School Improvement Grant Informational Webinar Round 3

Office of School Improvement
July 18, 2017

MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child

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

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Board Strategic Plan Goals

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 Using a World-Class Data System to Improve Student Outcomes
6. **Every School and District Rated "C" or Higher**

State Board of Education Goals 5-Year Strategic Plan for 2016-2020

6th 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*

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Agenda

Provide an Overview of the School Improvement Grant (SIG)

- Background
- Application Process
- Eligibility Requirements
- SIG Models
- Reporting Metrics SIG Components
- Preferential Points
- Projected Timeline
- Training Opportunities
- Questions

School Improvement Grant Overview

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School Improvement Grant

- 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 4 year grants of a minimum amount of $50,000 per year, per school to implement one of seven intervention models.

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Identification of Schools

- Permission granted by USDE to reset list of Focus and Priority Schools in March 2017
- 37 Priority Schools and 81 Focus Schools

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Identification and Exit Criteria

Identification

- Any Title I School performing at or below the 5th percentile; or
- Any Title I School performing above the 5th percentile, but below the 16th percentile; or
- Any Title I School receiving an accountability performance rating of "F" above the 16th Percentile; or
- Any High School with a graduation rate at or below 60%.

Exit

- Exit from this designation will be based on the exit criteria outlined in the USDE Approved ESSA Plan. *(The first year of identification of Targeted Support and Improvement Schools and Comprehensive Support and Improvement Schools under ESSA will occur in the 2018-19 school year).*

SIG Identification

- SIG Awarded Schools will be identified as a SIG school throughout the life of the award even though performance may improve during the grant period.

Priority and Focus Schools

Priority Schools

– will have priority

Eligible Schools can be found at the link below:

http://www.mdek12.org/docs/school-improvement-library/2017-18-focus-and-priority-schools.pdf?sfvrsn=2

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SIG Intervention Models

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SIG Models

Prior to 2015, SIG schools only had four model options:

Transformation Model

- 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

Turnaround Model

- 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

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

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SIG Models

Closure Model

- requires school to close
- assigns students to higher performing school that is in close proximity

Restart Model

- converts schools to independent management
- closes and reopens schools under a charter or an education management organization

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SIG Models

Evidenced-Based Whole School Reform Model

- 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

SIG Models

Early Learning Model

- expands or establishes a high-quality preschool program
- offers full-day kindergarten
- uses data to identify and implement an instructional program that is researched-based, developmentally appropriate, and vertically aligned from one grade to the next with state early learning standards
- provides educators, including preschool teachers, with time for joint planning across grades
- provides ongoing, high-quality, job-embedded professional development

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SIG Models

Early Learning Model

- replaces the principal who led the school prior to the commencement of the early learning model

- Use the teacher and principal evaluation support system to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify and remove those, who, after ample opportunities have been provided for them to improve their personal practice, have not improved

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SIG Models

- Preschool classrooms should use highly qualified teaching staff:
  - Effective 2018:
    - Teachers: 153-Pre-K/K endorsement
    - Assistant Teachers: AA with a minimum of 12 credits in early childhood education

- Refer to the Early Learning Guidelines for Classrooms Serving Four-Year-Old Children and the 2018 Teacher Credential Pathways for more information
  - www.mdek12.org/ec

SIG Models

Pathways to Success

- requires design of middle through high school system with clearly defined career pathways for all students
- incorporates early college and career academy design principles
- provides dual credit, advanced learning opportunities for all students at no cost
- increases teacher and school leader effectiveness
- uses data to identify at-risk populations and students least likely to attend college and provide interventions to support these students

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Preferential Points

- Preferential points will be given to proposals that
  - make dual enrollment and AP/IB courses available to all students
  - Incorporate high-quality pre-school using the Early Learning model
  - Incorporate a strong, detailed literacy plan inclusive of all grades, but especially grades K-3

Cross-Cutting Features

Greater emphasis is placed on the district

The district is required to:

- plan for ***sustaining*** reforms after funding period ends
  - Refrain from writing proposals weighted with **personnel and technology equipment (these are items that have a greater likelihood of not being sustained beyond the grant period).**
- 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

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Evidence-Based Expectations

By state law we are to categorize all programs and activities based on evidence of effectiveness (MS Code 27-103-159).

By federal law we are required to select and implement evidence-based programs when using federal funds (Every Student Succeeds Act).

By State Board of Education expectations, we are to create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce. To obtain this vision, we must use evidence-based practices/programs with a proven track record of success.

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Importance of Evidence-Based Decision Making

- The more we use proven approaches, the more we can improve student outcomes
- State and local leaders can increase the return on their investments of limited public funds
- Investing in robust evaluations and transparency sharing results help increase stakeholder buy-in
- Leaders are more likely to sustain a strategy if they can point to strong evidence of impact
- They promote continuous improvement, build bodies of evidence and develop learning systems.

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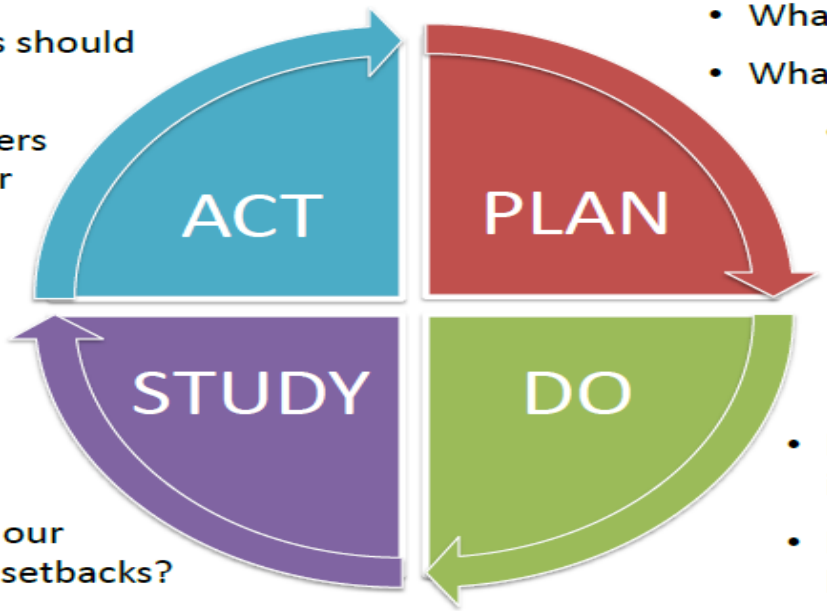
Evidence-Based Decision Making

The Opportunity is to Use Evidence to Solve Important Problems

RESULTS FOR AMERICA

Evidence-based decision making can support whatever approach you take to solving the problems that are most important to you. For example, a Plan-Do-Study-Act (PDSA) approach provides multiple ways to consider how to use and build evidence.



- What changes should we make?
- What can others learn from our experience?

- What is our goal?
- What is our challenge?
- What does the strongest available evidence recommend for *our* context?

- What do the data tell us?
- What explains our successes and setbacks?

- How do we implement well?
- How will we know how we're doing?

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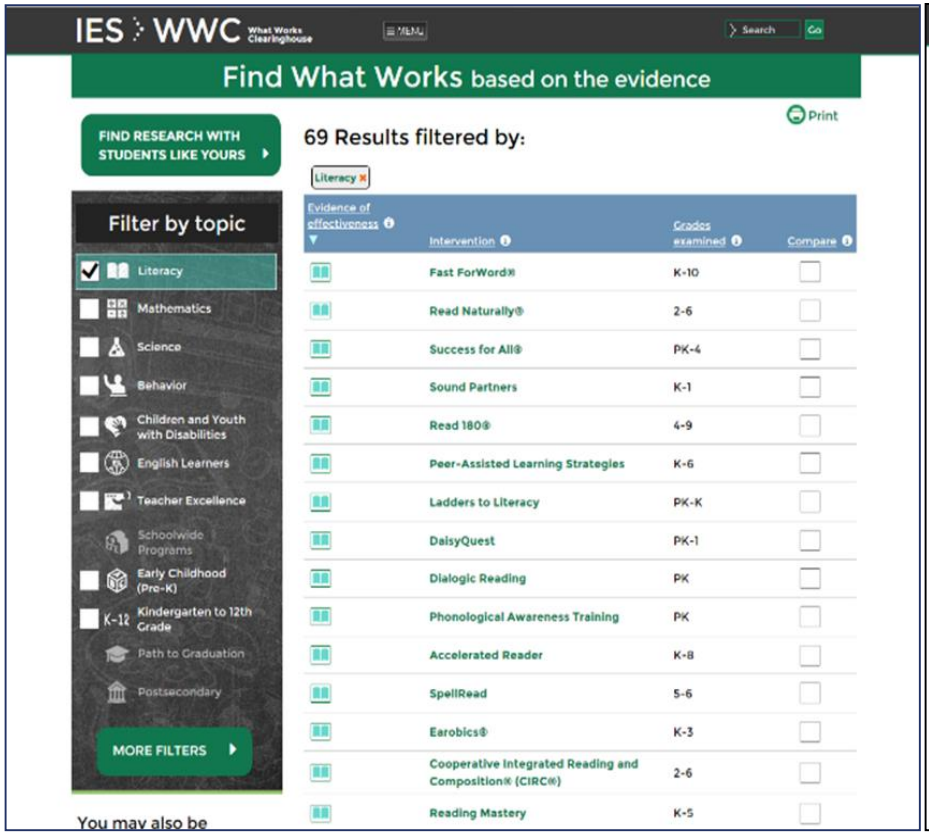
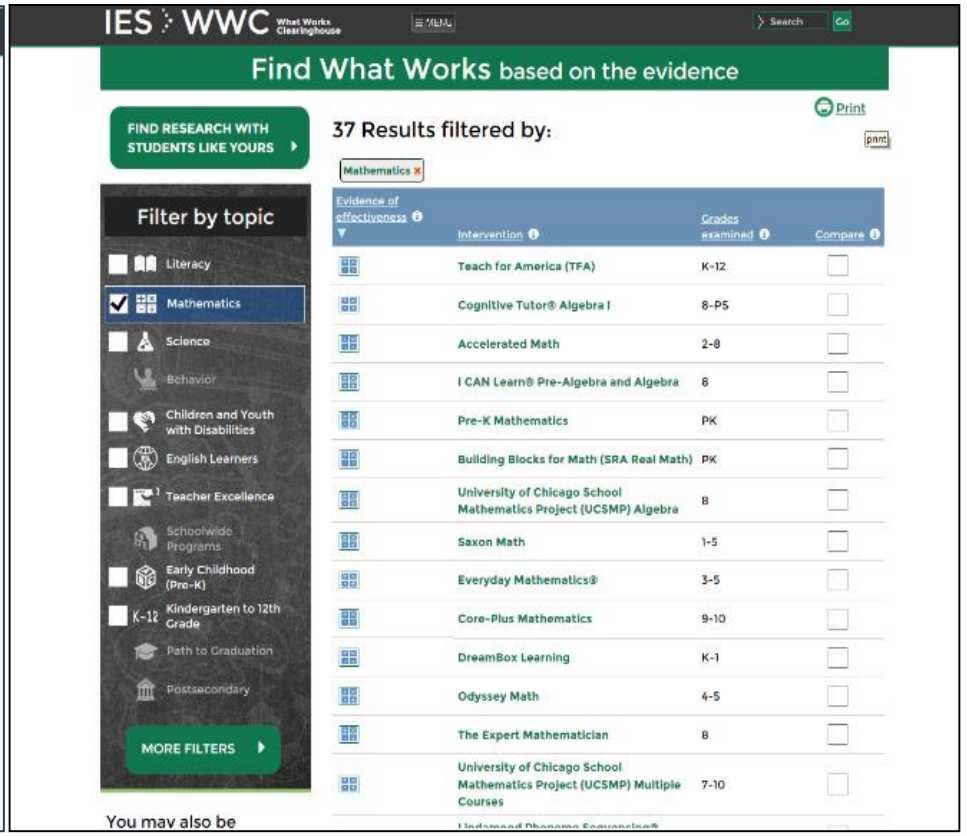
Evidence-Based Resources

What Works Clearinghouse



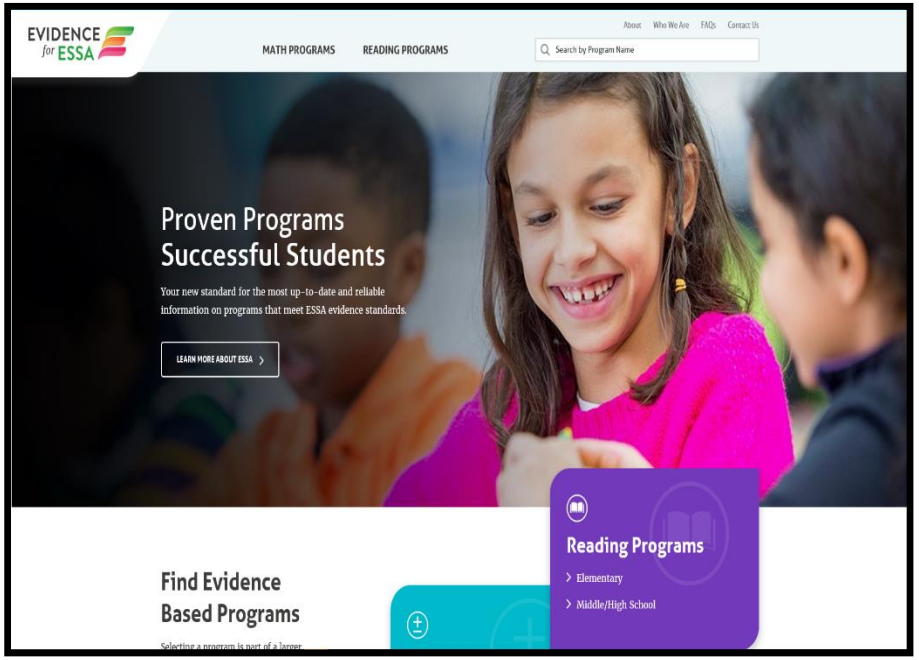


Evidence-Based Resources

This new website is produced by the [Center for Research and Reform in Education (CRRE)] at Johns Hopkins University School of Education, in collaboration with a distinguished [Technical Work Group] and a [Stakeholder Advisory Group].

It is information solely intended to be useful to educators and the public.

http://www.evidenceforessa.org/



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Evidence-Based Resources

- The Best Evidence Encyclopedia is a free web site created by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE) under funding from the Institute of Education Sciences, U.S. Department of Education.

- It is intended to give educators and researchers fair and useful information about the strength of the evidence supporting a variety of programs available for students in grades K-12. Content areas include mathematics, reading, early childhood, school reform, and science.

- The Best Evidence Encyclopedia provides summaries of scientific reviews produced by many authors and organizations, as well as links to the full texts of each review.

  - http://www.bestevidence.org/index.cfm

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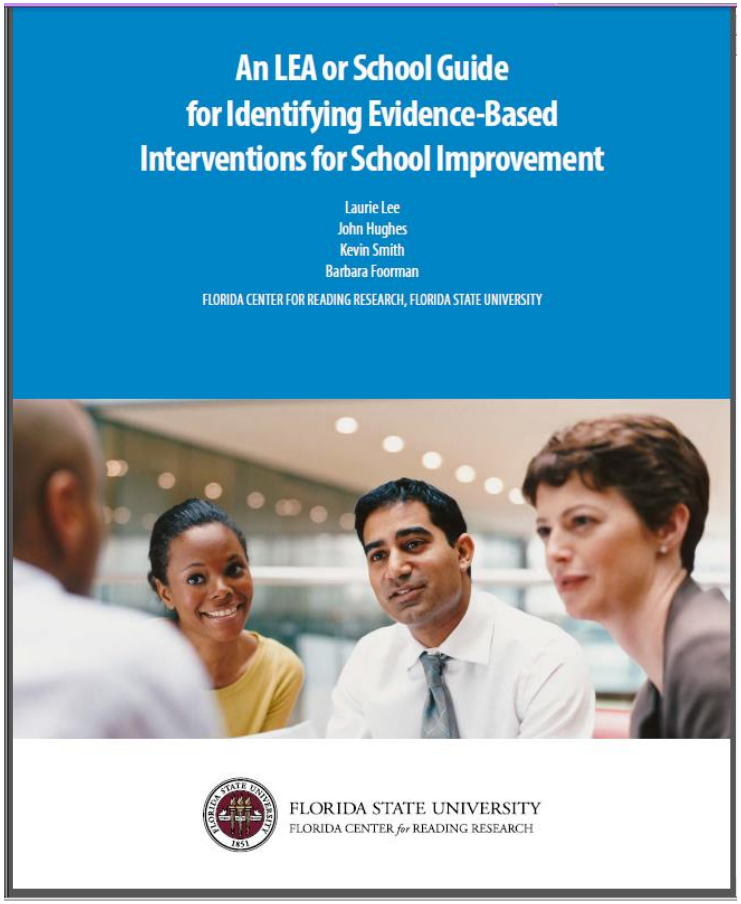
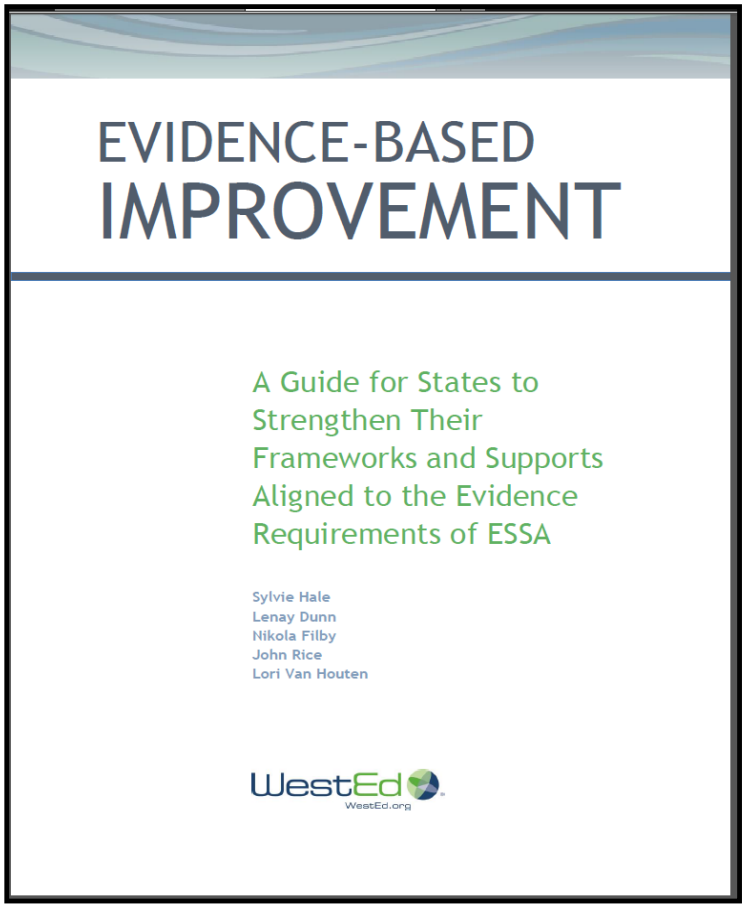
Evidence-based District Resources





Reporting Metrics

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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

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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

Application Timeline

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Thursday, July 13, 2017

- SIG RFP Released

Tuesday, July 18, 2017

- SIG webinar for Key Leaders (superintendent, board members, principals, directors)

Thursday, July 20, 2017

- SIG Application Training – Jackson, MS

Friday, July 21, 2017

- Letter of Intent Due to OSI (Must be completed by all districts with eligible schools)
- Requires Signature of Board President

Tuesday July 25, 2017

- SIG Application Training – Jackson, MS

Wednesday, July 26, 2017

- Written questions about SIG due to sig@mdek12.org

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Monday, July 31, 2017

- Frequently Asked Questions Posted to OSI Webpage

Tuesday, August 8 – Friday, August 18, 2017

- District RFP Work Sessions – Jackson, MS

Wednesday, August 23, 2017

- RFP Evaluator Training

Thursday, August 24, 2017

- RFP Due to Procurement no later than 3:30 p.m.

Monday, August 28, 2017 – Wednesday, September 13, 2017

- Application Evaluation and Final Round Interviews for Selected Applicants

October 2017

- SBE Approval of Awardees

November 2017

- Grant Implementation

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SIG Training

Date	Activity	Location	Address	Registration	Time
Thursday, July 20, 2017	SIG Application Training (Transformation, Turnaround, Whole School Reform, Closure Models) GoSignMeUp	Woolfolk Building	501 North West Street Jackson, MS	8:30	9:00 a.m.-12:00 p.m.
Thursday, July 20, 2017	SIG Application Training (Career Pathways, Early Learning Models) GoSignMeUp	Woolfolk Building	501 North West Street Jackson, MS	12:30	1:00 p.m.-4:00 p.m.
Tuesday, July 25, 2017	SIG Application Training (Transformation, Turnaround, Whole School Reform, Closure Models) GoSignMeUp	Woolfolk Building	501 North West Street Jackson, MS	8:30	9:00 a.m.-12:00 p.m.
Tuesday, July 25, 2017	SIG Application Training (Career Pathways, Early Learning Models) GoSignMeUp	Woolfolk Building	501 North West Street Jackson, MS	12:30	1:00 p.m.-4:00 p.m.

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Questions

Please submit all questions to

sig@mdek12.org

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