the Leadership Team's thinking forward, facilitate challenging conversations, support the Leadership Team in school improvement efforts, and hold the Leadership Team accountable for achieving improvement goals.

### School Success Facilitator Advisor

The School Success Facilitator Advisor will provide mentorship and assistance to School Success Facilitators. Initial emphasis will be place on supporting Facilitators and CSI schools through the SDCNA process. Facilitator Advisors will also be assigned CSI schools to serve as a School Success Facilitator. Additionally, they will monitor the effectiveness of the SDCNA process.

### District Technical Advisors

Based on SD DOE analysis of district data, districts that have multiple schools identified as Targeted and/or Comprehensive Support may be assigned a Technical Advisor (TA) to guide districts in supporting schools within the district. Technical Advisor requirements will be at the discretion of SD DOE.

Technical Advisors work with the administration on all district-level decisions being made regarding curriculum, staff assignments, budgetary requests, professional development, and other interventions. Technical Advisors are also responsible for regularly communicating with SD DOE, School Success Facilitators provided to schools in the district, and with district governance, which may include school boards. Through regular reporting, SD DOE will work with Technical Advisors to identify additional support districts may need.

SD DOE will conduct an annual evaluation of the Technical Advisor support as well as an internal data review to determine the ongoing necessity of this requirement.

## Regional Supports for TSI Schools

Supports for districts with TSI/ATSI schools will be differentiated and determined by a number of factors including school and district needs, available resources and the capacity of SD DOE. Districts will have two options from which to choose. SD DOE provides guidance in selection of the options and will counsel districts as necessary. If a school doesn't exit TSI/ATSI status after 4 years a SD DOE review will be conducted; ATSI schools that are also Title I schools will become CSI schools at that time.

Initial Designation	District has choice of support options.
*Multiple School Designations	District works with DOE to determine the level of support needed.
*Multiple Subgroups	District works with DOE to determine the level of support needed.
2 <sup>nd</sup> Designation (failure to exit)	District works with DOE to determine the level of support needed.

\*If a district has multiple schools designated for TSI or multiple subgroups identified as performing below the all students group, the district will work with SD DOE to determine the level of support needed. Similarly, if after two years a school fails to exit TSI/ATSI status, the district will work with SD DOE to determine the level of support needed.

### Targeted Support Option 1

This is for districts that have the resources and expertise to conduct a needs analysis, develop, implement and monitor an action plan on their own, with minimal SD DOE support.

- must attend School Success Launch and Boost
- option to attend regional workshops\*
- may conduct a needs analysis themselves or utilize an external vendor to conduct the needs
- may use a needs analysis framework of their choosing, including the SDCNA
- General Supports (See [Stages of Support](#))

### Targeted Support Option 2

This is for districts that need moderate SD DOE support to conduct a needs analysis; develop, implement and monitor an action plan on their own. These districts' primary focus might be: Action Plan development, specific analysis processes such as root cause analysis, and/or best practices regarding a variety of school improvement topics.

- must attend School Success Launch and Boost
- complete TSI/ATSI District Needs Analysis Survey to inform regional workshop and collaboration sessions
- first preference to attend regional School Success Framework and Process best practices workshops\*
- first preference to attend regional SDCNA Framework and Process component workshops\*
- first preference to attend regional workshops focused on designation indicators and subgroups\*
- first preference to attend regional collaborative sessions and workshops based on identified district needs\*
- may conduct a needs analysis themselves or utilize an external vendor to conduct the needs
- may use a needs analysis framework of their choosing, including the SDCNA
- General Supports (See [Stages of Support](#))

\*at the districts expense



