

# School Improvement Grant (SIG) Training for Pathways to Success (PTS) and Early Learning (EL) Models

October 2016



## Vision

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To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

## Mission

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To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

# *State Board of Education Goals 5-Year Strategic Plan for 2016-2021*

- ✓ All Students Proficient and Showing Growth in All Assessed Areas
- ✓ Every Student Graduates High School and is Ready for College and Career
- ✓ Every Child Has Access to a High-Quality Early Childhood Program
- ✓ Every School Has Effective Teachers and Leaders
- ✓ Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
- ✓ Every School and District is Rated “C” or Higher

## 6<sup>th</sup> Goal

- ✓ Every School and District is Rated “C” or Higher

## Outcomes Metrics (4 out of 6)

- ✓ Increase the growth of “D” and “F” districts along the “A-F” Spectrum by improving the letter grade and/or increasing the number of points within a letter grade
- ✓ Increase the growth of “D” and “F” schools along the “A-F” Spectrum by improving the letter grade and/or increasing the number of points within a letter grade
- ✓ Increase the percentage of districts rated “C” or higher\*
- ✓ Increase the percentage of schools rated “C” or higher\*

*\*Grades reported for 2014-15 are non-waiver grades*

## **Objective 1**

- ✓ Improve academic outcomes in Targeted Support and Improvement Schools and Comprehensive Support and Improvement Schools

## **Outcomes/Metrics (4 out of 6)**

- ✓ Increase the growth of “D” and “F” **districts** along the “A-F” Spectrum by improving the letter grade and/or increasing the number of points within a letter grade
- ✓ Increase the growth of “D” and “F” **schools** along the “A-F” Spectrum by improving the letter grade and/or increasing the number of points within a letter grade
- ✓ Increase the percentage of **districts** rated “C” or higher\*
- ✓ Increase the percentage of **schools** rated “C” or higher\*

*\*Grades reported for 2014-15 are non-waiver grades*

# School Improvement Grant Background

- School Improvement Grant (SIG) is a program authorized by section 1003(g) of the Elementary and Secondary Education Act (ESEA) of 1965.
- Funds used to award competitive grants to districts that:
  - demonstrate the greatest need and
  - the strongest commitment to use funds to improve the quality of instruction and raise academic achievement of student.
- Local Education Agencies (LEAs) may be awarded 3 to 5 year grants ranging from \$50,000 to \$2,000,000 per year, per school to implement one of seven intervention models.

**To:**

***Provide a Deeper Dive into School Improvement Grant (SIG) Models:***

- Pathways to Success (*Approved State Determined Model*)
- Early Learning (*New Model*)

# Pathways to Success (PTS) Model

- ✓ Every Student Graduates High School and is Ready for College and Career



✓ Every Child Has Access to  
a High-Quality Early  
Childhood Program

- Procurement Requirements
- Timeline of Activities
- Important Documents
  - Intent to Submit
  - Coverpage
  - Checklist
  - LEA Assurances

- Procurement Submission Requirements
  - 5 Applications
    - Typed (Paper)
    - Electronic (CD or USB Flash Drive)

Due: Thursday, October 27, 2016; 3:30 pm

Hand deliver or Mail

Lorraine Wince, Office of Procurement

## CRITERIA FOR EVALUATION OF PROPOSALS

- Proposals submitted by the specified time in the specified format and containing the parts described in the **Application Process and Timeline** section shall be evaluated by an Evaluation Committee selected by the MDE. Evaluation will be according to the FY 2015/FY2016 1003(g) School Improvement Grant (SIG) RFP LEA Application Rubric which will be released at the same time as this application.

# Process and Timeline

## Application review will take place in three (3) stages.

- **Stage 1:** The first part of each application will be reviewed for eligibility according to the rubric. If applicants are deemed not eligible, the application will not be reviewed by the team of reviewers and will be disqualified.
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- **Stage 2:** Reviewers will score each eligible application using the rubric. Rubric scores for the LEA Plan Overview, each of the three parts, and the budget will be added to determine which applicants will make it to the interview round.
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- **Stage 3:** Finalists will be invited to an interview round. Interview scores will be added to the rubric scores to determine a final ranking. MDE will fund applications in the order of their rank until funds are exhausted. ***The MDE reserves the right to examine proposed expenditures and request modifications to proposals that make it to the interview round.***

## Timeline of Activities

Month	Action
September 15, 2016	<ul style="list-style-type: none"> <li>LEA Application Released</li> </ul>
October 27, 2016	<ul style="list-style-type: none"> <li>District applications submitted to MDE</li> </ul>
October 28, 2016 – November 17, 2016	<ul style="list-style-type: none"> <li>District applications reviewed/Interviews</li> </ul>
December 2016	<ul style="list-style-type: none"> <li>Grant awards recommended to State Board of Education for approval</li> <li>LEAs will be notified about their award status</li> <li>LEA grants awarded for up-to-five years</li> </ul>
January – July 2017	<ul style="list-style-type: none"> <li>Planning/Pre-Implementation Year begins</li> </ul>
August 2017	<ul style="list-style-type: none"> <li>LEAs begin Year 1 of full implementation</li> </ul>
August 2018	<ul style="list-style-type: none"> <li>LEAs begin Year 2 full implementation</li> </ul>
August 2019	<ul style="list-style-type: none"> <li>LEAs begin Year 3 full implementation</li> </ul>
August 2020	<ul style="list-style-type: none"> <li>LEA begins Sustainability Year, if applicable</li> </ul>

- Important Documents
  - Intent to Submit – Not Required
  - Cover Page –
    - Two Pages, Signature Required
  - Checklist
    - FY2015/2016 1003(g) Checklist required
  - LEA Assurances –
    - Outlines Terms and Conditions for federal state and local requirements.

# Evidenced-Based Whole School Reform Model

- EVIDENCED-BASED WHOLE SCHOOL REFORM OPTIONS

- Developed in partnership with one of the providers approved by the U.S. Department of Education.
  - Institute for Student Achievement Whole School Reform
  - Positive Action Strategy
  - Small Schools of Choice
  - Success for All

Based on evidence of effectiveness in a **similar setting** to the school applying for the grant





# Evidenced-Based Whole School Reform Model

- The Evidenced-Based Whole School Reform Models are designed to :
  - Improve student academic achievement or attainment
  - Be implemented for **ALL** students in a school
  - Address at a **minimum**, each of the following:
    - School leadership
    - Teaching and learning in at least one full academic content area
    - Student non-academic support
    - Family and community engagement

# Evidenced-Based Whole School Reform Model

- A LEA must implement this model in **partnership** with a whole-school reform model **developer**.
    - A **developer** is an entity or individual that:
      - Maintains proprietary rights for the model; or
      - Has a demonstrated record of success in implementing a whole-school reform model,
- AND**
- Is selected through a **rigorous** review process that determines that the developer is likely to produce **strong** results for the school.

# Evidenced-Based Whole School Reform Model

- In considering an LEA’s application that includes an evidence-based, whole school reform model, an SEA must consider the extent to which:
    - The evidence supporting the model includes a **sample population** or **setting** similar to the population or setting of the school to be served,
- AND**
- The model developer partner meets the “whole-school reform model developer” definition.

- Requirements
  - Replaces principal and at least 50% of the staff
  - Provides ongoing, high-quality, job-embedded professional development designed to build capacity and support staff
  - Promotes the continuous use of student data for improvement

- Requirements
  - Implements strategies (financial incentives, increased opportunities for promotion and career growth, strategies for recruitment, selection and retention of staff)
  - Implements new governance structure (turnaround office/leader)
  - Implements an instructional program
  - Provides for social-emotional community oriented supports for students

- Requirements
  - Replaces principal
  - Increases learning time
  - Provides ongoing, high-quality, job-embedded professional development designed to build capacity and support staff
  - Promotes the continuous use of student data for improvement

- ## Requirements

- Requires evaluation and support systems
- Implements strategies (financial incentives, increased opportunities for promotion and career growth, strategies for recruitment, selection and retention of staff)
- Provides ongoing, high-quality, job-embedded professional development designed to build capacity and support staff
- Promotes the continuous use of student data for improvement
- Provides ongoing mechanisms for family and community engagement

- Requirements
  - Provides school sufficient operational flexibility
  - Ensures ongoing, intensive technical assistance and related support



# New Provision – Rural Flexibility

- LEAs eligible for services under subpart 1 or 2 of part B of the Title VI of the ESEA (Rural Education Assistance Program—REAP)
  - May request to modify one element of the **turnaround** or **transformation** model
  - Must still meet the intent and purpose of that element

- LEA Closes a School
  - Enrolls Students in Other higher achieving schools within LEA (within reasonable proximity)
  - Requires engagement of families and the community
  - Funds may address reasonable and necessary costs associated with closing school.

- Converts a school or closes and reopens under a:
  - Charter School Operator
  - Charter Management Organization
  - Education Management Organization
  - Not an option for this competition based on requirements for establishing a charter in the State of MS (charter school authorization timeline does not align with SIG competition timeline).

# Reporting Metrics - Performance Framework Data Collection

# Reporting Requirements

- LEA must report and meet 5 of 9 *leading indicator goals*:
  - Number of minutes within school year;
  - student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup;
  - student attendance rate;
  - Number and percentage of students completing advanced coursework (e.g. AP/IB), early college high schools, or dual enrollment classes;

# Reporting Requirements

- Leading Indicators Continued
  - dropout rate;
  - discipline incidents;
  - chronic absenteeism rates;
  - distribution of teachers by performance level on the LEA's teacher evaluation system
  - teacher attendance rate

# Reporting Requirements

- LEA must report and demonstrate progress towards meeting *achievement indicator goals*:
  - percentage of students at or above each proficiency level on state assessments in reading/language arts and in mathematics, by grade and by student subgroup;
  - average scale scores on state assessments in reading/language arts and in mathematics, by grade for the “all students” group, for each achievement quartile, and for each subgroup
  - percentage of limited English proficient students who attain English language proficiency
  - graduation rate
  - College enrollment rates

## **Greater emphasis is placed on the district**

The district is required to:

- plan for sustaining reforms after funding period ends
- provide oversight and support for implementation of the selected intervention model (e.g. LEA turnaround office)
- review and hold external providers accountable for their performance
- engage families and communities in the selection of the intervention model and seek continuous input throughout implementation



Submit questions to:

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# Program Contact Information

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