

Overview of School Improvement Monitoring for FY20 (2018-19) 1003 Programs

Process Review for CSI, TSI, & ATSI Schools

January 30, 2020



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Office of School Improvement

VISION

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

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

1

ALL

Students
Proficient
and Showing
Growth in
All Assessed
Areas



2

EVERY

Student
Graduates
from High
School and
is Ready for
College and
Career



3

EVERY

Child Has
Access to
a High-
Quality Early
Childhood
Program



4

EVERY

School Has
Effective
Teachers and
Leaders



5

EVERY

Community
Effectively
Uses a
World-Class
Data System
to Improve
Student
Outcomes



6

EVERY

School and
District is
Rated "C"
or Higher



Learning Targets

- To review the OSI monitoring process for the following:
 - ❖ Comprehensive Support and Improvement (CSI)
 - ❖ Targeted Support and Improvement (TSI)
 - ❖ Additional Targeted Support and Improvement (ATSI)
- To provide context on roles and responsibilities of the school district/school administration for both fiscal and programmatic of plan implementation

The **Office of School Improvement Programmatic and Fiscal Monitoring** provides oversight of Title I – 1003 formula grants to ensure compliance with federal and state laws, regulations, and regulatory guidance. Desk reviews and on-site reviews are utilized to determine whether school improvement plans are being implemented with fidelity; and the required controls are in place to ensure fiduciary responsibility of the district.

*****Important*****

Some of the content provided in this Powerpoint presentation has been modified from the FY19 Office of Federal Programs Training to reflect the expectations for both the Title I 1003 and the School Improvement Grant (SIG) fiscal monitoring process.

FY20 MONITORING

FISCAL

FY20 Fiscal Monitoring Overview

- ❑ FY20 school improvement monitoring will review documentation from the 2018-2019 school year
- ❑ FY20 school improvement monitoring will include a fiscal review and review of plan implementation

FY20 Fiscal Monitoring Preparation

Financial Department

- ensure approved budget is in the LEA account system
- collaborate on a regular basis to monitor drawdowns, allowable expenditures, paid SIG staff

Fixed Assets

- ensure a complete asset check is current and available
- ensure documentation of missing, stolen equipment is on file

❑ Federal Programs Department

- Review current monitoring document
- Discuss responsibilities and organization of monitoring
- Organize documents for upload and prepare on-site document folders
- Gather documentation according to what the monitoring requirements

FY20 Fiscal Monitoring Preparation

1. The **Office of School Improvement** will contact LEA/Subgrantee to establish a Primary Point of Contact for monitoring (Federal Programs Director).
2. The LEA/Subgrantee's Primary Point of Contact is responsible for uploading **documents to support each applicable compliance indicator**. Documents may include a word document, pdf document, or word document containing a link to the specific policies and/or procedures online. Documents must be uploaded to the LEA document library in MCAPS by the specified date.

3. The **LEA Monitoring Team** may consist of the Federal Programs Director, Business Manager, SIG Officer, and other fiscal personnel (bookkeepers, accountants, etc.) and should all be available for the entire monitoring visit.
4. The **on-site visit** will begin with an entrance interview with all members of the **LEA Monitoring Team**. All programs involved in monitoring must be accessible during the on-site monitoring visit.

5. The **on-site visit lasts one to two days**, depending upon the scope of the visit. During the visit, the MDE team reviews evidence of implementation and other supporting program documents, visit selected school sites, and interviews the LEA staff and other stakeholders.
6. At the conclusion of the visit, an exit interview is held with the superintendent, federal programs director, business manager, and other key personnel to discuss commendations, recommendations, and/or findings.

Upload Process

Documentation

Artifacts/Evidence

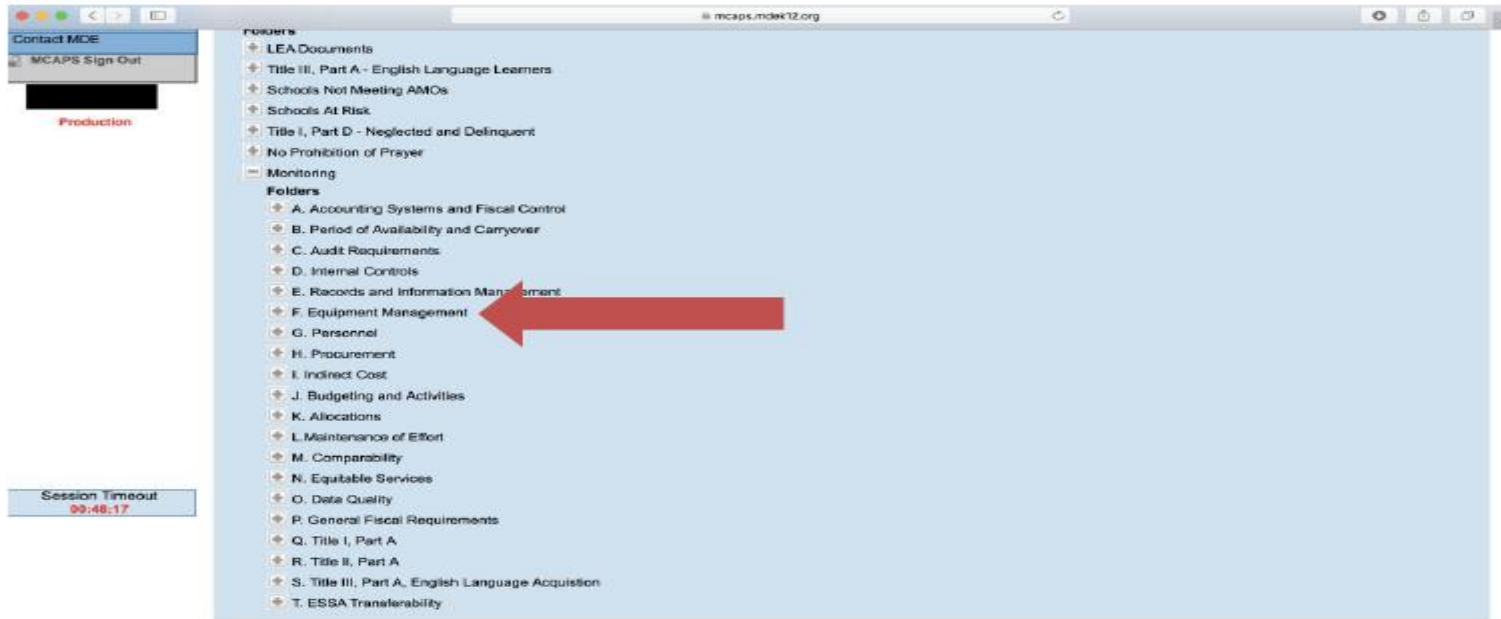
Document Upload

- The LEA will use MCAPS to upload monitoring documents in appropriate folders

The screenshot displays the 'LEA Document Library' interface. At the top, there is a blacked-out header. Below it, the 'Root Folders:' section shows a dropdown menu with options: 'General', '2020', '2019', '2018', and '2017'. A red arrow points to the 'General' option. Below the dropdown is a 'Show Folders' button. The main content area is titled 'LEA Document Library [Expand All] [Collapse All]' and shows a tree view under the 'General' folder. A blue box highlights the 'General' folder name. Underneath, a list of folders is shown, including 'LEA Documents', 'Title III, Part A - English Language Learners', 'Schools Not Meeting AMOs', 'Schools At Risk', 'Monitoring', 'Title I, Part D - Neglected and Delinquent', 'No Prohibition of Prayer', 'Equitable Services to Private Schools', and 'SNS'. A red arrow points to the 'Monitoring' folder.

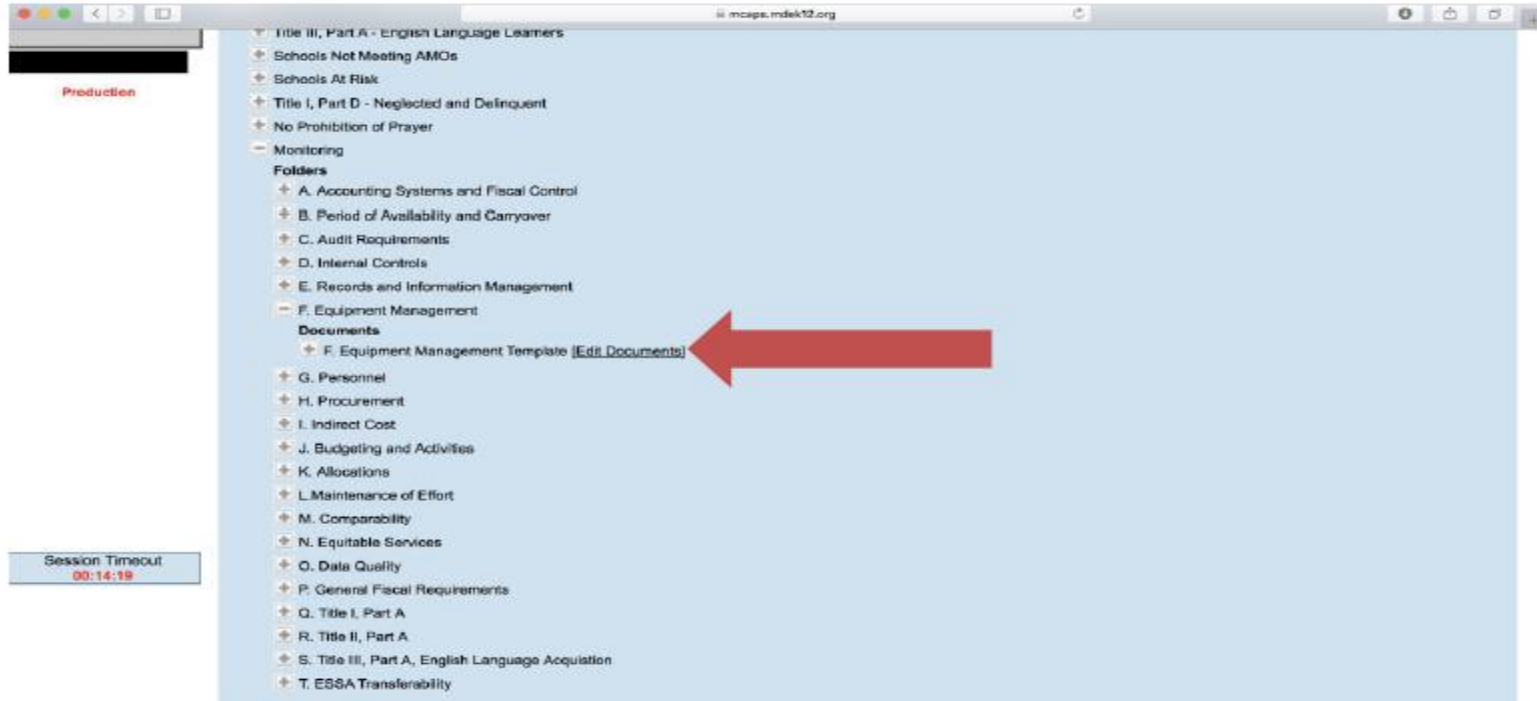
Document Upload

- Select appropriate folder to upload document



Document Upload

- Select “Edit Document”



Document Upload

- Select the Indicator Document Template


Update Documents And Links

Public District -

Document Information	
Document Name	F. Equipment Management Template
Folder Hierarchy	<input type="text"/> Monitoring F. Equipment Management
Upload Begin Date	<input type="text"/>
Upload End Date	
Minimum Required Count	1
Maximum Allowed Count	
Document Template	F. Equipment Management Template

[Create Link](#)
[Upload Document](#)

Documents/Links



Document Upload

- Complete the Indicator Document Template

District Name _____

The information in the folders for **Equipment Management** include:

Indicator #	Items Uploaded	Comment
A1	<ul style="list-style-type: none">Purchasing Procedures (see page 5)See Folder B	

Add Indicator #

- Name of document for corresponding indicator (include specific reference if applicable)
- Include a link to the LEA's policies/procedures online if applicable

Document Upload

- Upload Template Document (e.g. F. Equipment Management Cover Page)


Update Documents And Links

Public District - FY

Document Information	
Document Name	F. Equipment Management Template
Folder Hierarchy	<input type="text"/> Monitoring F. Equipment Management
Upload Begin Date	<input type="text"/>
Upload End Date	
Minimum Required Count	1
Maximum Allowed Count	
Document Template	<u>F. Equipment Management Template</u>

[Create Link](#)
[Upload Document](#)

Documents/Links




Document Upload

- Continue to upload document according to indicator cover page

Update Documents And Links

Public District -

Document Information	
Document Name	F. Equipment Management Template
Folder Hierarchy	<input type="text"/> Monitoring F. Equipment Management
Upload Begin Date	<input type="text"/>
Upload End Date	
Minimum Required Count	1
Maximum Allowed Count	
Document Template	<u>F. Equipment Management Template</u>

[Create Link](#)
[Upload Document](#) 

Documents/Links

FY20 Fiscal Monitoring Preparation

- Name the document by indicator and description (e.g. A1. Purchasing Procedure)
- If multiple indicators require the same document, then upload the document once, and refer back to the document on the indicator cover page (e.g. See Folder C, Indicator C2)

FY20 Fiscal Monitoring Preparation

- Name the document by indicator and description (e.g. A1. Purchasing Procedure)
- If multiple indicators require the same document, then upload the document once, and refer back to the document on the indicator cover page (e.g. See Folder C, Indicator C2)

FY20 Fiscal Monitoring Preparation

- “The more you give, the more we know.”
- Upload documents specific to indicator
- Upload LEA’s policy and/or LEA’s procedure
- Highlights and reference notes are acceptable

FY20 Monitoring Cross-Cutting Indicators

All federal programs will monitor the following fiscal indicators:

- A. Accounting Systems and Fiscal Controls
- B. Period of Availability
- C. Audit Requirements
- D. Internal Controls
- E. Records and Information Management
- F. Equipment Management
- G. Personnel
- H. Procurement

FY20 Monitoring Cross-Cutting Indicators

All federal programs will monitor the following fiscal indicators:

- I. Indirect Cost
- J. Budget and Activities
- K. Allocations
- N. Equitable Services (*N/A for School Improvement*)
- O. Data Quality
- P. General Fiscal Requirements

SCHOOL IMPROVEMENT

PROGRAMMATIC INDICATORS

Notification

Notification

Comprehensive Support and Improvement (CSI)	Targeted Support and Improvement (TSI)	Additional Targeted Support and Improvement (ATSI)
<p>Local Education Agency (LEA), School, and Parents have been informed of schools that have been identified based on the following criteria:</p> <ul style="list-style-type: none">• the school has a graduation rate less than or equal to 67%;• the school has been ranked in the bottom 5% of Title I-A schools; or• the school has been previously identified as an Additional Targeted Support and Improvement (ATSI) school with three consecutive years of subgroup performance at or below that of all students in the bottom 5% of Title I-A schools (the third criteria for identification will begin with the 2021-22 school year). (Sec. 1111(D)(c)(i) (I) (II) (III))	<p>Local Education Agency (LEA), School, and Parents have been informed of schools that have been identified based on the following criteria:</p> <ul style="list-style-type: none">• the school has one or more subgroups with performance in the lowest 50% of the overall accountability index;• the school has one or more subgroups with performance in the lowest quartile of the 3-year average gap-to-goal;• the school has one or more subgroups with performance scores in the lowest quartile of the 3-year improvement towards the gap-to-goal closure; and• the school has one or more subgroups in the bottom 5% of the eligible, rank-ordered subgroups identified through steps one, two, and three of this criteria. (Sec. 1111(d)(2)(A), (MS Consolidated State Plan)	<p>Local Education Agency (LEA), School, and Parents have been informed of schools that have been identified based on the following criteria:</p> <ul style="list-style-type: none">• the school has one or more schools with a 3-year subgroup average performance that is at or below that of all students in the lowest-performing Title I-A schools. (Sec. 1111(d)(2)(A), (MS Consolidated State Plan)

Evidence of Program Implementation:

- ❑ Documentation supporting the State Education Agency (SEA) notified the LEA of the schools' identification status
- ❑ Documentation supporting the LEA notified the parents of the school's identification status
(*Documentation of the dated notification disseminated to the parent may have been sent by the school)

Question:

- ❑ Is there evidence that after receiving notification of the school's status, the school provided notification of the school's status to parents of each child enrolled, and the notices contained the following information?
 - ✓ School Status
 - ✓ Reason(s) for Identification

LEA Board Approved Plan

LEA Board Approved Plan

Comprehensive Support and Improvement (CSI)	Targeted Support and Improvement (TSI)	Additional Targeted Support and Improvement (ATSI)
<p>Local Education Agency (LEA) has an approved plan informed by the reason for identification based on the following criteria:</p> <ul style="list-style-type: none">• the school has a graduation rate less than or equal to 67%;• the school has been ranked in the bottom 5% of Title I-A schools; or• the school has been previously identified as an Additional Targeted Support and Improvement (ATSI) school with three consecutive years of subgroup performance at or below that of all students in the bottom 5% of Title I-A schools (the third criteria for identification will begin with the 2021-22 school year). (Sec. 1111(D)(c)(i) (I) (II) (III))	<p>Local Education Agency (LEA) has an approved plan informed by the reason for identification based on the following criteria:</p> <ul style="list-style-type: none">• the school has one or more subgroups with performance in the lowest 50% of the overall accountability index;• the school has one or more subgroups with performance in the lowest quartile of the 3-year average gap-to-goal;• the school has one or more subgroups with performance scores in the lowest quartile of the 3-year improvement towards the gap-to-goal closure; and• the school has one or more subgroups in the bottom 5% of the eligible, rank-ordered subgroups identified through steps one, two, and three of this criteria. (Sec. 1111(d)(2)(A), (MS Consolidated State Plan))	<p>Local Education Agency (LEA) has an approved plan informed by the reason for identification based on the following criteria:</p> <ul style="list-style-type: none">• the school has one or more schools with a 3-year subgroup average performance that is at or below that of all students in the lowest-performing Title I-A schools. (Sec. 1111(d)(2)(A), (MS Consolidated State Plan))

LEA Board Approved Plan

Evidence of Program Implementation:

- LEA School Board approved current CSI, TSI, or ATSI Plan (Approval Signature Page).
- LEA School Board approved Title I 1003 Funding Application – signed page uploaded in the Related Documents section of the Mississippi Comprehensive Automated Performance-Based System (MCAPS).

Question:

- Does each school identified as CSI, TSI, or ATSI have both a current plan and a Title I 1003 application approved by the LEA school board?
 - ✓ Approved School Plan
 - ✓ Approved MCAPS Funding Application

Selection of Evidence-Based Interventions

Selection of Evidence-Based Interventions

Evidence of Program Implementation

- Documentation supporting the inclusion of evidence based intensive interventions, strategies, or activities (i.e., leadership, high quality instructional materials, technology integration, on-going, job-embedded professional development, increased learning time, early childhood (Pre-K) programs, or other as identified in the application)

Questions

- Does each CSI, TSI, or ATSI plan include one or more Evidence-Based Interventions?
- Is the plan implemented as approved and do activities supported with 1003 funds meet the strong, moderate, or promising levels of evidence as defined under ESSA?

Stakeholder Engagement

Stakeholder Engagement

Evidence of Program Implementation

- Evidence of outreach to stakeholders (for example, emails, web notifications, meeting notes, if applicable, surveys, etc.)

Questions

- How did the district partner with stakeholders (including principals and other school leaders, teachers, and parents) in developing the CSI, TSI, or ATSI plan(s)?

Development of the Plan

Development of the Plan

Evidence of Program Implementation

- Documentation supporting the plan(s) was/were developed by the district in partnership with stakeholders (including principals and other school leaders, teachers, and parents), and was it developed through the comprehensive needs assessment process

Questions

- Is there evidence supporting the development of the CSI, TSI, or ATSI plan(s) by the district/school?
 - ✓ Copy of documented meetings agendas, sign-in sheets, and minutes

Implementation of the Plan

Implementation of the Plan

Evidence of Program Implementation

- Documentation supporting the implementation of the plan(s) (i.e., interventions, activities, or strategies)

Questions

- How does the LEA ensure schools are implementing plans?
- What support does the LEA provide to CSI, TSI, or ATSI schools?
- Have there been any challenges in implementing plan(s)? If so, what are they and have adjustments been made?
- Are there indications that outcomes are improving for students (MAAP, Interim Assessment Data, etc.)?

TSI & ATSI Accountability Indicators

TSI & ATSI Accountability Indicators

Evidence of Implementation: Targeted Support and Improvement (TSI)

- Documentation the **TSI school** plan(s) was/were based on the accountability indicators
- Documentation each school's TSI plan(s) address the subgroup(s) that is/are **under-performing**
- Evidence the TSI schools are implementing their approved plans (i.e., documentation showing schools carried out the activities described in their plan)

Evidence of Implementation: Additional Targeted Support and Improvement (ATSI)

- Documentation the **ATSI school** plan(s) was/were based on the accountability indicators
- Documentation each school's ATSI plan address the subgroup(s) that is/are **low-performing**
- Evidence the ATSI schools are implementing their plans (i.e., documentation showing schools carried out the activities described in their plan)

Question:

- How did ATSI schools consider all the indicators in Mississippi's accountability system to inform their TSI and ATSI plans?

LEA Monitoring of Plan Implementation

LEA Monitoring of Plan Implementation

Evidence of Program Implementation

- Documentation that the LEA monitors records (i.e., correspondence with schools, reports (if relevant), data reviewed, notes from school visits, etc.)

Questions

- How does the LEA monitor the implementation of the CSI, TSI, or ATSI plan(s)?

2019 MS Public School Accountability Standard

2019 MS Public School Accountability Standard

- **12.** There is an **organized** system to encourage community involvement, parental communication, and business partnerships in school district decision-making. {MS Code § 37-7-337} (Districts meeting the Highest Levels of Performance are exempted.)
- **12.1** A **school district** that has been **designated as Failing (F)** as defined by the State Board of Education **shall establish a community-based pre- kindergarten through higher education (P-16) council.** {Miss. Code Ann. § 37-18-5(4)}
- **12.2** A **district and/or a school designated as a D or F shall establish a community-based pre- kindergarten through higher education (P-16) council.**

2019 MS Public School Accountability Standard

Evidence of Program Implementation

- Documentation of Initiators' Meeting and Community Council meetings (agendas, sign-in sheets, minutes, etc.)

Questions

- Is there evidence that each CSI, TSI, or ATSI school “rated below C” has established a Pre-Kindergarten through higher education Community Engagement Council that meets consistently and actively participates in the implementation of the school’s Plan (District or School Level)?

Utilization of Funds

Utilization of Funds

Evidence of Program Implementation

Questions

CFPA

Local use of funds - CSI, TSI or ATSI

- Documentation of evidence in the Consolidated Federal Programs Application (CFPA) that the school reserved 20% of its allocation (see Program Details) in CFPA for school improvement activities
- Documentation of budgeted evidence-based interventions in the MCAPS budget (Required 20% reservation from Consolidated Application)

- Is the school a Title I school?
- Has the school reserved and expended the funds as approved in the CFPA (Required 20% reservation the schools Title I Allocation)?

Utilization of Funds

Evidence of Program Implementation

1003 Budget

Local use of funds - CSI, TSI, or ATSI

- Documentation of evidence that the school's 1003 funds were expended in accordance with their approved plan

Questions

- Did the school expend the 1003 funds in accordance with the approved 1003 funding application expenditures?
- Were funds obligated and liquidated within the period of availability?

FY19 COMMON MONITORING

FINDINGS

FY19 Common Monitoring Findings

- ❑ Lack of written policies and/or procedures
 - May not be a simple restatement of law
- ❑ Lack of implementation of written policies and/or procedures (LEAs not following their own written policies and/or procedures)
 - Insufficient evidence of implementation

FY19 Common Monitoring Findings

- Incomplete procurement packets
- Lack of competitive processes (e.g., 2nd quotes, competitive bids)
- Excessive use of Sole Source letter
- Lack of segregation of duties
- Lost/stolen equipment
- Overbudget

FY19 Common Monitoring Findings

1. Failed to submit policy and/or procedure
2. Submitted policy and/or procedure lacked required elements
3. Failed to implement policy and/or procedure

Upcoming Monitoring Dates/Locations

Districts to Be Monitored

1. Forrest County School District
2. Water Valley School District
3. Jackson Public School District
4. Cleveland School District
5. Pascagoula Gautier School District
6. Vicksburg Warren School District
7. Pontotoc County School District
8. South Pike School District
9. Greenwood-Leflore Consolidated School District
10. Madison County School District
11. MS Achievement School District
12. North Panola School District
13. Quitman County School District
14. Jefferson County School District
15. Tate County School District
16. Clarksdale School District

Criteria Used to Select Districts:

- ✓ Scheduled to be monitored by OFP 2019-20 (February – June)
- ✓ Multiple CSI Identified Schools
- ✓ Cohort IV School Improvement Grant (SIG)

General OSI Updates

General OSI Updates

- Submission Deadline for Plans – Friday, January 24, 2020
- Monthly Updates – On Board Agenda, Uploaded to MCAPS LEA Document Library

MCAPS Uploads - Federally Identified Schools (CSI), (TSI), (ATSI)

- 2018-19 Approved Plan, if applicable,
- Monthly Update

MCAPS Uploads - Schools at-Risk (SAR) Only

- 2018-19 Approved Plan, if applicable,
- Monthly Update

MCAPS – LEA Document Library

LEA Document Library [\[Expand All\]](#) [\[Collapse All\]](#)

2020

Folders

- Emergency Impact Aid (EIA)
- Equitable Services to Private Schools
- LEA Documents
- Monitoring
- No Prohibition of Prayer
- Restart Program
- Schools At Risk
- School Improvement Documentation
 - Folders**
 - CSI (Comprehensive Support and Improvement)
 - TSI (Targeted Support and Improvement)
 - ATSI (Additional Targeted Support and Improvement)
 - SAR (Schools At-Risk)
 - SIG (School Improvement Grants)
 - 2018-19 Approved CSI, TSI, ATSI or SAR Plan (for repeating schools only)



MCAPS – LEA Document Library

School Improvement Documentation

Folders

- CSI (Comprehensive Support and Improvement)
- TSI (Targeted Support and Improvement)
- ATSI (Additional Targeted Support and Improvement)

Documents

- Power Point Presentation [[Edit Documents](#)]
- School Staff Summary [[Edit Documents](#)]
- Intervention Programs [[Edit Documents](#)]
- District/School Assessment Schedule [[Edit Documents](#)]
- External Providers [[Edit Documents](#)]
- Dropout Prevention Plan for High Schools [[Edit Documents](#)]
- School and District Professional Development Plans [[Edit Documents](#)]
- Master Schedule [[Edit Documents](#)]
- Parent Notification [[Edit Documents](#)]
- Monthly Updates (provided during local school board meetings) [[Edit Documents](#)]
- School Leadership Team (SLT) Meeting Documentation [[Edit Documents](#)]



Upcoming Trainings

- ❖ Disrupting the Opportunity Myth – Webinar- January 31, 2020 @ 10:00 a.m.; Regional Trainings - February 11-12, 2020, March 16-17, 2020, and April 14-15, 2020
- ❖ Monitoring Implementation of Evidence-based Interventions – Regional Trainings March 2, 2020, March 3, 2020, and March 6, 2020
- ❖ SIG Officers’ and Principals’ Meeting – February 28, 2020





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DEPARTMENT OF
EDUCATION

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