

School Improvement

Title I, 1003(a) MCAPS Application

FY18

February 9, 2018



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

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**

FY 18 Application

Learning Targets

This webinar will address:

Planning Tool

Funding
Application

Timeline for
Completion
and
Submission

MCAPS-MS SOARS RELATIONSHIP

- MS SOARS and MCAPS are Complimentary Systems

MS SOARS provided the platform for schools to assess themselves on the implementation of best practices aligned with school transformation. An accurate assessment using this system, can pave the way to aligning funding with needs.

MCAPS provides the platform for school teams to develop a plan of action that supports transformation efforts aligned to actual funding, but based on research based practices that have been assessed.

MS SOARS should guide planning for funding based on where schools stand regarding implementation of evidence-based practices.

What is MS SOARS?

The Personalization of Indistar to fit Mississippi Schools

It aims to fulfill Indistar's focus on effective practice rather than compliance through laser-like attention to the cycle of continuous improvement

It provides schools and districts with a platform to guide efforts toward improving schools that are 1) research-based effective practices and 2) aimed at the development and strengthening of systems that, if implemented with fidelity, have the likelihood of improving student outcomes and being sustained.

TEAMS: The Cornerstone of Indistar®

LEADERSHIP TEAMS

- assumes primary responsibility for assessing and planning the improvement of professional practice (adult performance)
- ...looking at both evidence of current implementation of these practices and information about student learning outcomes at the school level.

PRINCIPALS

- implement effective leadership practices, guided by indicators.
- Communicates the message of change
- "Leads" the team and all teachers towards implementation of effective practices

COACHES

- review the work of the Leadership Team and available data about student performance and student outcomes to provide guidance and support for the Leadership Team.
- The Leadership Team dialogues with the coach in response to the coach's comments and reviews.

INSTRUCTIONAL TEAMS

- responsible for planning instruction for students
- apply effective practice in their analysis of student performance data (formative assessment; classwork) and student learning outcomes (summative assessment) in developing and implementing their differentiated instructional plans

TEACHERS

- implement effective instructional practices, guided by the indicators.

TEACHERS, PARENTS, SCHOOL BOARD MEMBERS, DISTRICT PERSONNEL

- use a Guest Login to stay abreast of the evolving plan and offer feedback.



Characteristics of Successful Leadership Teams

Accountability to students and to each other



Willingness to polish the craft together with high expectations for the adults



Focus on the practice, not the person



Openness to the data about student outcomes and about the practices that contribute to the outcomes

Success Cycle – Assess

Home / Success Cycle / Assess Create Monitor

Core Function: School Leadership and Decision Making 

Effective Practice: Aligning classroom observations with evaluation criteria and professional development

Indicator: IF09(2.2): LEA and school align professional development and evaluation systems to improve instructional and leadership practices.

Assess

Wise Ways

Tools

Initial Level of Development:

No Development or Implementation Limited Development or Implementation Full Implementation

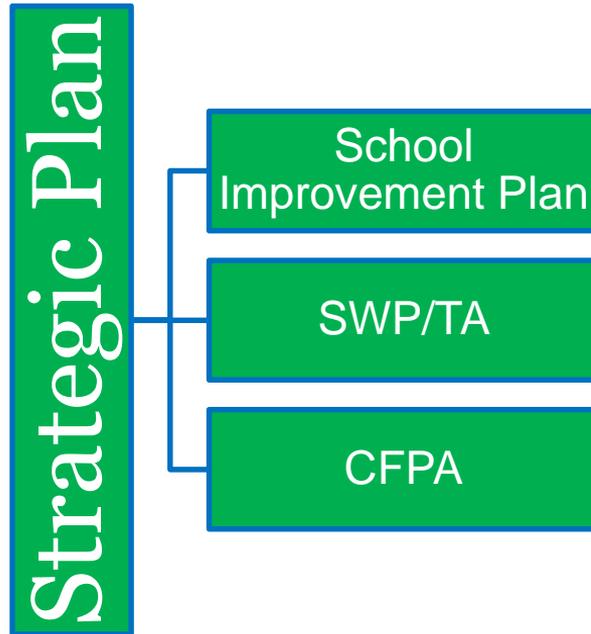
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Turnaround Principles Rubric

Indicator 2.2	No Development	Beginning	Emerging	Effective	Exceeds Effective
LEA and school align professional development and evaluation systems to improve instructional and leadership practices.		DLT and school administrators observe teachers.	DLT and school administrators observe teachers. Teachers observe their peers in practice.	DLT and school administrators observe teachers. Teachers observe their peers in practice for the purpose of giving and receiving feedback for improvement.	DLT and school administrators observe teachers. All staff members solicit peer feedback in order to advance their own practice.

School Plan

Alignment of Plans



Planning Team

- School Improvement funds are allocated to the school(s)
- The school leadership team is vital to its development and implementation
- The principal has the ultimate responsibility for ensuring that development and implementation is based on input from the school's stakeholders (including principals and other school leaders, teachers, and parents)

MCAPS – Planning Tool



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MCAPS Home	MCAPS Home
Administer	No Name Test (1111) Public District - FY 2018
Search	
Reports	Announcements
Inbox	No Announcements Available
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Project Summary	
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Inbox	LEA Plan
Planning	No Name Test (1111) - LEA Plan
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Requests for Funds	School Plan Assurances
Project Summary	Update School Plan Assurances 
LEA Document Library	School Plan All <input type="text"/>
Address Book	Elementary 1 (001) - School Plan 
MDE Document Library	Elementary 2 (002) - School Plan
Help	High (004) - School Plan
Contact MDE	Middle (003) - School Plan
MCAPS Sign Out	Plan Funding Summary
	View Summary

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Action Step- Benchmark Indicator

- The benchmark indicator must be **measurable**. It must be specific to the action step, as well as an **attainable** and **realistic** measure of improvement based on its implementation.
- Ask yourself – How will I know that the action step is **effective** in accomplishing its purpose?

Planning Tool

The origin of the following key parts of the school plan:

The Assurances

The School Plan Overview

 Action Steps

 Funding Source

****The School Plan must be “LEA School Plan Reviewer Approved” before submitting the Funding Application for approval.***

Questions



Funding Application

MCAPS - Funding Application



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Requests for Funds	Sections
Project Summary	Budget Summary
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MCAPS Home	Funding Applications
Administer	No Name Test (1111) Public District - FY 2018
Search	2018 ▾ All Active Applications ▾
Reports	
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Planning	Entitlement Funding Application
Funding	Consolidated
Requests for Funds	School Improvement_1003(a)
Project Summary	
LEA Document Library	
Address Book	
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Help	Competitive Funding Application
Contact MDE	There are no matching Competitive applications
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MCAPS Funding Application

Budget

Turnaround
Principles

Title I, Part A and
1003(a) funded
activities
(Interventions
and
Expenditures)

Related
Documents

Turnaround Principles

TURNAROUND PRINCIPLES	
Turnaround Principle 1	TAP1: Providing Strong Leadership
Turnaround Principle 2	TAP 2: Ensuring that teachers are effective and able to improve instruction
Turnaround Principle 3	TAP3: Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration
Turnaround Principle 4	TAP 4: Strengthening schools' instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards
Turnaround Principle 5	TAP 5: Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data
Turnaround Principle 6	TAP 6: Establishing a school environment that improves school safety and discipline and addresses other nonacademic factors that impact student achievement, such as students' social, emotional, and health needs
Turnaround Principle 7	TAP 7: Provide ongoing mechanisms for family and community engagement
Turnaround Principle 8	TAP 8: Ensure that the school receives ongoing, intensive technical assistance and related support

Activity Types by Turnaround Principle

TAP 1	Activities aligned may include the implementation of evidence-based supports, professional development and/or other practices used to support improvement of instructional and leadership practices.
TAP 2	Activities aligned may include the implementation of evidence-based programs, professional development and/or other practices used to support improvement efforts directly related to the school's vision, vision and action plan.
TAP 3	Activities aligned may include the implementation of evidence-based programs, professional development and/or other practices used to support student learning and teacher collaboration.
TAP 4	Activities aligned may include the implementation of evidence-based programs, instructional resources used to support teaching and learning as well as the development of students' understanding of core academic concepts.
TAP 5	Activities aligned may include the implementation of evidence-based instructional resources used to collect, monitor and respond to benchmark/interim data.
TAP 6	Activities aligned may include the implementation of evidence-based programs, or practices/strategies used to improve the school's climate and culture.
TAP 7	Activities aligned may include the implementation of evidence-based programs addressing systematic processes used to engage families and the community.
TAP 8	Activities aligned may include the implementation of evidence-based resources used to support the school's action plan

Focus School Funding Source

LEVERAGING RESOURCES:

- Identify the **funding sources** that will support each principle (Title I, 1003(a), district, SPED, etc.)
- Provide the total amount that is supporting the principle (the total may not be the same amount as the 1003(a) allocation)
- Note: This section must reflect **ENTIRE** FY18 Title I, School Improvement allocation **AND** funding from other sources (***Application will be returned if only School Improvement funds are reflected***).

Evidence-Based Requirements

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.

- <http://www.mde.k12.ms.us/OSI/evidence-based-programs>

WELL-IMPLEMENTED

“Evidence-Based” Defined

The term ‘evidence-based,’ when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that –

- A. demonstrated a **statistically significant effect** on improving student outcomes or other *relevant outcomes* –
- **strong evidence** from at least one well-designed and well-implemented **experimental study**; OR
 - **moderate evidence** from at least one well-designed and well-implemented **quasi-experimental study**; OR
 - **promising evidence** from at least one well-designed and well-implemented **correlational study** with statistical controls for selection bias;

OR

- B. **demonstrates a rationale** based on high-quality research **findings or positive evaluation** that such activity, strategy, or intervention is likely to improve student outcomes or other *relevant outcomes*; **AND includes ongoing efforts to examine the effects** of such activity, strategy, or intervention.

(Section 8101(21)(A) of the ESEA)

Evidence-Based Requirements

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

- Interventions supported by higher levels of evidence, specifically ***strong evidence or moderate evidence***, are more likely to improve student outcomes because they have been proven to be effective. When *strong evidence* or *moderate evidence* is not available, ***promising evidence*** may suggest that an intervention is worth exploring. Interventions with little to no evidence should ***at least demonstrate a rationale*** for how they will achieve their intended goals and be examined to understand how they are **working** (*USDE, Non-regulatory Guidance: Using Evidence to Strengthen Education Investments, 2016*).

Evidence-based Levels

Definition of "Evidence-Based" in the Every Student Succeeds Act (ESSA)

The top 3 levels require at least one study that found a **statistically significant effect** on improving student outcomes or other relevant outcomes. The specific level of evidence (1-3) depends on the study's design:

(1) Strong

- At least 1 well-designed and well-implemented **experimental** study (i.e., randomized)

(2) Moderate

- At least 1 well-designed and well-implemented **quasi-experimental** study (i.e., matched)

(3) Promising

- At least 1 well-designed and well-implemented **correlational** study with statistical controls for selection bias

Required for all
Title I school
improvement
plans

and

Eligible for a
priority under 7
competitive grants

The 4th level of evidence includes ideas that do not yet have an evidence base qualifying for the top 3 levels. Given the requirement in the 2nd bullet below to examine the effects of these ideas, this level can be referred to as "evidence-building."

(4) "Evidence-Building"

- **Demonstrates a rationale** based on high-quality research or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes
- Includes **ongoing efforts to examine the effects** of such activity, strategy, or intervention

Included for all
other uses of
"evidence-based"

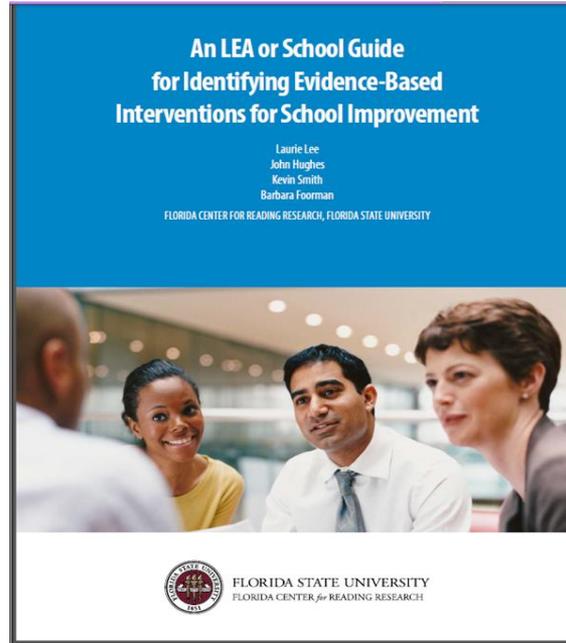


Under the Congressional Review Act, Congress has passed, and the President has signed, a resolution of disapproval of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA), accountability and State plans final regulations that were published on November 29, 2016 (81 FR 86076). This guidance document is unaffected by that resolution and remains applicable.

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

[USDE Non-Regulatory Guidance - Using Evidence to Strengthen Education Investments](#)

Evidence-Based Requirements - ESSA



<https://attendee.gotowebinar.com/recording/7902699524244179457>

Evidence-Based Resources Webpage Launch



Evidence-Based Programs

The Mississippi Department of Education supports school district efforts to invest in proven strategies that have an evidence-base for effectiveness toward improving outcomes for children in our schools. The factors that undergird the MDE's position include, but are not limited to the expectations and requirements bulleted below.

- State law requires that we categorize all programs and activities based on evidence of effectiveness (MS Code 27-103-159).
- Federal law requires that we select and implement evidence-based programs when using federal funds (Every Student Succeeds Act).
- MDE State Board of Education established the expectation that 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.

Resources

- [Evidence Provisions within ESSA](#)

["Evidence-Based" Defined](#)
[Strengthening Effectiveness](#)
[ESSA's Four Levels of Evidence](#)
[Identifying Evidence-Based Programs](#)
[Evidence-Based Resources](#)

- **NOW** available on the School Improvement, Academic Office, Federal Programs, and Intervention Services webpage
- Designed to assist schools/districts with identifying and selecting evidence-based resources

Evidence-Based Repositories

- [What Works Clearinghouse](#)
- [Evidence for ESSA](#)
- [Best Evidence Encyclopedia](#)
- [Results for America](#)
- [NCQTL Preschool Curriculum Report](#)
- [Results First Clearinghouse Database](#)
- [Strategic Education Research Partnership](#)
- [SIG Network](#)
- [Synthesis of Evidence Resources](#)
- [National Center for Education Evaluation and Regional Assistance](#)
- [Ed Reports](#)
- [Everyone Graduates Center](#)
- [Next Generation High Schools](#)

Reservations

Focus School Reservation

- 10% of the **School's FY18, Title I, Part A** allocation must be reserved for addressing areas that caused the school to be identified as a Focus School.

Priority School Reservation

- Up to 20% of the **District's FY18 Title I, Part A** allocation must be reserved for addressing areas that caused the school to be identified as a Priority School.

(This will be verified in the district's FY18 Title I, Consolidated Application in MCAPS).

Verifying Reservations

To Verify Reservations, you **MUST**, look at Title I,
Part A in the FY18 Consolidated Application

- <https://mcaps.mdek12.org/user/signin.aspx?ccipSessionKey=636524950098420719>

Interventions and Expenditures

School Leadership Teams Address:

Interventions being funded by the **Title I, Part A Reservation** (*Can have an evidence-base level of Demonstrates a Rationale*)

Interventions being funded by **Title I, School Improvement 1003A** (Must have a *Strong, Moderate or Promising* evidence base)

Questions



Roles and Approvals – Planning Tool

*****In order to ensure segregation of duties, an individual will not be permitted to approve with multiple roles.*****

LEA Roles (*Will need to be assigned to the appropriate staff by the federal programs director*)

School Plan Data Entry – Edit only

School Plan Reviewer – Edit and Approve School's Plan

LEA School Plan Reviewer – Edit and Approve All School Plans

Ability to start and approve the school plan may be impacted by the status of the LEA School Plan for the FY18 Consolidated Application

MDE Roles

There is **no** SEA approval for the School Plan from the Office of School Improvement

The Superintendent will be final approver of initial application

Planning Tool Final Thoughts...

Before submitting Funding Application...go back to the **Planning Tool** to make sure that:

Assurances have been verified for each identified school

Action Steps are completed fully (description, benchmark indicator, position responsible, date of completion)

Funding Sources are accurately calculated, assigned, and notes have been provided

AND...

****The School Plan has been escalated to “LEA School Plan Reviewer Approved”***

Roles and Approvals – Funding Application

*****In order to ensure segregation of duties, an individual will not be permitted to approve with multiple roles.*****

LEA Roles (*Will need to be assigned to the appropriate staff by the federal programs director*)

- LEA School Improvement Update
- LEA School Improvement Director
- LEA Business Manager

MDE Roles

- SEA School Improvement District Contact
- ~~SEA School Improvement Supervisor~~
- SEA School Improvement Director

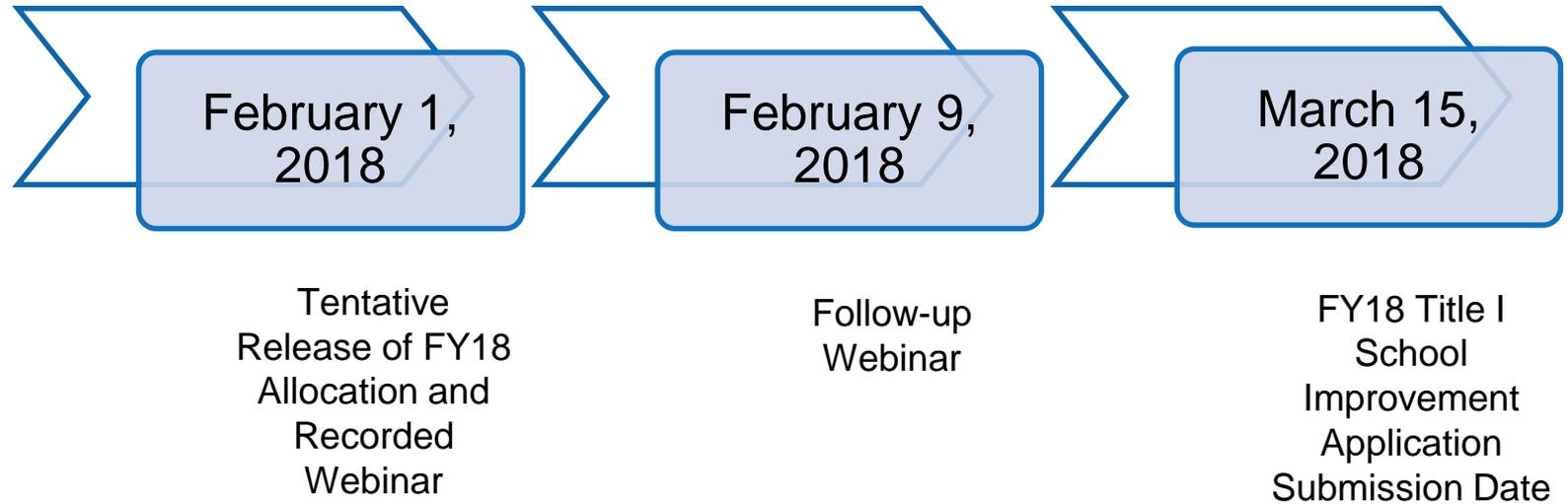
The Superintendent will be final approver of initial application

Funding Application Checklist

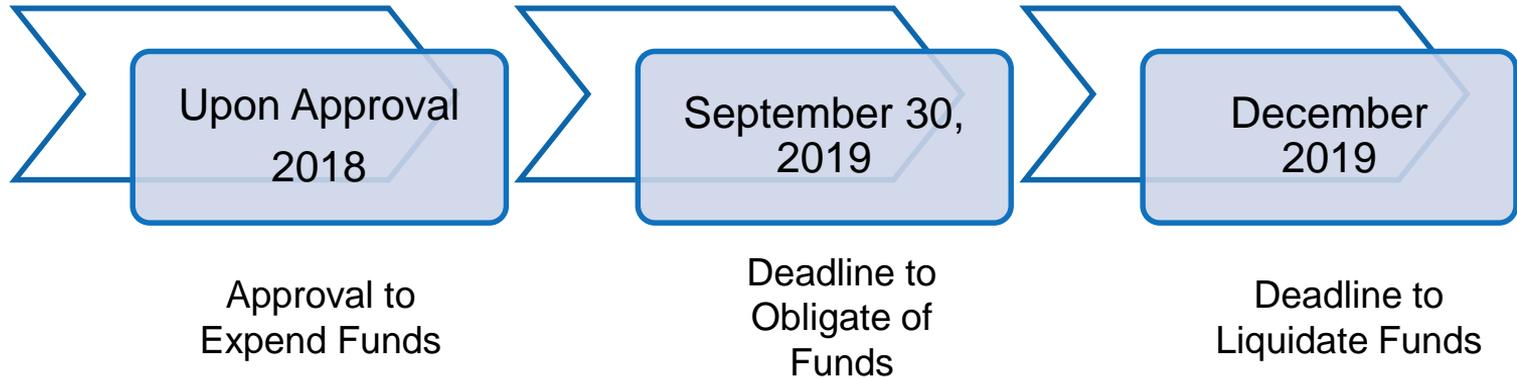
VERY IMPORTANT PART OF THE SUBMISSION PROCESS FOR DISTRICTS

***Provides an Opportunity to check work against the
Review Process being used by the Office of School
Improvement Staff***

Timelines



Period of Availability



Final Questions





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