

ESSA Montana Plan 2017

School Administrators – Leadership and Support in Your District



The School Administrators of Montana website (www.sammt.org) under the Advocacy tab ‘[Federal Issues](#)’ has a link to all updated information on Montana [ESSA Implementation](#) from the perspective of a school administrator.

On September 14, 2017 Montana submitted the [ESSA Montana Plan 2017](#) to the US Department of Education (USED). The [ESSA Montana Executive Summary 2017](#) provides an overview of the contents of the submitted Plan. The next steps for implementation in Montana are outlined in the [OPI ESSA Update 10-4-17](#).

The next steps outlined in the plan -- to build the accountability model, develop a school quality survey, revise the Continuous School Improvement Process (CSIP), and implementing extensive support to comprehensive and targeted schools of improvement -- will all require input and participation of SAM members to ensure the tools developed will meet the needs of our students from the perspective of district and school leaders. Watch for the notices from OPI to participate in this work.

The submitted [ESSA Montana Plan 2017](#) contains many elements of Leadership and Support for School Administrators (District and School Leaders) to be sure that the plan implementation for your district benefits the students you serve.

Highlights of Leadership and Support for School Administrators

1. **Instructional Leadership – Communicating** the significance of Long Term Achievement of Academic Goals in Math and English and **Providing Resources** and Strategies for Effective Teaching. School Accountability Indicators #1 -- Academic Achievement (25 Points EL/30 Points HS) and #2 -- Academic Growth (30 Points EL/0 Points HS) (See the ESSA MT Plan School Accountability Indicators on p. 4 of this document).
 - a. Reducing the number of students not proficient (4% each year) on Smarter Balanced Assessment – English Language Arts and Mathematics for grades 3-8, and scale score on the ACT for HS. A mean normalized score will be aggregated to the school level and then be available for each school/subgroup required.
 - b. Accountability Indicator #3 -- English Learner (10 Points EL/10 Points HS)
 - Screened on-line using WIDA (World Class Instructional Design) Access 2.0
 - Students growing at least 0.5 points on the composite score on the WIDA test each year
 - c. Accountability Indicator #4 -- Graduation Rate (0 Points EL/25 Points HS)
 - Reducing the number not graduated (4% each year)
 - 4 year adjusted cohort graduation rate will be used as the graduation rate indicator

Administrator Assistance for Instructional Leadership

- OPI/ESSA Workshops – Expectations and First Hand Views of Support Programs for Schools and Staff Meetings
 - Departments, PLCs, Supervision Cycle

2. **Proactive Leadership** – Assisting in Setting the Stage for Improvement Measures Towards School Climate/Attendance. Montana Flexibility Indicator #5 -- Student Engagement and School Climate Indicator (35 Points EL/35 Points HS).

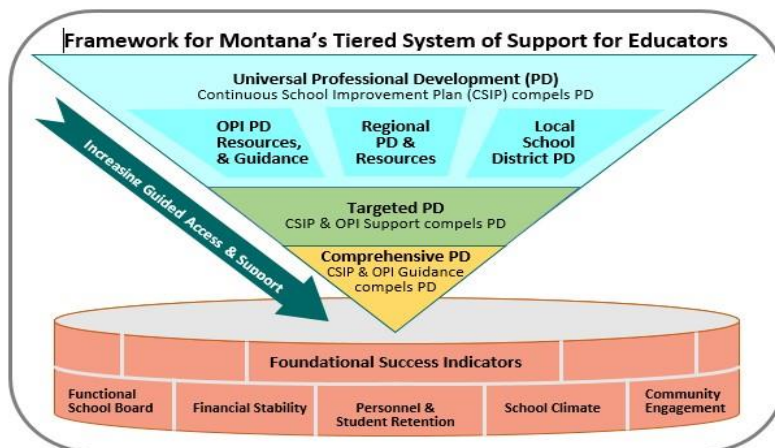
- Satisfactory Attendance (20 Points EL/15 Points HS)
- College and Career Ready (0 Points EL/15 Points HS)
 - College-ready benchmark on the ACT composite
 - Concentrator in Career and Technical Education pathway, or
 - Completion (with passing grade) of a dual enrollment course, AP or IB
- STEM Education (10 Points EL/0 Points HS) – Proficiency on statewide science assessment.
- School Quality Survey (5 Points EL/5 Points HS) - Program quality indicators for improving school climate, reducing behavior issues and increasing engagement.

Administrator Assistance for Proactive Leadership

- Key Initiatives to Support School Conditions Include:
 1. [The Montana Behavioral Initiative](#)
 2. [Bully-Free Montana Tool Kit](#)
 3. [Mental Health Awareness & Suicide Prevention](#)
 4. [School Safety and Emergency Operations Planning](#)
 5. [School-Based Child Nutrition Programs](#)
 6. Educator, Support Staff, and Administrator Training
- Connecting Staff to Key Initiatives and Programs that Support School Conditions.
- OPI Sponsored Initiatives.
- School Programs in Place that Promote Whole-Child Philosophy.

3. **Supporting Effective Instruction** - Title II, Part A

- The OPI will use federal Title II, Part A grants to focus support on recruiting, developing, and retaining effective teachers through training, technical assistance, and capacity-building efforts that promote continuous professional growth of every Montana teacher:
 - Improving instruction will increase student achievement.
 - Pathways for teacher leadership will include a “Grow Our Own” model involving induction from the university system to mentorship at the district level which ensures sustainability.
 - Partnerships with higher education and community leaders will be prioritized for recruiting and retaining high quality educators, especially in Montana’s rural schools.
 - Montana will use a Tiered System of Support for Educators.



- There is no 3% set aside for Administrator professional development in the Montana Plan as requested because Title II, Part A is minimally-funded statewide at \$500,000 annually.
- The inclusion of SAM's Leaders Professional Learning Program and recruitment and retention efforts are included as part of the Title II, Part A grants to focus support on recruiting, developing, and retaining effective teachers through training, technical assistance, and capacity-building efforts.

4. ***Student Support and Enrichment Grants*** – Title IV, Part A

- For the 2017-2018 school year, Montana will receive \$1.94 million in new federal grants for the purpose of providing students with a well-rounded education, safe and healthy school environments, and effective technology. These funds are flexible and allow for local control. Because Montana is a rural state with many school districts, the federal formula requires these funds to be evenly distributed to each school district in Montana.

Please refer to the ESSA Montana 2017 Plan for further details on:

- School Support for schools evaluated through the accountability system each year with federally required school quality indicators. Every 3 years schools will be identified by OPI as Comprehensive (underperforming in all student subgroups), Targeted (consistently underperforming in specific student subgroup), or Universal (schools not identified as Comprehensive or Targeted) for support.
- Education of Migratory Children (Title I Part C)
- Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk (Title I, Part D)
- English Language Acquisition and Language Enhancement (Title III, Part A, Subpart 1)
- 21st Century Community Learning Centers (Title IV, Part B)
- Rural and Low-Income School (RLIS) Programs (Title V, Part B)
- McKinney-Vento Homeless Assistance (Title VII, Subtitle B)

ESSA MT Plan School Accountability Indicators

- The following two charts illustrate the point systems that have been created to show school accountability and student success indicators. The first chart has the four federally required indicators which must be substantially weighted over the fifth indicator where Montana has flexibility.
- The four federally required accountability indicators below add up to 65 out of the possible 100 points. These four indicators are academic achievement, academic growth, English Learner progress, and graduation

1-4 Federally Required Indicators (65 points):

| Accountability Indicators | K-8 | High school |
|---|-----------|-------------|
| 1. Academic Achievement: proficiency on statewide mathematics and ELA assessments | 25 points | 30 points |
| 2. Academic Growth | 30 points | N/A |
| 3. English Learner Progress: applied to all schools with ten or more English Learners | 10 points | 10 points |
| 4. Graduation Rate Four-year adjusted cohort | N/A | 25 points |

- Montana has flexibility over the fifth indicator which makes up 35 out of the possible 100 accountability indicator points. The fifth indicator is student engagement and school climate which is outlined in the chart below. Schools will have flexibility to show positive student engagement, and college and career readiness programs in their schools which are promoting student success.

5th Indicator for Montana Flexibility (35 points):

| 5. Student Engagement and School Climate Indicator | K-8 | High school |
|--|-----------|-------------|
| Satisfactory attendance | 20 points | 15 points |
| College and Career Ready Percentage of students determined to be college and/or career ready, met by students meeting one or more of the following criteria: <ul style="list-style-type: none"> • College-ready benchmark on ACT composite or... • Concentrator in a Career and Technical Education pathway, or • Completion (with passing grade) of a dual enrollment course, AP or IB | N/A | 15 points |
| STEM Education: Proficiency on statewide science assessment | 10 points | N/A |
| School Quality Survey: Program quality indicators for improving school climate, reducing behavior issues and increasing engagement | 5 points | 5 points |