Office School Improvement

Updates

METIS Conference

Summer 2017

MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child

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

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

- ✓ 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**

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

This Update from the OSI will address:

Evidence Based Expectations	SIG Focus & Priority Schools Schools At-Risk	Plan of Support MS SOARS	ESSA

Evidence-Based Expectations

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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 in sharing results help increase stakeholder buy-in
- Leaders are more likely to sustain a strategy if they can point to strong evidence of impact
- Evidence-based practices promote continuous improvement, build bodies of evidence and develop learning systems.

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

ESSA's definition of "evidence-based" includes 4 levels of evidence. The top 3 levels require findings of a **statistically significant effect** on improving student outcomes or other relevant outcomes based on:

(1) Strong	• At least 1 well-designed and well-implemented **experimental** study (i.e., randomized)	**Required for school improvement plans funded by 7% set aside (Section 1003) & Eligible for a priority under 7 competitive grants**
(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	

The 4th level is designed for ideas that do not yet have an evidence base qualifying for the top 3 levels above. Given the requirement in the second bullet below to examine the effects of these ideas, this evidence-*building* level can be referred to as "under evaluation."

(4) "Under Evaluation"	• **Demonstrates 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"**

RESULTS FOR AMERICA

Points of Convergence

Timeline

Needs Assessment

Data Analysis

What's at the heart?

Evidence-Based

Allocation of Resources

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Getting to Effectiveness

How do district and school leaders ensure that **all** federal resources are:

- evidence-based;
- used efficiently;
- used effectively; and
- positively impacting student achievement?

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The Big Question….

How does this decision improve the quality of instruction and outcomes for ALL students?

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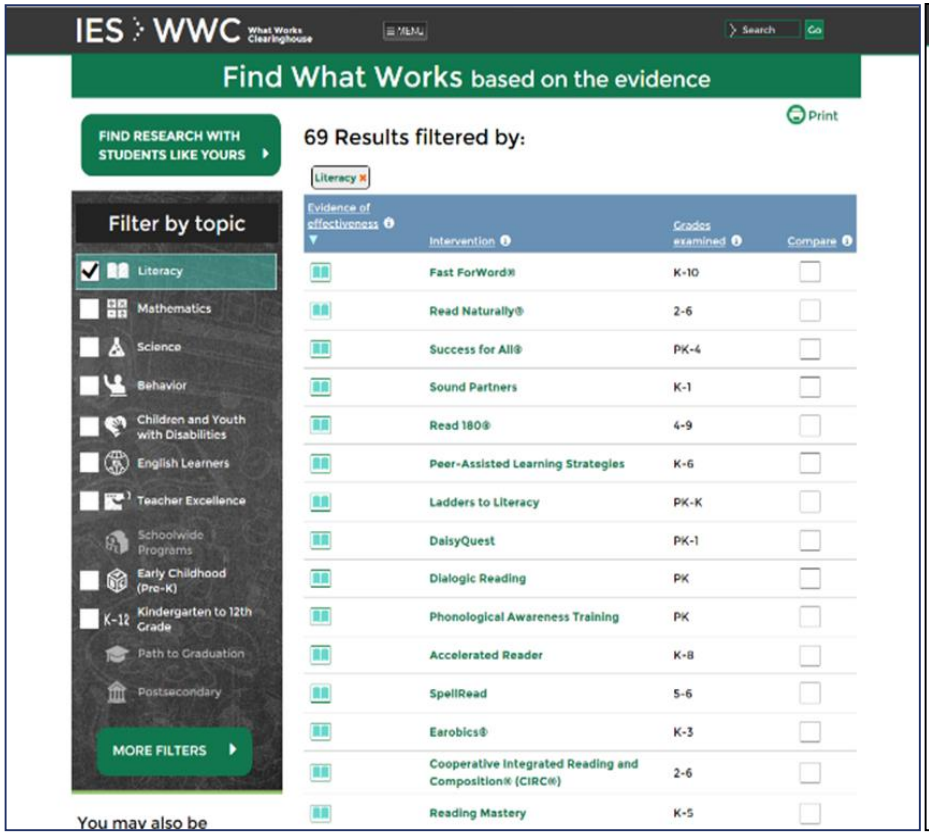
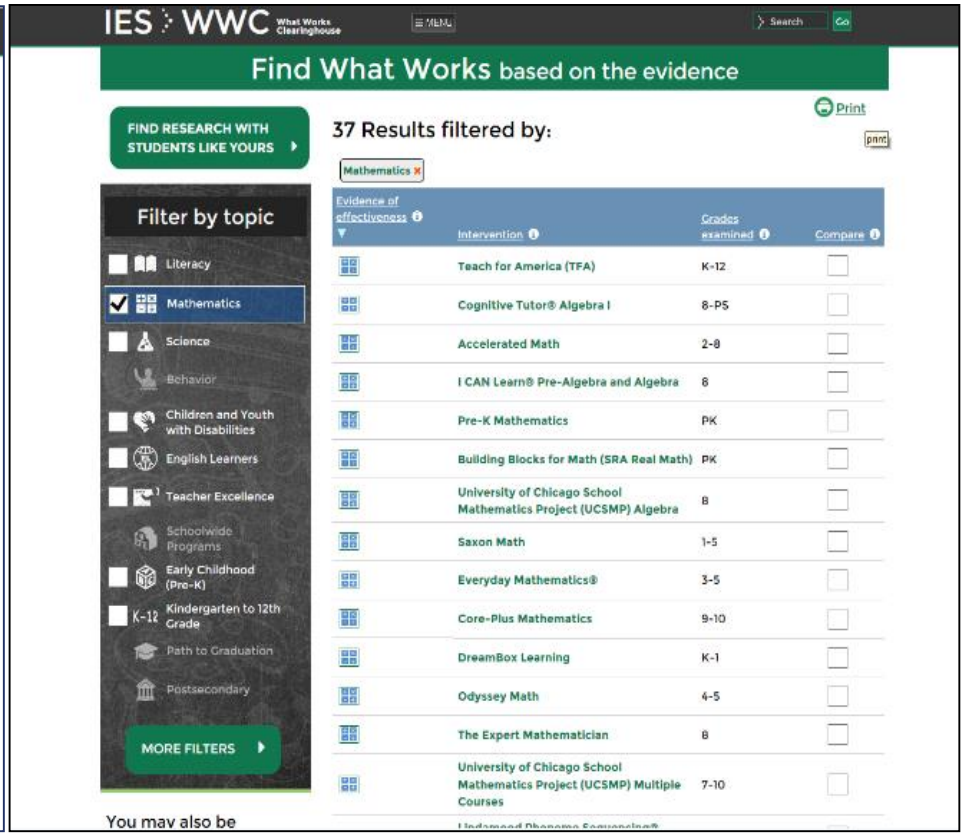
Evidence-Based Resources

What Works Clearinghouse



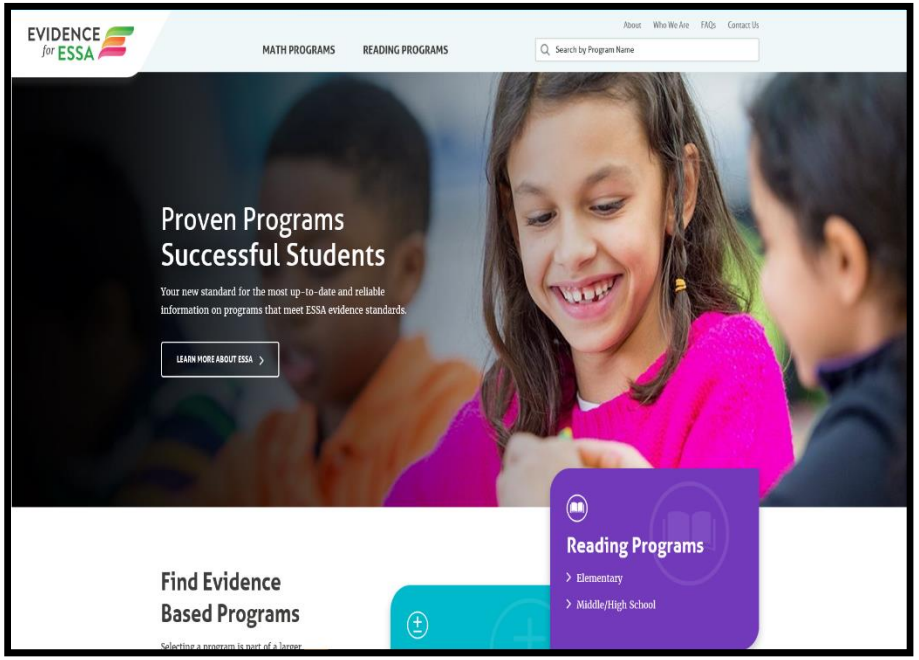


Evidence-Based Resources

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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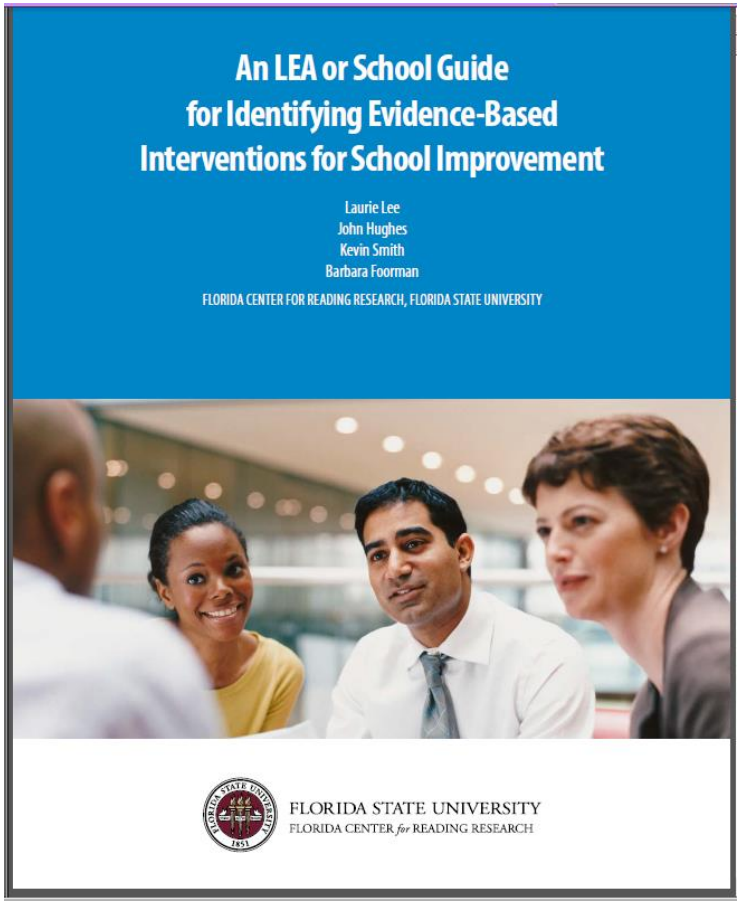
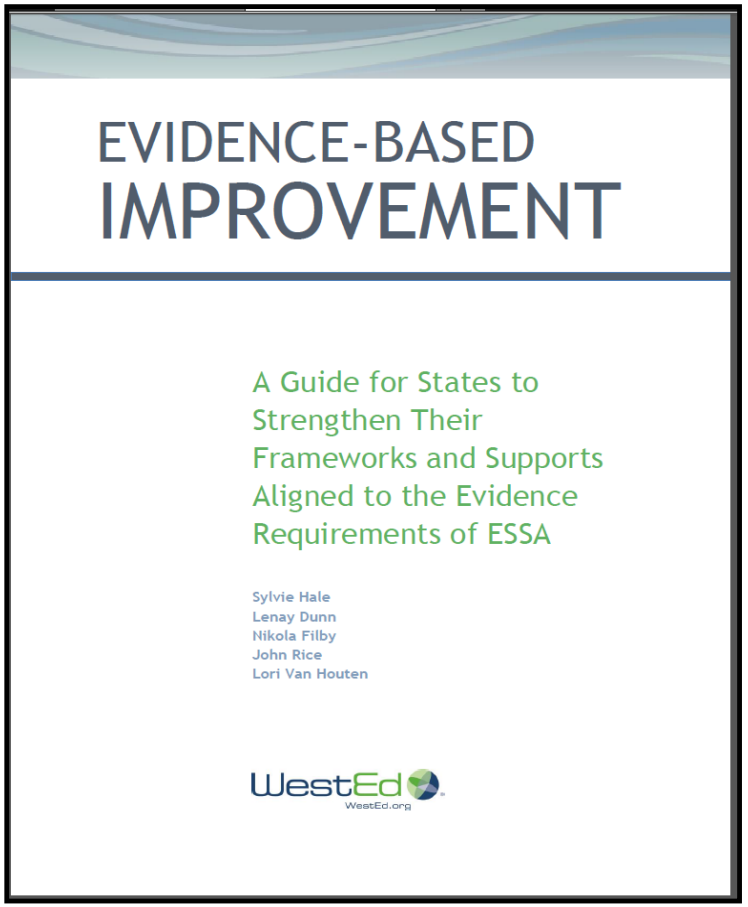
Evidence-based District Resources





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School Improvement Grant

School Improvement Grants

- Approximately $16M available to LEAs
- LEAs awarded 4-year grants
- LEAs required to implement one of six implementation models
  - Whole School Reform (New)
  - Early Learning (New)
  - Pathways to Success (New)

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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
  - 118 identified schools
  - 113 schools eligible for SIG competition
  - 64 schools indicated intent to apply

2017-18 Focus and Priority Schools

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Identification of Schools

March 2017

Permission granted by USDE to reset list of Focus and Priority Schools

~

All identified schools will be in place through the 2017-18 school year.

37 Priority Schools

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%.

- School Improvement Grant (SIG) Schools, including Cohort III, that were still identified in the lowest performing categories are included

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).*

FY16 Title 1, 1003 (a) Funds

- FY16 - Final Paper Application for 1003 (a)
- Amendments due July 15, 2017
- Obligation deadline is September 30, 2017
- Liquidation deadline is December 8, 2017

FY 17 Title I, 1003(a) & MCAPS

- First Year of Online Application
- School Level Plan
- Funding Application
- Aligned to Consolidated Application
- Amendments now called “Revisions”

Timeline for Submission of 1003(a) Applications

May

- Allocations Released

May 30

- Follow-up Webinar
  (Rescheduled from May 22)

June 23

- Applications due in MCAPS

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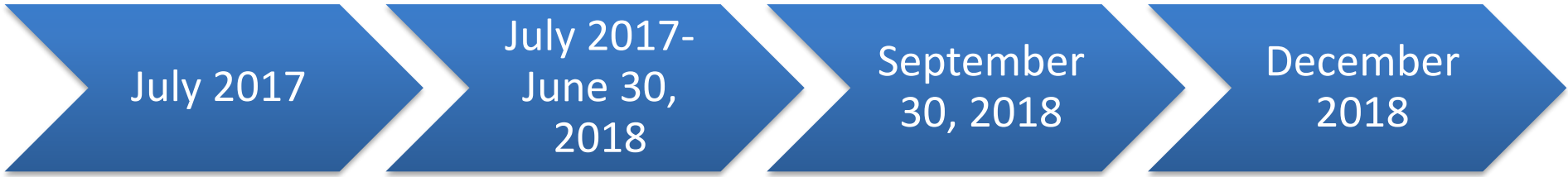
Implementation of Approved 1003(a) Plan



Approval of MCAPS (Plan and Funding)

Implementation Period

Obligation Deadline

Liquidation Deadline

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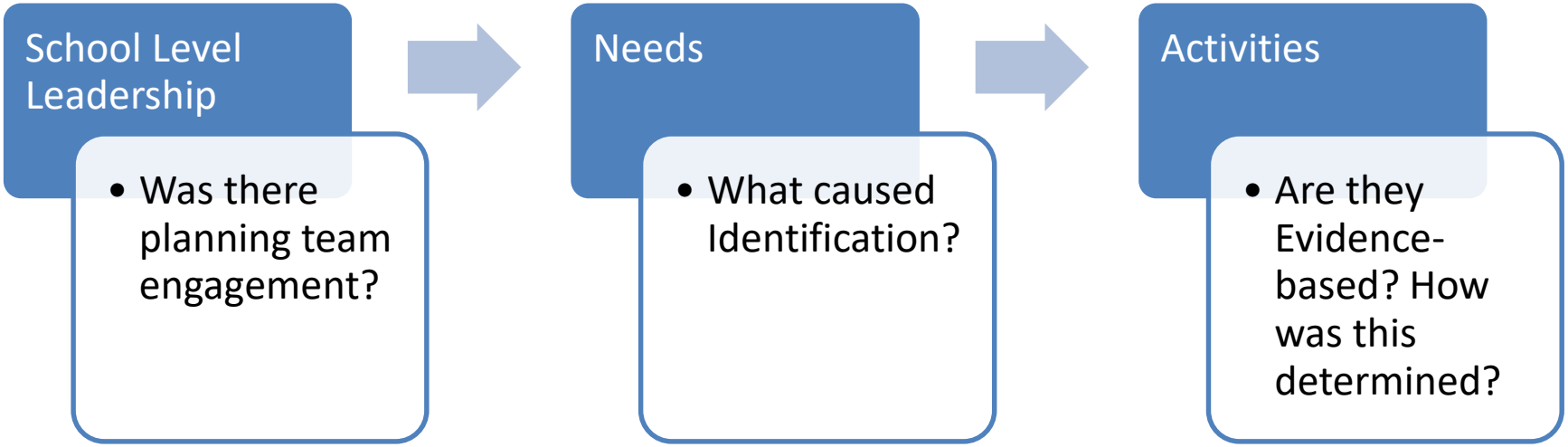
All Activities Funded by 1003(a) Funds Must be…

- Based on Comprehensive Needs Assessment
- Evidence-Based
- Aligned with Goals, Strategies, Action-steps in Consolidated Federal Programs Application (MCAPS)

Title I, 1003(a) & MCAPS



Title I, 1003(a) Implementation Considerations

July – September 2017

- Resources Purchased/Contracts
- Finalized

September 2017 – June 2018

- Initial Implementation
- Monitoring Implementation/
- Adjust as Needed

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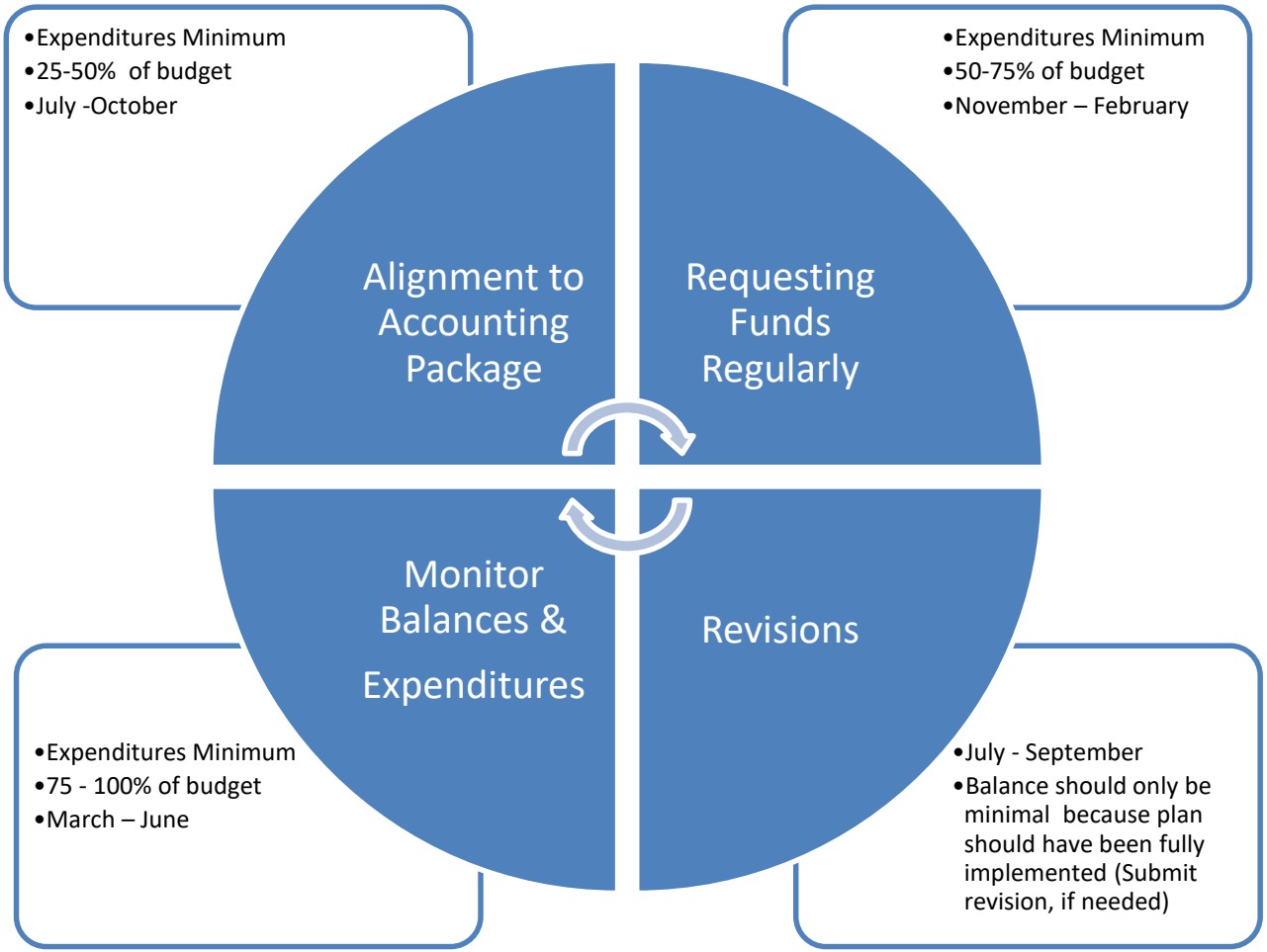
Title I, 1003(a) Implementation Considerations



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Monitoring Expenditures and Balances

Balance Updates

Monthly Notification of Remaining Balances

Quarterly Notifications (Letter via Email)

Schools At-Risk

Federal and State Expectations

By state law we are required to conduct an evaluation, provide assistance and report on those schools that are in need of improvement (MS Code 37-18-3 and 37-18-5).

By federal law we are required to continue to provide support for interventions in schools that are identified as Priority or Focus. This list was frozen for the 2016-17 school year.

By State Board of Education goals we are required to support every school and district so that they can improve to an accountability rating of “C” or higher.

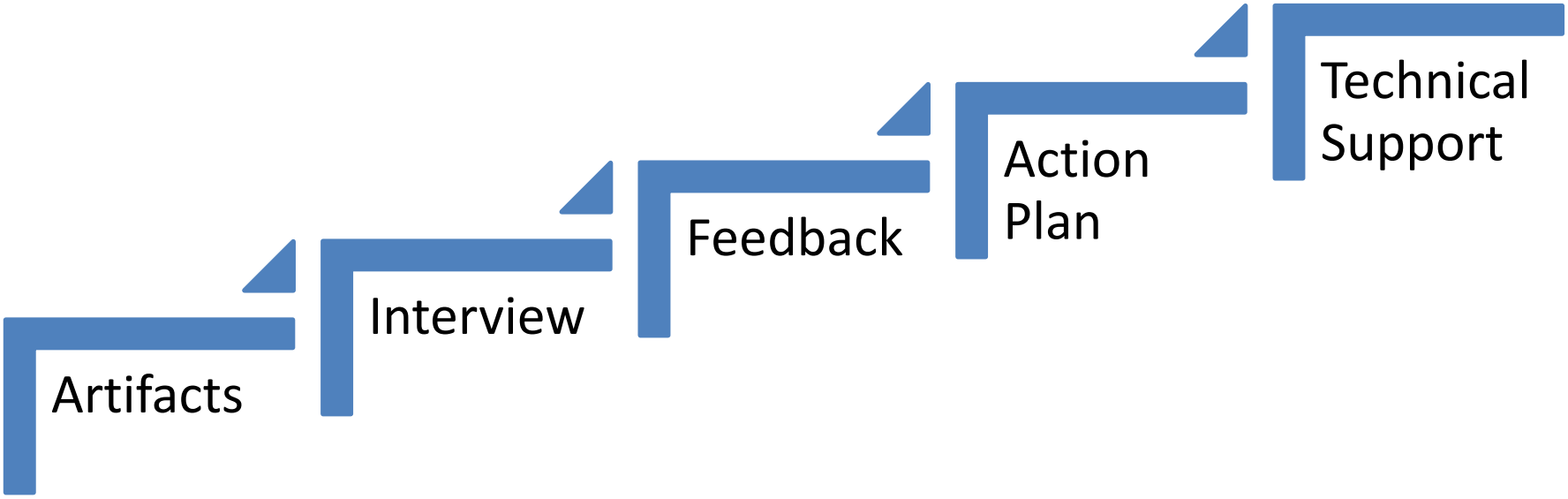
Purpose

To support the focus on improving low-performing schools based on performance toward:

Proficiency – ELA, Mathematics, Science, History
Growth - All Students and Bottom 25%
College and Career Readiness
Acceleration
Graduation Rate
Participation Rate

The Mississippi Department of Education (MDE) implements a process wherein districts/schools will develop and present a plan of action to address areas of deficiency, challenges, and next steps for improving student outcomes.

Process for Supporting Schools At-Risk



Requirements for Schools At-Risk

- Develop a PowerPoint presentation using MDE designed template
- Submit specific artifacts prior to interview
  - Master Schedule
  - School Staff List (position, endorsement, license type, years experience)
  - Intervention Programs and Interim Assessments
  - External Providers (scope of work and outcomes)
  - Dropout Prevention Plans for High Schools
  - Professional Development Plans
  - Instructional Management Plan
- Interview between MDE team and the district team that is comprised of school board member, superintendent, school principal, teacher representative, and parent/community member (optional)
- Submit plan of action to improve academic achievement in the school
- Technical support from MDE (e.g. professional development, resources)

Plan for Support

2017-18 Office of School Improvement

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School Turnaround Principles

The School Turnaround Principles are a collection of **research-based "best practices"** that provide guidance for *meaningful* and *intentional* change designed to increase student achievement in low-performing schools.

- 8 principles govern
  - 14 indicators
  - 53 behaviors

Domains for Rapid School Turnaround – Establishing Context

- Turnaround Leadership
  - Prioritize improvement
  - Communicate urgency
  - Monitor short and long term goals
  - Customize and target support to meet needs

Four Domains for Rapid Turnaround: The Center on school Turnaround at WestEd.
http://centeronschoolturnaround.org

Domains for Rapid School Turnaround – Establishing Context

- Talent Development
  - Recruit, develop, retain, and sustain talent
  - Target professional learning opportunities
  - Set clear performance expectations

Four Domains for Rapid Turnaround: The Center on school Turnaround at WestEd.
http://centeronschoolturnaround.org

Domains for Rapid School Turnaround – Establishing Context

- Instructional Transformation
  - Diagnose and respond to student learning needs
  - Provide rigorous evidence-based instruction
  - Remove barriers and provide opportunities

Four Domains for Rapid Turnaround: The Center on school Turnaround at WestEd.
http://centeronschoolturnaround.org

Domains for Rapid School Turnaround – Establishing Context

- Culture Shift
  - Build a culture focused on student learning and effort
  - Solicit and act upon stakeholder input
  - Engage students and families in pursuing education goals

Four Domains for Rapid Turnaround: The Center on school Turnaround at WestEd.
http://centeronschoolturnaround.org

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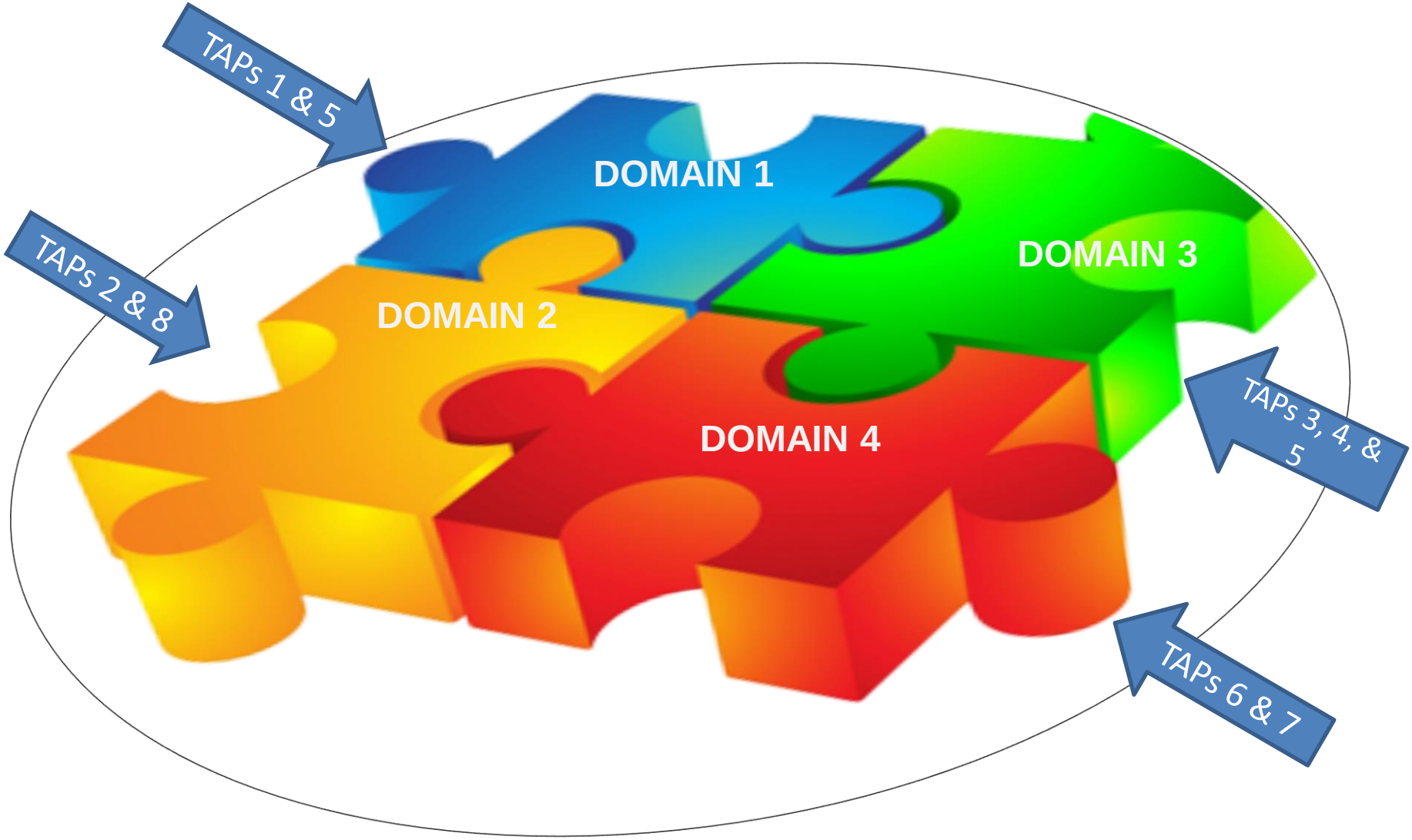
How Do the Pieces Fit?



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TAP/DOMAIN ALIGNMENT:
Domain 1: Turnaround Leadership

TAP 1: Providing Strong Leadership	
	Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives. (4603)
	LEA has developed and implemented a plan to establish a pipeline of potential turnaround leaders. (4594)
	LEA has developed and implemented policies and practices to support full and effective implementation of school improvement efforts, as necessary. (4595)
	LEA and school have established active leadership teams to support implementation of the school improvement plan.

TAP 5: Using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data	
	LEA and school collect, monitor, and respond to benchmark/interim data. (4600)
	LEA and school align curriculum, instruction, and assessment with state standards. (4605

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TAP/DOMAIN ALIGNMENT:
Domain 2: Talent Development

TAP 2: Ensuring that teachers are effective and able to improve instruction	
	LEA and school have structured support systems for recruitment, placement, induction, and retention of teachers and leaders who have the skills needed for school transformation. (4596)
	LEA and school align professional development and evaluation systems to improve instructional and leadership practices. (4604)

TAP 8: Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization	
	LEA and school recruit, screen, select, and evaluate external providers. (4597)
	School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals. (4598)

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TAP/DOMAIN ALIGNMENT:

Domain 3: Instructional Transformation

TAP 3: Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration	
	Principal ensures teachers maximize the time available for instruction. (4601)
TAP 4: Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards	
	Principal continuously monitors and teachers continuously evaluate the effectiveness of curriculum, instruction, and assessment to ensure that all students engage in the learning process. (4606)
TAP 5: Using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data	
	LEA and school collect, monitor, and respond to benchmark/interim data. (4600)
	LEA and school align curriculum, instruction, and assessment with state standards. (4605

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TAP/DOMAIN ALIGNMENT:
Domain 4: Cultural Shift

TAP 6: Establishing a school environment that improves school safety and discipline and addressing other nonacademic factors that impact student achievement, such as student's social, emotional, and health needs	
	School implements strategies and practices to improve school culture and climate. (4635)
TAP 7: Provide ongoing mechanisms for family and community engagement	
	School and teachers engage families and communities about children's learning and provide opportunities for input. (4607)

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Roles

State Agency

- Provide Policies and Procedures
- Provide Professional Development
- Provide Instructional Resources
- Develop Rigorous Academic Standards
- Administer Statewide Assessments
- Distribute funds
- Monitor Outcomes

District

- Lead the School Improvement process in their district
- Provide needs driven, outcome based, professional development
- Evaluate evidence based instructional resources
- Recruit highly effective and qualified teachers and leaders
- Monitor the implementation of a high quality and focused improvement plan

Schools

- Implement a robust plan to improve academic outcomes
- Provide high quality instruction day-to-day, bell to bell
- Provide differentiated professional development
- Administer formative assessments that align to the standards
- Provide a safe and orderly climate

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Differentiated Support – Schools At-Risk (MDE)

- Needs Assessment Analysis
  - Feedback from Interview Process/Root Cause Analysis for Action Plan Implementation
- Professional Learning
  - Regional Meetings (Quarterly)
  - Professional Development Coordinators (PDCs)
  - Webinars
- Resource Access
  - MS SOARS Access

Requirements – Schools At-Risk (SAR)

District

- Conduct Comprehensive Needs (CNA) Assessment/Root Cause Analysis
- Participate in Interview with MDE
- Develop action plan based on CNA
- Present Monthly update regarding SAR implementation to local school board (running agenda item)
- Attend all required trainings
- Monitor use and implementation of MS SOARS
- Create P16 Community Engagement Council (District or School)

School

- Conduct Comprehensive Needs (CNA) Assessment/Root Cause Analysis
- Participate in Interview with MDE
- Develop action plan based on CNA
- Present Monthly Update regarding SAR implementation to local school board
- Create School Leadership Team focused on improving student outcomes
- Attend all required trainings
- Participate in meeting (s) with OSI Staff regarding implementation (on-site or virtual)
- Utilize, monitor and update MS SOARS data regularly

Differentiated Support – Focus (MDE)

- Professional Learning
  - Regional Meetings (Quarterly)
  - Professional Development Coordinators (PDCs)
  - Webinars
- Resource Access
  - MS SOARS Access
  - Funding

Requirements – Focus

District

- Complete Comprehensive Needs Assessment (CNA)
- Present Monthly Update regarding plan implementation to local school board (running agenda item)
- Create District Leadership Team focused on improving student outcomes
- Engage in monthly budget meetings with school leadership regarding federal funds
- Attend all required trainings
- Participate in meeting(s) with OSI Staff regarding implementation (on-site or virtual) quarterly
- Monitor use and implementation of MS SOARS
- Meet quarterly with External Parties providing contractual services
- Create P16 Community Engagement Council (District or School)

School

- Complete Comprehensive Needs Assessment (CNA)
- Reserve 10% of School's Title I allocation
- Present Monthly Update regarding plan implementation to local school board
- Designate School Level Personnel responsible for School Improvement efforts
- Create School Leadership Team focused on improving student outcomes
- Attend all required trainings
- Engage in monthly budget meetings with district leadership regarding federal funds
- Participate in meeting (s) with OSI Staff regarding implementation (on-site or virtual) quarterly
- Utilize, monitor and update MS SOARS data regularly
- Meet quarterly with External Parties providing contractual services
- Notify parents/legal guardians, in writing, of identification

Differentiated Support – SIG/Priority (MDE)

- Coaching Support
  - Tiered based on need
    - Level 1 (On-site job-embedded coaching)
    - Level 2 Virtual coaching
- Professional Learning
  - Regional Meetings (Quarterly)
  - Professional Development Coordinators (PDCs)
  - Webinars
- MS SOARS Access
- Funding

Requirements – SIG

District

- Present Monthly Update regarding SIG implementation to local school board (running agenda item)
- Designate District Personnel responsible for School Improvement
- Create District Leadership Team focused on improving student outcomes
- Attend all required trainings
- Submit Detailed expenditure Report with each request for funds
- Participate in Monthly meeting with OSI Staff regarding implementation
  (on-site or virtual)
- Monitor use and implementation MS SOARS
- Submit Required Reporting documentation
- Submit annual renewal application for grant funds
- Create P16 Community Engagement Council (District or School)

School

- Present Monthly Update regarding SIG implementation to local school board
- Designate School Level Personnel responsible for School Improvement Grant oversight
- Create School Leadership Team focused on improving student outcomes
- Attend all required trainings
- Engage in monthly budget meetings with district leadership regarding federal funds
- Participate in Monthly meeting with OSI Staff regarding implementation (on-site or virtual)
- Utilize, monitor and update MS SOARS data regularly
- Document and submit required reporting documentation
- Submit annual renewal application for grant funds

Requirements – Priority

District

- Conduct Comprehensive Needs Assessment (CNA)
- Reserve up to 20% of LEA Title I allocation
- Present Monthly Update regarding plan implementation to local school board (running agenda item)
- Designate District Personnel responsible for School Improvement
- Create District Leadership Team focused on improving student outcomes
- Engage in monthly budget meetings with school leadership regarding federal funds
- Attend all required trainings
- Participate in Monthly meeting with OSI Staff regarding implementation (on-site or virtual)
- Monitor use and implementation of MS SOARS
- Meet quarterly with External Parties providing contractual services
- Create P16 Community Engagement Council (District or School)

School

- Conduct Comprehensive Needs Assessment (CNA)
- Present Monthly Update regarding plan implementation to local school board
- Designate School Level Personnel responsible for School Improvement Grant oversight
- Create School Leadership Team focused on improving student outcomes
- Attend all required trainings
- Engage in monthly budget meetings with district leadership regarding federal funds
- Participate in Monthly meeting with OSI Staff regarding implementation (on-site or virtual)
- Utilize, monitor and update MS SOARS data regularly
- Meet quarterly with External Parties providing contractual services
- Notify parents/legal guardians, in writing, of identification

MS SOARS

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MS SOARS

- Platform to Support District and School Leadership Planning Aligned to Indicators for Success (Turnaround Principles)
  - SIG Schools
  - Priority Schools
  - Focus Schools
  - Schools At-Risk

MS SOARS

- Supports school and district efforts to align planning to the implementation of evidence-based practices
  - Guides work that should be utilized in the development of the Comprehensive Needs Assessment and the development of LEA and School Plans in MCAPS as well as the Funding Application

MS SOARS Implementation

- Will be used for the 2017-18 school year by SIG, Priority, Focus, and School At-Risk sites
- Schools can upload documents
- System will be updated to reflect new assessment levels and requirements
- Training will be provided to support capacity to utilize with fidelity

P16 Community Engagement Council

P16 Community Engagement Council Implementation

2016 MS Public School Accountability Standards

Process Standard 12

12: There is an organized system to encourage community involvement, parental communication, and business partnerships in school district decision-making. {Miss. Code Ann. § 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.

P16 Community Engagement Council Implementation

- All schools and districts that were identified as “D” or “F” **prior to the release** of the 2015-16 accountability ratings are required to implement the P16 Community Engagement Council requirements as outlined in the 2016 MS Public School Accountability Standards (Process Standard 12, 12.1 and 12.2) for establishing a P16 Community Engagement Council. ***{MS Code § 37-7-337} and {MS Code § 37-18-5(4)}***

Source: Email Notification [ms_superintendents] Updated Information on P-16 Councils for Schools/Districts Rated Below C – February 13, 2017

P16 Community Engagement Council Implementation

- All schools and districts that were identified as “D” or “F” for the **first time** based on the 2016 accountability ratings should engage in initial conversations, within the district or school, around planning for implementation of the P16 Community engagement council. This should include conversations with stakeholders on school improvement efforts or actions within the district.

Source: Email Notification [ms_superintendents] Updated Information on P-16 Councils for Schools/Districts Rated Below C – February 13, 2017

P16 Community Engagement Council Implementation

When the Final 2017 Accountability Ratings are released in the Fall of 2017, the following actions will apply:

- If a **school** is assigned a grade of "C" or higher based on the 2017 accountability ratings, the school will be exempt from implementing the remaining requirements for P16 Councils for the 2017-18 school year.

- If a **district** is assigned a grade of "C" or higher based on the 2017 accountability ratings, the district will be exempt from implementing the remaining requirements for P16 Councils for the 2017-18 school year.

Source: Email Notification [ms_superintendents] Updated Information on P-16 Councils for Schools/Districts Rated Below C – February 13, 2017

P16 Community Engagement Council Implementation

- If a **school** is assigned the grade of "D" or "F" based on the 2017 accountability ratings, the school will be required to fulfill all requirements as outlined in the 2016 MS Public School Accountability Standards (Process Standard 12, 12.1 and 12.2) for establishing a P16 Community Engagement Council immediately upon receiving their accountability grade.

- If a **district** is assigned the grade of "D" or "F" based on the 2017 accountability ratings, the district will be required to fulfill all requirements as outlined in the 2016 MS Public School Accountability Standards (Process Standard 12, 12.1 and 12.2) for establishing a P16 Community Engagement Council immediately upon receiving their accountability grade.

Source: Email Notification [ms_superintendents] Updated Information on P-16 Councils for Schools/Districts Rated Below C – February 13, 2017

P16 Community Engagement Council Implementation

Each District will be required to submit to the Office of School Improvement by ***December 1, 2017***:

- A current list of each P16 community engagement council in operation within the district containing the name, constituent group, role, and email address of each member *(a template will be provided)*
- A current schedule of meetings for each P16 community engagement council in operation within the district

Every Student Succeeds Act (ESSA)

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What is the Every Student Succeeds Act?

The federal Every Student Succeeds Act (ESSA) is the latest version of the nation's main K-12 law that has a longstanding commitment to equal opportunity for all students.

ESSA aims to scale back the hands-on federal role in elementary and secondary education found in No Child Left Behind (NCLB) legislation.

In Mississippi, ESSA is essentially the refinement of activities supporting the Mississippi Board of Education's Strategic Plan.

Mississippi Succeeds Executive Summary and State Plan Overview

Executive Summary

- Provides a high-level overview of state efforts related to instruction, assessment, and accountability
- Shapes context for Mississippi's response to the required components of the ESSA Consolidated State Plan

ESSA Consolidated State Plan

- Built on framework provided by the United States Department of Education
- Addresses state plan for standards, assessments, accountability, effective educators, and supports for struggling schools and students

Standards, Assessments, Accountability

Current Status

- Academic standards prepare students for college and careers
- Statewide online assessment is aligned to college and career readiness standards for English language arts and Math for all grades (3-8, HS)
- A-F accountability system considers student growth and achievement, graduation rates, and advanced coursework participation and outcomes

Standards, Assessments, Accountability

Changes and Additions

- Mississippi will provide students who take Algebra I in 8th grade with an Algebra II assessment in high school to eliminate current double-testing of these students
- English learner (EL) growth to proficiency on the English Language Proficiency Assessment (currently LAS Links) will be added as a new +/- accountability indicator beginning in 2017-18
- State assessment scores for recently-arrived EL students will be phased in over time (Year 1: report; Year 2: growth; Year 3: growth and proficiency)
- An accountability task force will be reviewing the accountability model to make adjustments after the 2017-18 school year

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Accountability: 700 Point Schools

Reading	Mathematics	Other Subjects
Proficiency (100 points)	Proficiency (100 points)	Science Proficiency (100 points)
Growth All Students (100 points)	Growth All Students (100 points)	
Growth Lowest Performing Students (100 points)	Growth Lowest Performing Students (100 points)	

- Green boxes – academic achievement
- Blue boxes – another academic indicator
- Red boxes – other measure of student success
- Accountability model will also include a +/- indicator to reflect English Language Proficiency Assessment progress toward proficiency

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Accountability: Districts and 1000 Point Schools

Reading	Mathematics	Other Subjects	Graduation	College and Career Readiness	Acceleration (IB, AP, Industry Certification, Dual Credit)
Proficiency (100 points)	Proficiency (100 points)	Science Proficiency (50 points)	Graduation Rate *(High School Only)* (200 points)	ACT Algebra (50%) ACT Reading/ English (50%) (50 points)	Participation (70%) Performance (30%) (50 Points)
Growth All Students (100 points)	Growth All Students (100 points)	U.S. History Proficiency *(High School)* (50 points)			**70/30 Y1 60/40 Y2 50/50 Y3**
Growth Lowest Performing Students (100 points)	Growth Lowest Performing Students (100 points)				

- Green boxes – academic achievement
- Blue boxes – another academic indicator
- Red boxes – other measure of student success
- Accountability model will also include a +/- indicator to reflect English Language Proficiency Assessment progress toward proficiency

Long Term Goals: Student Achievement, Graduation Rate, and ELs

- As a long-term goal, Mississippi aims to eliminate the proficiency gap between Black students and All students entirely, as the All students proficiency rate increases to 70% by 2025.
- As a long-term goal, Mississippi aims to close the graduation rate gap between Special Education students and All students. This gap will be reduced to 20%, as the All students graduation rate increases to 90% by 2025.
- As a long-term goal, Mississippi aims to have 70% of EL students making expected progress toward English language proficiency by 2025.

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Mississippi Assessment Program (MAP) Student Achievement

ENGLISH LANGUAGE ARTS			
GRADE	2014-15 PROFICIENT & ADVANCED	2015-16 PROFICIENT & ADVANCED	CHANGE
Grade 3	28.7%	32.1%	+3.4%
Grade 4	29.8%	32.6%	+2.8%
Grade 5	28.1%	34.1%	+6.0%
Grade 6	29.3%	29.2%	-0.1%
Grade 7	31.2%	29.1%	-2.1%
Grade 8	31.1%	33.3%	+2.2%
English II	49.3%	37.1%	-12.2%
Overall	**32.2%**	**32.6%**	**+0.4%**

MATH			
GRADE	2014-15 PROFICIENT & ADVANCED	2015-16 PROFICIENT & ADVANCED	CHANGE
Grade 3	33.1%	32.7%	+1.6%
Grade 4	27.2%	32.2%	+5.0%
Grade 5	25.1%	30.0%	+4.9%
Grade 6	24.5%	32.5%	+8.0%
Grade 7	20.2%	34.2%	+14.0%
Grade 8	28.1%	30.9%	+2.8%
Algebra I	27.4%	26.1%	-1.3%
Overall	**26.6%**	**31.1%**	**+4.5%**

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Long Term Goals: Mississippi Assessment Program

ENGLISH LANGUAGE ARTS			
CURRENT Proficient	INTERIM Proficient Targets		LONG-TERM Proficient Goal
2015-2016	2018-2019	2021-2022	2024-2025
32.6%	45.1%	57.5%	70.0%

MATH			
CURRENT Proficient	INTERIM Proficient Targets		LONG-TERM Proficient Goal
2015-2016	2018-2019	2021-2022	2024-2025
31.1%	44.1%	57.0%	70.0%

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Long-Term Goals: Graduation Rates

CURRENT Graduation Rate	INTERIM Graduation Rate Targets		LONG-TERM Graduation Rate Goal
2015-2016	2018-2019	2021-2022	2024-2025
82.3%	84.8%	87.4%	90.0%

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Comprehensive Support and Improvement

SCHOOL IDENTIFICATION METHOD for CSI:

- Bottom 5% of Title I A schools (identification in 2018-19 based on 2017-18 data; subsequent identification every 3rd year); OR
- Graduation rate less than or equal to 67% (identification in 2018-19 based on 2017-18 data; subsequent identification every 3rd year); OR
- Previously identified Title I A Targeted Support and Improvement school with 3 consecutive years of subgroup proficiency performance (ELA or math) at or below that of all students in the bottom 5% of Title I A schools (identification for this group to begin in 2021-22)

Comprehensive Support and Improvement

SUPPORTS for CSI:

- CSI Support Level 1: [bottom 30% (at a minimum)]: face-to-face embedded coaching support; access to formula grants; priority access to professional development (literacy, leadership, blended learning concepts, other content areas); quarterly regional leadership team meetings (3-4 people per school); quarterly regional leadership webinars
- CSI Support Level 2: virtual coaching support; access to formula grants; priority access to professional development (literacy, leadership, blended learning concepts, other content areas); quarterly regional leadership team meetings (3-4 people per school); quarterly regional leadership webinars

Targeted Support and Improvement

SCHOOL IDENTIFICATION METHOD #1 and EXIT for TSI:

- Bottom 5% of Title I A schools not identified for CSI in which 3-year average growth in school subgroup proficiency is less than the target proficiency growth rate projected for the same statewide subgroup; AND
- School subgroup proficiency rate is less than statewide target proficiency rate for the same statewide subgroup in any of the 3 years being calculated (identification in 2018-19 based on 2015-16, 2016-17, and 2017-18 data; subsequent annual identification based on most recent 3-year data trend)
- EXIT: 3-year average growth in subgroup proficiency exceeds target proficiency growth rate projected for the same statewide subgroup

Targeted Support and Improvement

SCHOOL IDENTIFICATION METHOD #2 and EXIT for TSI:

- 3-year average subgroup performance is at or below that of all students in the lowest performing schools (bottom 5% of Title I A schools) (identification in 2018-19 based on 2015-16, 2016-17, and 2017-18 data; subsequent annual identification based on most recent 3-year data trend)
- EXIT: subgroup performance above that of all students in the lowest performing schools (bottom 5% of Title I A schools), based on identification year data

Targeted Support and Improvement

SUPPORTS for TSI (METHOD #1 AND #2)

Evidence-based interventions as outlined in TSI plan approved by the local school board and implemented by the school district; if funding is available once CSI schools are served, TSI schools will have access to formula or competitive grants; training on utilizing data to build capacity and improve instruction

CCSSO Collaborative Initiatives

High Quality Instructional Materials and Professional Development Network

- Seven state network (Mississippi, Wisconsin, Delaware, New Mexico, Rhode Island, Massachusetts and Nebraska)
- Mississippi will receive support to:
  - Increase the percent of districts in which new instructional material adoptions and procurements are high-quality and aligned with state's standards
  - Increase the percent of teacher professional development and teacher preparation programs that include training in the use of high-quality, standards-aligned curricula.

CCSSO Collaborative Initiatives

High School Turnaround Network

- Collaboration with Johns Hopkins University's *Every Student Graduates Center*
- Seven state network (Illinois, Louisiana, Massachusetts, Mississippi, New Mexico, New York and Ohio)
- Multi-year effort to improve low-performing high schools customized to each state's school improvement strategy and ESSA plan
- Links participating schools in a multiple states network with common challenges and provides the opportunity for them to see schools in similar situations that are making significant progress

CCSSO Collaborative Initiatives

Leveraging Federal Funds

- Collaboration with Federal Group, Kellogg, and CCSSO for 2 years
- Supports the development of guidance for LEA's on using ESSA funds to:
  - Expand PK by using multiple funding sources to support early learning
  - Promote equitable access to highly-effective teachers
  - Support English Learners
  - Support Career Readiness

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ESSA Timeline: Next Steps

Date	Activity
Dec. 2016 – March 2017	Draft ESSA Plan development
April 2017 – May 2017	Ongoing edits and refinements to ESSA Plan
June 1, 2017	ESSA Plan finalized
June 16, 2017	Initial approval of ESSA Plan by State Board of Education
June 16, 2017 - July 16, 2017	Public comment period, additional stakeholder engagement meetings across the state
August 2017	Governor review
September 14, 2017	Final approval of ESSA Plan by State Board of Education
September 18, 2017	Submission of ESSA Plan to U.S. Department of Education

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Questions and Clarifications

School Improvement Contact Information

Dr. Sonja J. Robertson Executive Director srobertson@mdek12.org		
Mrs. Shakinna Patterson, Ed.S. **Bureau Director II** spatterson@mdek12.org	**Dr. Sebrina Palmer (Director)** **Lead Implementation Specialist/UM** spalmer@mdek12.org	**Office of School Improvement** 359 North West St. P. O. Box 771 Jackson, MS 39205-07 http://www.mdek12.org/OSI
Ms. Kelley Gonzales **Office Director II** kgonzales@mdek12.org	**Mrs. Jeanne Park** **Lead Implementation Specialist/UM** jeanne.park@mdek12.org	
Ms. Vanessa Smith **Project Officer II** vsmith@mdek12.org	**Mr. Jerry Moore** **Lead Implementation Specialist/UM** jerry.moore@mdek12.org	
	Dr. Lea Johnson **Lead Implementation Specialist/UM** lea.johnson@mdek12.org	

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