

SERVING HIGH-NEEDS STUDENTS

Goals:

- Exploring our beliefs about partnership, collaboration and coordination
- Learning from national best practices

I. Partnership Quotes: Why does this quote resonate with you?

In Pairs: Read Quote to Partner (10 Minutes)

- Why does it resonate with you?
- How does it reflect your beliefs about partnerships?

In Quads: Share what each pair believes about partnerships. (5 Minutes)

- Discuss what are the conditions necessary for a partnership to thrive?

Whole Group: Determine the conditions necessary for a partnership to thrive. (15 Minutes)

II. The Story of a School Through a High-Needs Student Lens

- The story of Cypress Hills (5 Minutes)
- What do we want Delaware schools to include? (10 Minutes)

Things to Consider?

- Student populations that schools serve
- Programs structures and staff that service students – such as English Learners(ELs)
- Vision for developing programs

III. Needs Assessment: How does Delaware's Model Align with Best Practices

Resource: Progress Indicators for Program Planning (20 Minutes)

	Structure	Staff & PD	Family & Community
Concerns:			
Needs:			
Challenges:			

IV. Next Steps: Leveraging ESSA to Facilitate Change

Resource: Questions for Advocates (10 Minutes)

PROGRESS INDICATORS FOR PROGRAM PLANNING

Program Structure ¹			
<i>The program meets the needs of the population.</i>			
Minimal	Partial	Full	Exemplary
The planners used limited knowledge of the student population and its needs to select the model and design the program.	The planners were aware of the student population and its needs and used this information to select a model and design the program.	The planners designed the program with a very clear sense of the student population and its needs	The planners designed the program with a very clear sense of the student population and its needs and included a built-in process to re-evaluate the program design with changing needs of students
Staff Quality and Professional Development			
<i>Professional development is aligned with competencies needed to meet program standards.</i>			
Minimal	Partial	Full	Exemplary
Professional development activities do not address the theoretical underpinnings, useful strategies, or necessary skills needed for working in a high needs community.	Professional development activities address theories, strategies, and skills that are useful in high needs communities (e.g., thematic teaching, cooperative learning, sheltered instruction), but no explicit connection is made to how they work in high needs environments.	Professional development activities address theories, strategies, and skills that support the needs of high needs communities and explicit connections are drawn to using these techniques in the classroom. Meeting program standards is a goal of professional development.	Professional development activities are designed to give teachers and other staff a comprehensive understanding of the theories, strategies, and skills that are essential in high needs programs, with explicit connections to the classroom. The needs of staff in relation to meeting program standards are taken into consideration when planning professional development activities.
Family and Community			
<i>The program incorporates ongoing parent education that is designed to help parents understand, support and advocate for the program.</i>			
Minimal	Partial	Full	Exemplary
Parent education is sparse and unrelated to the goals of the program.	Parent education is occasionally done at the individual, classroom, or grade level as needs are expressed, but without empowering the parents.	The program facilitates meaningful parent education that involves parents from all linguistic and cultural groups and that systematically develops understanding of and support for the program's goal.	There is a program-wide plan for meaningful parent education that involves parents from all linguistic and cultural groups and that systematically develops understanding of and support for the program's goals. Parents are empowered to work with administration and staff to support the academic, linguistic and cultural goals of the program.

¹ Adapted from **Guiding Principles for Dual Language Education**, Center for Applied Linguistics

QUESTIONS FOR ADVOCATES

Notable Changes In ESSA:

- States are now held accountable for ELs' progress toward English language proficiency under Title I instead of Title III.
- States must set ambitious long-term goals in subjects like English language arts (ELA) and math, including measures of interim progress (MIPs) toward those long-term goals.
- States must also set long-term goals for attaining English language proficiency (ELP).
- States are required to engage with stakeholders in developing the ESSA plan and on school improvement plans moving forward.

N-size for Accountability and Reporting

States are required to establish an n-size, the minimum number of students in a school needed to form a student subgroup for federal reporting and accountability purposes. States may set a different n-size for accountability and reporting purposes.

- Delaware set the N-size at 15 for reporting and accountability purposes.
- While data will be reported for all subgroups, Delaware's plan does not clearly define how it will hold schools accountable for large achievement gaps.

Quick Fact: Studies show that an n-size of 10 captures the most students while still maintaining students' privacy.

Advocate Questions: How will the state hold schools excluded because of n-size accountable? Did the state consult diverse stakeholders when deciding the minimum n-size?

Long-Term Goals for Academic Achievement and Graduation Rate

States are required to set ambitious, long-term goals and measures of interim progress for reading/language arts, math, and high school graduation rate for all students and for each student subgroup.

- Delaware set different long-term goals for different subgroups.

Quick Fact: Long-term goals should be the same for all subgroups of students and the all student group. States should provide subgroups with the necessary supports to reach the same, ambitious target.

Advocate Questions: Are the goals both ambitious and attainable? Did the state provide sufficient historical data to justify the goals? How will schools provide appropriate support the subgroups needing to make the most gains?

Long-Term Goal for Attaining English Language Proficiency

States must also set ambitious, long-term goals and measures of interim progress for ELs making progress toward English language proficiency. The state must establish a timeline to proficiency.

- Delaware set a long-term goal of 77.1% of ELs making progress to proficiency by 2030. In 2017, 41.3% of ELs made growth targets.
- Delaware set the timeline to proficiency at 6 years.

Advocate Questions: How will the state provide appropriate supports to schools serving ELs?

English Language Proficiency Indicator

States must have an English language proficiency (ELP) indicator, among other indicators, in their accountability system for all ELs in grades 3-8, and those who are assessed in grades 9–12.

- Delaware set the weight for ELP at 10%

Advocate Questions: When, and how often, will Delaware review its ELP weight to ensure that it meaningfully includes ELs and aligns with the state population of ELs? How will the state provide schools with supports to meet ELP goals?

Annual Meaningful Differentiation

States must create a system of annual meaningful differentiation based on all the indicators for all students and each student subgroup.

- Delaware’s rating system does not account for subgroups of students within a school.

Quick Fact: A school should not be able to receive a superior rating if they have one or more student subgroup not meeting proficiency targets and goals.

Advocate Questions: How will the state calculate the measures included in AMD? Will the state share subgroup performance as part of the school rating? Is the performance of subgroups weighted enough so that a school cannot receive a high rating if any subgroup of students is not meeting defined targets and goals?

Identification for Additional Supports

States must identify schools in need of comprehensive, targeted, and additional targeted support and improvement and provide necessary support to identified schools.

- Delaware’s state plan outlined two systems of identification (Comprehensive and Targeted).

Quick Fact: States must set three distinct systems of school identification and support: Comprehensive Support and Improvement (CSI),¹ Targeted School Improvement (TSI),² and Additional Targeted Support and Improvement (ATSI).³

Advocate Questions: How will the state identify schools for ATSI? How will the state ensure that there are three distinct systems?

¹ ESSA section 1111(d)(1): Identifying, at least, the lowest performing 5% of Title I schools

² ESSA section 1111(c)(4)(C)(iii): Identifying schools where any subgroup is consistently underperforming

³ ESSA section 1111(d)(2)(C): Identifying schools where at least one subgroup of students is performing at or below the all student group for the state's lowest-performing 5% of schools