
Office of School Improvement

Resource Guide

Navigating the School Improvement Process



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Mississippi Department of Education

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Table of Contents

Identification Requirements, Exits, and Supports	4-9
Effective Practices and Partnerships	12-23
Appendix	24-40
Technical Rules for CSI, TSI, and ATSI Identification and Exiting Criteria	
Frequently Asked Questions with School Improvement	
At a glance: The Four Domains of School Improvement	
Consideration for leadership around implementation and funding	

Resource Guide Purpose and Usage

The purpose of this guide is to provide schools and LEAs with a framework of support as they navigate continuous school improvement. The guide is developed around a system of support geared toward integration of the Four Domains of Rapid School Improvement into the process of supporting schools and districts. Along with implementing practices and strategies provided within the Four Domains of Rapid School Improvement, the guide serves as a resource to best assist school and district leaders and their leadership teams when developing and implementing school improvement initiatives and strategies.

Throughout the guide, best practices and evidence-based resources will be shared. The guide is structured to provide a synopsis of information while offering opportunities to further one's research through hyperlinked webpages.

Vision

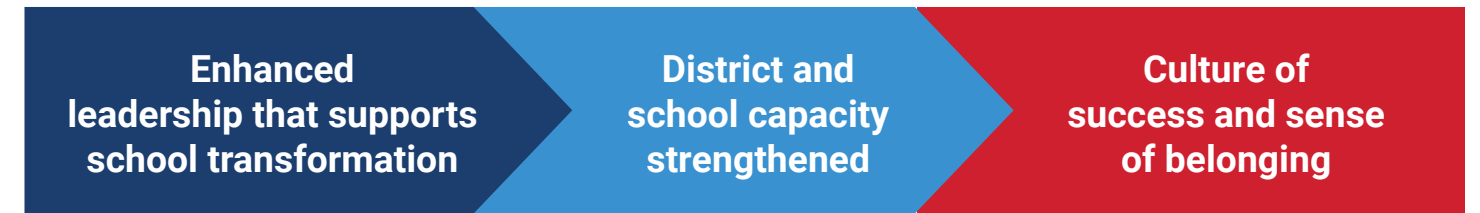
The vision of the Mississippi Department of Education is to create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens. The work of the Office of School Improvement (OSI) is driven by a commitment to help every school and district become rated "C" or higher.

The Mississippi Department of Education identifies schools in need of additional assistance and support, which includes professional development, and may include leadership coaching, additional funding, and assistance to support the school's transformation goals. The MDE identifies the schools that need the most assistance for their students to have the same opportunities for growth and success that exist for students in other schools. The OSI is responsible for supporting the systemic improvement and turnaround efforts of the lowest-performing schools. The Every Student Succeeds Act (ESSA), a federal law, requires that each state identify schools under the following classifications for support and improvement: Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI).

Resource Guide Purpose and Usage

Office of School Improvement's Theory of Action

If the Office of School Improvement collaborates with **district** and **school leaders** to enhance **leadership** practices that support school **transformation**, then **district** and **school leaders'** capacity to make results-based decisions will be strengthened; and if their capacity to make results-based decisions is strengthened, then **district** and **school leaders** will embed a culture of success and cultivate a sense of belonging in their systems.



Office of School Improvement Identifications

As a school leader, you may be asking,

“My school has been identified. What does our identification mean?”

There are three federal school improvement identifications: Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI). Each school improvement identification has its own entering and exiting criteria. In this section, the school improvement cycle, identification, and exit windows will be addressed.

School Improvement Identification/Exit Cycle

- 1 Identification of schools
 - TSI: Annually
 - ATSI: Every 3 years
 - CSI: Every 3 years
- 2 Annual convening for identified schools
- 3 School improvement plan development and deployment of supports
- 4 School improvement plan and funding application reviewed and approved by local school board and the MDE
- 5 Implementation of school improvement plan
- 6 Monitoring of improvement plan implementation and spending
- 7 Exit for schools that meet criteria
 - TSI: Annually
 - ATSI: Annually
 - CSI:
 - Graduation Rate: Every 3 years
 - Lowest 5% Title I: Every 3 years
 - Escalated ATSI: Annually



Comprehensive Support and Improvement (CSI)

My school has been identified as a CSI school. Why did we receive this identification?
There are three ways that Mississippi identifies CSI schools.

Method 1

Your school's graduation rate is less than or equal to 67%.

Method 2

Your school's 3-year average accountability score ranks in the bottom 5% of Title IA schools.

Method 3

Your school was previously a Title IA Additional TSI (ATSI) school that did not exit after 3 years 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.

How long will my school be identified as a CSI school?

The School Improvement Cycle for CSI schools is a **3-year cycle**. The graphic below demonstrates the sequence of events that occur while in school improvement. All CSI schools are identified **every three years**.

How can my school exit comprehensive support and improvement status?

The graphics below show how CSI schools can exit.

How is a CSI school assigned a more rigorous option/interventions designation?

The CSI school does not exit the identification status after 3 consecutive years.

If identified due to graduation rate, the school can exit CSI status by:

Graduation rate above 67%



Exiting CSI status

If identified due to 3-year average accountability score ranked in bottom 5% of Title I schools,

School is above the 5% of Title IA schools



Increase in overall accountability grade OR increase in overall accountability grade that crosses over the midpoint of the letter grade.



Exit CSI status

If identified due to ATSI escalation,

School is above the 5% of Title IA schools



Increase in subgroup accountability grade OR increase in subgroup accountability letter grade that crosses over midpoint of letter grade ex: bottom half of F to top half of F *Deciles utilized.



Exit CSI status

See deciles table in the appendix.

Identifications Related to Subgroup Performance

Can a school be identified for more than one subgroup?

Yes, more than one subgroup can be identified.

What are the subgroups used for ATSI identifications?

Ten subgroups are used.

- Black
- White
- Asian
- Hispanic
- Multi-Racial
- Native American
- Pacific Islander
- Students with disabilities
- Economically disadvantaged
- English learners

For students with disabilities, which eligibilities are identified in that subgroup?

- Autism
- Language/speech impairment
- Hearing impairment
- Visual impairment
- Deaf blindness
- Intellectual disability
- Specific learning disability
- Other health impairment
- Traumatic brain injury
- Emotional disturbance
- Orthopedic impairment
- Multiple disabilities
- Developmentally delayed

Targeted Support and Improvement (TSI)

My school has been identified as a TSI school. Why did we receive this identification?

Schools that are identified as TSI have a "consistently underperforming" subgroup. TSI schools are identified using each of the steps below. Steps one through three must be met by each subgroup to be included in the ranking for the bottom 5%. Only the bottom 5% will be identified as TSI.

1. A subgroup score is in the bottom 50% of schools



The subgroup performed in the bottom 25% for both:
2. gap to goal and 3. improvement to goal for ELA and/or Math

Schools with a subgroup meeting all 3 of the above criteria will be rank ordered **ANNUALLY**, using the subgroup score, and the bottom 5% of all schools not identified for CSI will be identified for TSI.

How do I know which subgroup caused my school to be identified?

All information about which identified subgroup(s) is shared in your district's secure SharePoint folder by the MDE's Office of Accountability and Data and Reporting.

How long will my school be identified as a TSI school?

A TSI school is identified until it meets the exit criteria.

How can my school exit Targeted Support and Improvement?

The school must not meet the identification criteria, and the 3-year average subgroup growth score must be 50 or greater.

Additional Targeted Support and Improvement (ATSI)

My school has been identified as an ATSI school. Why did we receive this identification?

The school's 3-year average subgroup performance is at or below that of all students in the lowest performing schools (bottom 5% of Title IA schools).

How do I know which subgroup caused my school to be identified?

The school improvement summary list provided to districts will identify the subgroup that caused the identification. Additionally, all information about which identified subgroup(s) is shared in your district's secure SharePoint folder by the MDE's Office of Accountability and Data and Reporting.

How long will my school be identified as an ATSI school?

The School Improvement Cycle for ATSI schools is a **3-year cycle**. The graphic below demonstrates the sequence of events that occur while in school improvement. ATSI schools are identified **every three years**.

How can my school exit ATSI?

Your school's 3-year average subgroup performance is above all students in the lowest performing schools (bottom 5% of Title IA schools).



Your school has an increase in the subgroup accountability letter grade **OR** an increase in the subgroup accountability letter grade that crosses over the midpoint of the letter grade.

(For example, bottom half of "F" to top half of "F", Deciles utilized)

See decile tables in the appendix.

Exit ATSI identification

What happens if my school does not exit ATSI identification within the three-year cycle?

If a Title IA school does not exit within the three-year cycle, the Title IA school is eligible to become identified as a CSI school. If a non-Title 1 school does not exit within the 3-year cycle, it will retain its ATSI identification.

Office of School Improvement Supports

My school has been identified. What type of support will we receive?

CSI Supports

Leadership Coaching

Virtual Touchpoints

Professional Learning

Funding

TSI Supports

Professional Learning

Funding

ATSI Supports

Professional Learning

Funding

What do the provided supports look like?

Leadership Coaching:

- The lowest 5% of CSI schools are prioritized.
- Escalated schools may receive coaching if funding is available.

Virtual Engagements:

- Webinars
- Touchpoints
- Check-ins

Professional Learning:

- Determined by the Office of School Improvement
- MDE Office of Professional Learning catalog offerings (Identified schools receive priority.)

Funding:

- All funding must be spent to address the cause of the identification.
- See appendix for ideas on how funds might be utilized.

Program and Fiscal Monitoring:

- Specified districts are monitored for implementation and spending aligned to the school improvement plan.

Technical Assistance:

- On demand support for school improvement matters (the plan, application for funding, monitoring, stakeholder engagement, etc.)

Office of School Improvement Requirements

My school has been identified. What are we required to do?

- Notify parents of students attending the identified school -- sample letter can be found [here](#).
- Conduct a Comprehensive Needs Assessment that includes:
 - Achievement
 - Fiscal and human resources
 - Instructional capacity
 - Early warning mechanisms
 - Multi-tiered systems of support implement effectiveness
- Engage stakeholders in the development of the plan.
- Develop plan to address identified focus areas for subgroups(s), which must be board-approved and aligned with the Title I Schoolwide Plan.
- Reserve 20% of its Title I allocation to support evidence-based interventions toward areas causing underperformance. All activities must be based on the required levels of evidence (strong, moderate, or promising – evidence level information can be found [here](#)).
- Review school improvement plan and provide feedback before getting local school board approval (board template can be found [here](#)).
- Document plan and implementation progress; all activities must be based on the required levels of evidence (strong, moderate, or promising – evidence level information can be found [here](#)).
- Track progress quarterly to ensure fidelity to plan implementation.
- Engage schools in professional learning through collaborative discussion on current and relevant achievement data, school culture/climate, and instructional decisions.
- Conduct end of year review of school's progress.

Notes

Office of School Improvement Requirements

Requirement	Identified School			District		
	CSI	TSI	ATSI	CSI	TSI	ATSI
Comprehensive needs assessment	X	X	X	X		
Develop, approve, and submit plan		X	X	X		
Engage stakeholders	X	X	X	X		
Reserve 20% Title I allocation (non-Title I schools exempt)	X	X	X			
Create school leadership team	X	X	X			
Submit board updates				X	X	X
Fund HQIM when purchasing instructional materials with 1003 funds (MRO Schools Only)	X			X		
Notify parents	X	X	X			
Participate in MDE required professional learning	X	X	X	X	X	X
Establish CEC (based on MS Public Schools Accountability Process Standard 12, 12.1, or 12.2)	X	X	X	X	X	X
Address non-exiting schools (TSI and Non-Title ATSI)					X	X
Track progress on plan implementation	X	X	X	X	X	X
Provide professional learning	X	X	X	X	X	X
Conduct end of year review of progress				X	X	X

What are the requirements for schools labeled as more rigorous options/interventions?

Schools are required, in addition to the other requirements to:

- Participate in required professional learning
- Allocate 1003 funds to strong and moderate evidence level interventions, strategies, or activities as defined by ESEA
- Engage in monitoring (on-site/and or virtual) each year
- Engage in resource allocation review process, unless waiver is given

Participate in an instructional process standards review addressing the most current MS Public School Accountability Manual process standards

- 15 - Professional development,
- 17.4 - Special education,
- 19 - Textbooks (specifically use of HQIM),
- 20 - Instructional management system, and
- 24 - Planning (specifically engagement in collaborative planning and PLCs).

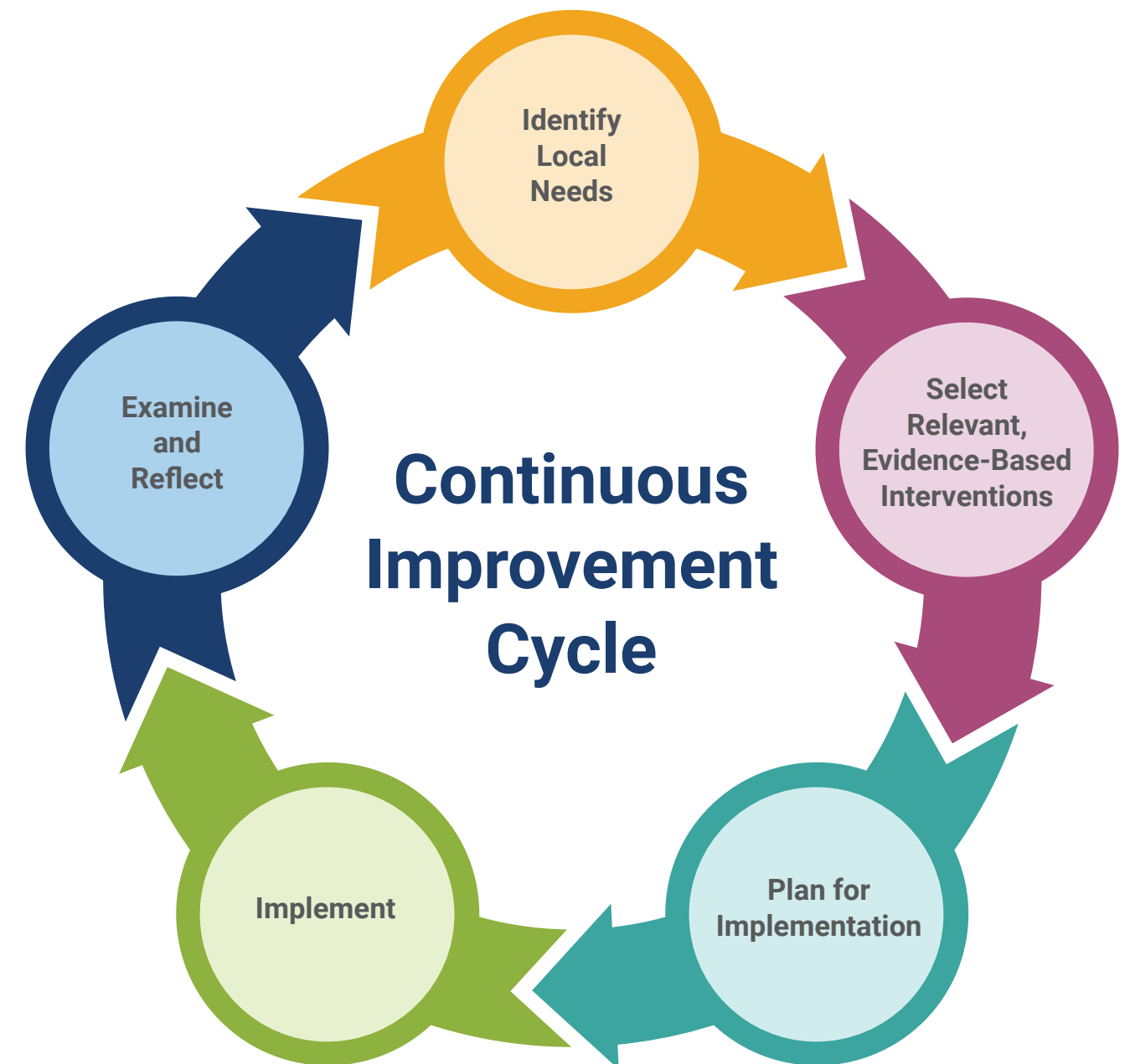
Effective Practices for Continuous Improvement

Comprehensive Needs Assessment (CNA)

Why conduct a needs assessment?

No matter the institution or institution's size, an effective needs assessment helps local stakeholders and system leaders understand the pieces of a complex educational system interaction. Whether that system reflects a school, a district, or an entire state, **a needs assessment can uncover both strengths and challenges that will inform growth and improvement** (Cuicco & Husby-Slater, 2018).

The purpose of a needs assessment is to help school leaders identify, analyze, and prioritize the needs of their schools. **By prioritizing needs, the continuous school improvement process can begin.**



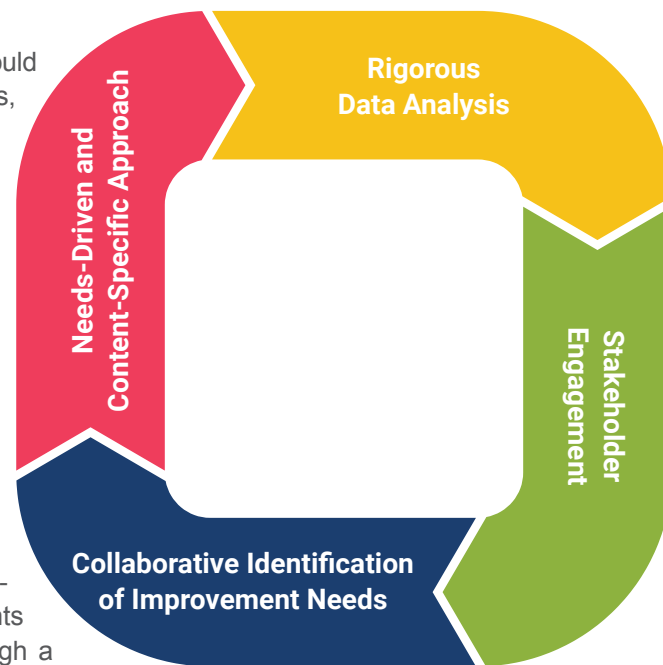
Effective Practices and Partnerships

Elements of a Successful Needs Assessment

Needs-Driven and Context-Specific Approach

To be needs-driven, the needs assessment design and scope should be built around an organizing framework that defines the problems, topics, and questions to be addressed. Educators may wish to adopt an existing research-based improvement framework or develop a local version to ground their needs assessment process (Cuicco & Husby-Slater, 2018).

To be context-specific, the design and questions must represent and reflect the context of the work. Specific interventions, practices, environments, and/or driving forces may be key to driving school improvement in certain instances. A context-specific approach allows school leaders to examine all factors contributing to the school's being. Providing the opportunity for internal and external stakeholders (students, parents, community members, teachers, administrators, and district office personnel) to participate in the needs assessment when the design is context-specific, allows perspectives to inform how the school's components impact continuous school improvement. Identifying needs through a context-specific approach becomes important when interpreting factors which may be causing needs that are hindering student achievement and improvement.



Rigorous Data Analysis

A successful needs assessment uses rigorous data analysis which includes diverse and high-quality data sets (Cuicco & Husby-Slater, 2018). It also involves exploration into root causes.

How can I collect data?

EXAMPLES OF COLLECTION METHODS	
Qualitative Data	Quantitative Data
Interviews Focus Groups Observations (descriptive) Survey Data (open response) School Plans	Achievement Data Attendance Data Graduation Rates Classroom Observations (scored) Demographic Trend Data Survey Data (Likert Scale)

What type of data can be collected?

TYPES OF DATA		
Input	Output	Demographics
Resources Materials Plans Training Support	Achievement Behavior Attendance Performance Overall Culture	Student Population Staff Population Population Trends Student Subgroups Mobility

Elements of a Successful Needs Assessment

Stakeholder Engagement

The process of conducting the needs assessment should include local stakeholders. When conducting the needs assessment, engage school staff, parents and guardians, community leaders and members, and students.

Engaging stakeholders provides diverse data as well as an opportunity to build trust and relationships that are established long after the needs assessment is complete.

What are benefits of including stakeholders?

- Builds Ownership
- Builds Trust
- Leverages Implementation Science
- Leads to Action
- Promotes Transparency
- Increases Utility of Data
- Provides School Communities with an Authentic Voice and a Role in the Process

[Stakeholder Engagement Resources-Community Engagement Councils](#)

[Stakeholder Engagement Resources- Family Guides for Success](#)

[Comprehensive Needs Assessment Resources-Needs Assessment Guidebook](#)

[Comprehensive Needs Assessment Resources – Root Cause Analysis](#)

Collaborative Identification of Improvement Needs

The primary outcome of the needs assessment process is a set of needs, or a prioritized area of focus, that will inform improvement efforts. Collaborative identification of those needs means that priorities are identified collaboratively with stakeholders. The local leaders, parents, guardians, teachers, students, staff, and community members represented in the data collection are responsible for carrying out the implementation strategies that are identified by the needs assessment, and therefore, have a stake in identifying and prioritizing needs. When key indicators are determined at the local level, ownership and understanding increase (Curtis & City, 2009).

Typical Cycle for Comprehensive Needs Assessment

Typically, districts conduct this process during the spring of each year to plan for its consolidated application for the Office of Federal Programs. Additionally, when schools begin to develop their Title I Schoolwide Plans for the upcoming year, they revisit data to ensure it is still relevant. The Office of School Improvement further recommends that comprehensive needs assessment data be revisited when developing the School Improvement Plan and application for funds to ensure relevance based the most current accountability results.

Evidence-Based Interventions

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 (Mississippi Code 27-103-159).
- Federal law requires that we select and implement evidence-based programs when using federal funds (Every Student Succeeds Act).
- The Mississippi Board of Education has 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.

Evidence-Based Interventions

The term ‘evidence-based,’ when used with respect to a state, district, or school activity, means an activity, strategy, or intervention that has demonstrated a statistically significant effect on improving student outcomes or other relevant outcomes.

The Every Student Succeeds Act (ESSA) defines four tiers of evidence, directing grantees to spend funds on practices with higher levels of evidence where the evidence base is strong.

Useful Evidence-Based Resources

- [What Works Clearinghouse](#): developed by the Institute of Education Sciences (IES) (not categorized in ESSA evidence tiers; studies included here meet only most rigorous evidence criteria)
- [Results First Clearinghouse Database](#): developed by the Pew Charitable Trusts (not categorized in ESSA evidence tiers; evaluates interventions as rated by eight national databases)
- [Best Evidence Encyclopedia](#): developed by the Center for Data-Driven Reform in Education at Johns Hopkins University (not categorized in ESSA evidence tiers)
- [Evidence for ESSA](#): developed by Johns Hopkins University (categorized in ESSA evidence tiers)
- [RAND report on school leadership interventions under ESSA](#): (categorized in ESSA evidence tiers)
- [Next Generation High Schools](#): developed by the U.S. Department of Education (not categorized in ESSA evidence tiers)
- [Roadmap to Evidence Based Reform for Low Graduation Rate High Schools](#): developed by Every Student Graduates Center at Johns Hopkins University
- [Results for America](#): RFA advocates for programs and practices that use evidence and data to improve quality
- [Preschool Curriculum Report](#): developed by the National Center on Quality Teaching and Learning
- [SERP Institute](#): Strategic Education Research Partnership
- [Synthesis of Evidence Resources](#): a synthesis of resources and literature on evidence-based practices in school improvement
- [National Center for Education Evaluation and Regional Assistance](#): NCEE conducts unbiased, large-scale evaluations of education programs supported by federal funds
- [Ed Reports](#): educator-led, evidence-based reviews of K-12 instructional materials
- <http://new.every1graduates.org/>: Every 1 Graduates
- <https://www.hsredesign.org/getting-started/needs-assessments/>: Cross State High School Collaborative (CSHSC) MDE Partnership with CCSSO and the Everyone Graduates Center
- <https://www.darden.virginia.edu/darden-curry-ple/>: Partnership for Leadership in Education
- <https://www.centeronschoolturnaround.org/resource/support-for-rapid-school-improvement-how-federal-dollars-can-be-leveraged-for-systematic-improvement>: Support for Rapid School Improvement: How Federal Dollars Can Be Leveraged for Systemic Improvement
- https://www.centeronschoolturnaround.org/wp-content/uploads/2018/06/CST_Leveraging-Federal-Dollars.pdf: Strategies for Leveraging Federal Dollars
- <http://www.hsredesign.org/getting-started/needs-assessments/>: Cross State High School Collaborative. MDE Partnership with CCSSO and the Everyone Graduates Center

Definition of “Evidence-Based” in the Every Student Succeeds Act

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:

Evidence-Based Interventions

(1) Strong

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

(1) Moderate

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

(1) Promising

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

Required for school improvement plans funded by 7% set aside (Section 1003)

AND

Eligible for a priority under 7 competitive grants

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”

Office of School Improvement Plan and Application

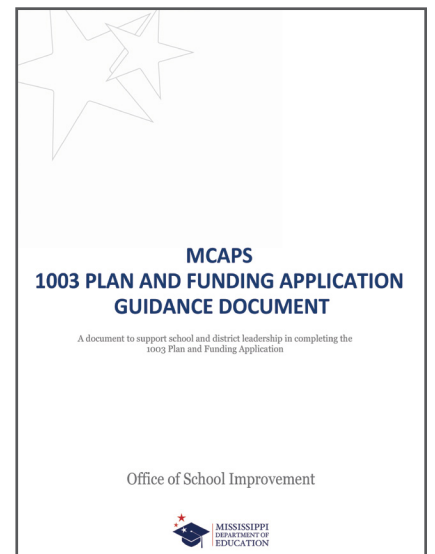
The School Improvement Application is housed in the MS Comprehensive Automation Performance-based System, also known as MCAPS.

The first component is the Plan for Improvement. It provides information about how the district will support the development and implementation of the plan to address the cause for identification.

The second component is the Plan for Funding. It provides information about how funds will be allocated for actions and strategies to support the plans.

MCAPS Guidance Document

This document supports school and district leadership in completing the 1003 Plan and Funding Application. It provides the steps to complete each section of the 1003 Plan and Funding application. The document also provides sample responses for guidance in the district application. For additional support, contact your Office of School Improvement MCAPS district contact. To access the MCAPS Guidance Document, please click [here](#).



Partnerships and Best Practices

The OSI is responsible for supporting the systemic improvement of the lowest performing schools and districts within the state of Mississippi. Partnerships with organizations such as the National and Regional Comprehensive Centers, Council of Chief State School Officers (CCSSO), John Hopkins University, the Mississippi State University Research and Curriculum Unit (RCU) support implementation efforts. Each partnership is a valued member in enabling the OSI to carry out the work of supporting schools in sharing of practices that are aligned to evidence and determined to be best practice.

Overview of Four Domains of Rapid Improvement

The MDE utilizes the Four Domains of Rapid Improvement as its framework to support identified schools. Each domain described below focuses on best practices to support educational leaders at the school, district, and state levels as they consider high-leverage decision points to support struggling schools.



Partnerships and Best Practices

Transformational Leadership

Transformational leadership ensures that there are coordinated efforts by the team charged with executing improvement and leading those involved to a shared vision. Rapid improvement efforts are also prioritized, and the urgency of these efforts is explicitly communicated. Short- and long-term goals are routinely monitored, and targeted support is customized to meet improvement needs.

Talent Development

Rapid school transformation requires experienced and dedicated personnel at the school, district, and state level. As such, there must exist a commitment to recruit, develop, retain, and sustain passionate talent. Additionally, targeted professional learning opportunities are essential to talent development while clear performance expectations are essential to transform underperforming schools. Talent development requires intensive effort to select devoted and experienced personnel at each level. The commitment to recruit, sustain, develop, and retain talent is essential to the clear demonstration of performance expectations.

Instructional Transformation

Instructional transformation requires system-wide support that involves an analysis of relevant student data with appropriate responses to student learning goals. Effective instructional practices must include strong standards-based instruction aligned with the Mississippi College- and Career-Readiness Standards to provide and opportunities for academic growth provided for every student.

Culture Shift

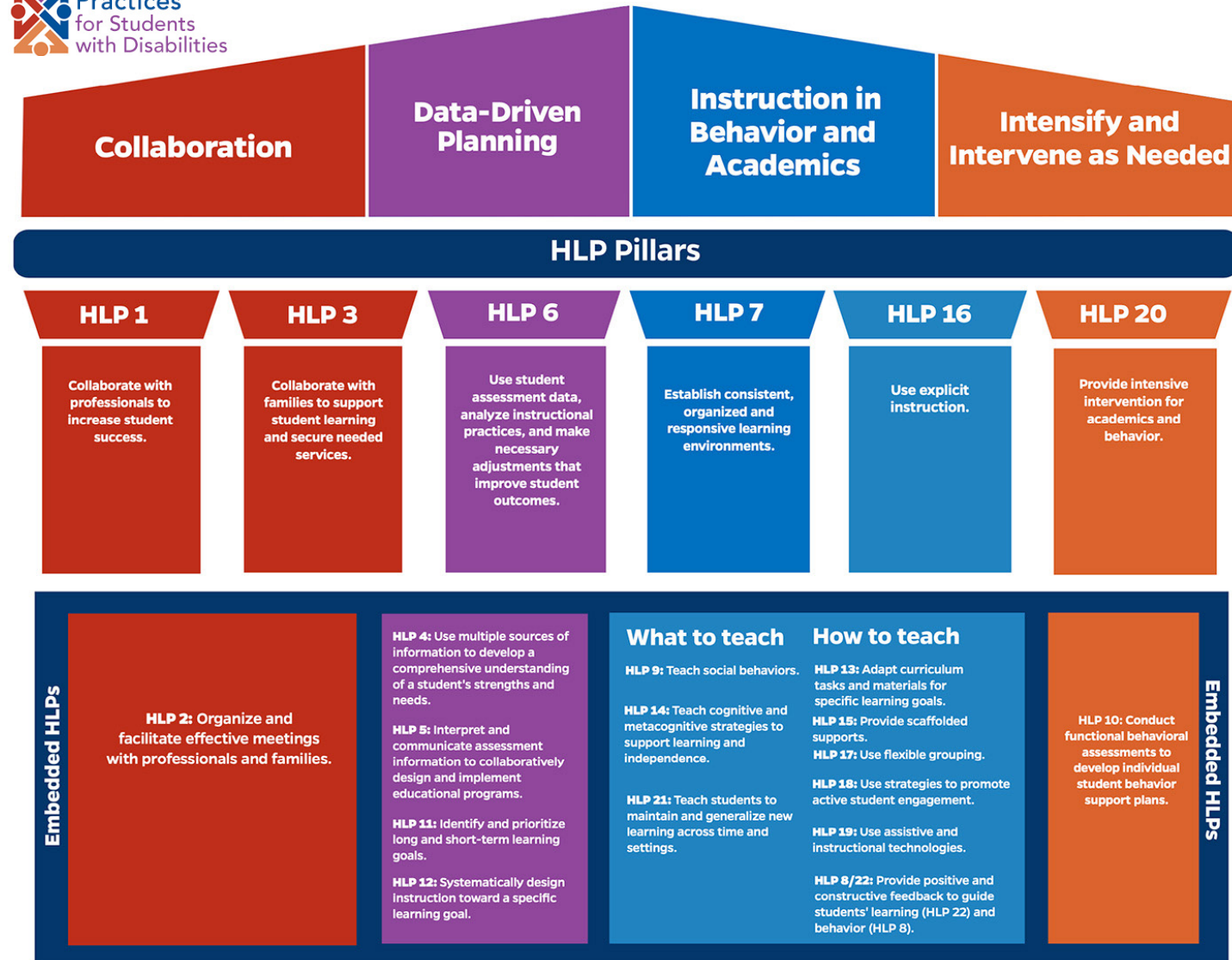
A culture shift is required for rapid school transformation; this involves open dialogue, trust, and shared accountability and equity. Building a culture focused on student learning and achievement requires concerted efforts and engaged stakeholders. Cooperatively, students and families must pursue educational goals geared toward academic excellence. Additionally, school, district, and state leaders must work toward ensuring that "every student has access to the resources and educational rigor they need at the right moment in their education regardless of race, gender, ethnicity, language, disability, family background, or income" (Leading for Equity: Opportunities for State Education Chiefs, 2017).

A strong community gives attention to the culture both inside and outside the school, gathering input from stakeholders and gauging perceptions about the school and the transformation effort. A positive school climate reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people sure of their roles and relationships in student learning, and a culture that values trust, respect, and high expectations.

Partnerships and Best Practices

High Leverage Practices in Special Education

The Council for Exceptional Children (CEC) and the CEEDAR Center conducted a research review to look for practices with the largest impact on achievement results for students with disabilities. This review identified 22 practices that qualified as being High Leverage. The 22 practices are organized into four domains: Collaboration, Assessment, Social/Behavioral, and Instruction. The High-Leverage Practices for Students with Disabilities can be found [here](#).



Purpose of High-Leverage Practices:

- Provide all teachers with a critical set of practices that are essential to improving student learning and behavior.
- Build a community of professional knowledge and skills.
- Utilize these practices across different content areas and grade levels.
- Provide practices that have demonstrated positive impact on student achievement.
- Provide infrastructure to support effective teaching and consistent learning for every student to succeed.

High-Leverage Partnerships and Best Practices

COMMON IDEAS AND DISTINCTIONS ACROSS HLPS	
High-Leverage Practices	High-Leverage Practices in Special Education
Explaining and modeling content, practices, and strategies	<ul style="list-style-type: none"> • Use explicit instruction* • Teach cognitive and metacognitive strategies to support learning
Diagnosing common partners of student thinking and development in a subject-matter definition	<ul style="list-style-type: none"> • Systematically design instruction toward a specific learning goal • Adapt curriculum tasks and materials for specific learning goals*
Coordinating and adjusting instruction during a lesson	<ul style="list-style-type: none"> • Scaffold instruction*
Setting up and managing small-group work	<ul style="list-style-type: none"> • Use flexible grouping • Use strategies to promote active student engagement
Specifying and reinforcing productive student behavior	<ul style="list-style-type: none"> • Provide positive and constructive feedback to guide students' learning and behavior

Figure 1 (McCray, Kamman, & Brownell, n.d.)
*HLPs highlighted in the Community of Practice

[Inclusive Leadership Guide](#)

[Access for All 2.0 Resource](#)

[Specially Designed Instruction](#)

[Implementing High Leverage Practices for Students with Disabilities Community of Practice Resources](#)

[Crosswalk for the High-Leverage Practices for Students with Disabilities and the Supporting Students in Poverty with High-Impact Instructional Strategies Toolkit \(compcenternetwork.org\)](#)

Supporting Students in Poverty with High-Impact Instructional Strategies Toolkit

In partnership with the National Comprehensive Center Network, professional learning around [Supporting Students in Poverty with High-Impact Instructional Strategies Toolkit](#) sessions have taken place for two cohorts.

The Supporting Students in Poverty with High-Impact Instructional Strategies Toolkit provides teachers, principals, district staff, and state agencies with evidence-based, high-impact strategies and supportive actions that have the potential to decrease the negative impacts of poverty on student achievement. The toolkit identifies five high-impact instructional strategies that teachers can implement with the support of their principals. It also includes five recommendations for principals and aligned actions that district, or state agency leaders can take to support educators in mitigating the impact of poverty on student achievement outcomes (Comprehensive Center Network, 2022).

The link below provides a crosswalk between the Mississippi Professional Growth System Rubric for Administrators and the High Impact Instructional Strategies Toolkit.

[Crosswalk of NCC Supporting Students in Poverty Toolkit with MS Administrator Standards.pdf \(compcenternetwork.org\)](#)

Supporting Students in Poverty with High-Impact Instructional Strategies Toolkit

This toolkit contains evidence-based and immediately actionable strategies that teachers can use to address the unique needs of students in high-poverty settings.

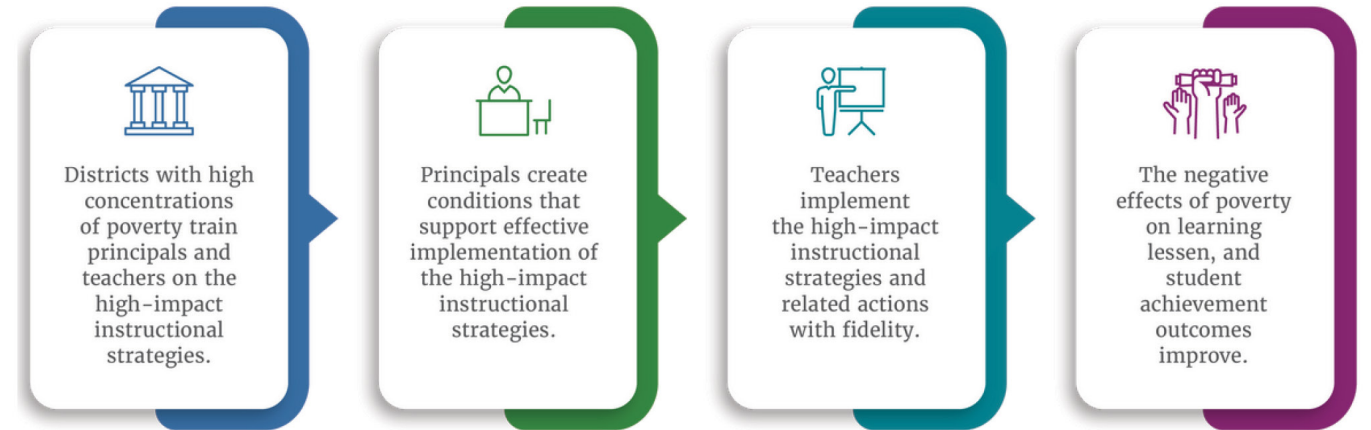
Who Does the Toolkit Support?

- Principals and teachers in high-poverty areas
- Principals and teachers in struggling, low-performing schools
- Principals and teachers new to the profession
- State agency and district leaders supporting low-performing schools
- State agency and district leaders supporting schools in high-poverty areas

The toolkit is built around five high-impact strategies that are broken down into evidence-based Instructional Actions that teachers can employ in the classroom. The framework sets up state and local agency leaders as well as principals to support teachers and ultimately benefit students.

Supporting Students in Poverty with High-Impact Instructional Strategies Toolkit

Why this toolkit works...



The toolkit includes:

- Printable PDF guides for teachers that detail how to implement each of the 24 Instructional Actions
- Five guides detailing how principals can support teachers in the implementation of the strategies and actions
- A chart outlining ways district and state agency leaders can create the conditions to support principals and teachers in high-poverty schools

What are Instructional Actions?

Instructional Actions are simple, evidenced-based approaches that teachers can implement in their classrooms to support students every day. For example:

- Planning lessons with a purpose
- Prioritizing relationship building
- Building on prior knowledge



[MS Professional Growth System Rubric Crosswalk with the HIIP Toolkit Practices](#)

Appendix

Appendix

Commonly Used Acronyms

- OSI – Office of School Improvement
- FPD – Federal Programs Director
- SIF – School Improvement Facilitator
- CSI – Comprehensive Support and Improvement
- TSI – Targeted Support and Improvement
- ATSI – Additional Targeted Support and Improvement
- SAR – School at Risk
- MCAPS – MS Comprehensive Automated Performance-based System
- MRO – More Rigorous Options
- MRO/I – More Rigorous Options/Interventions
- TA – Technical Assistance
- IDEA Part B – Individuals with Disabilities Education Act, Part B

CSI/TSI/ATSI Technical Rules

School improvement identification and exit is determined based on the technical rules provided in this section.

Subgroups Utilized for School Improvement Identification and Exit

Subgroups included in these calculations include the 7 races, Economically Disadvantaged, Students with Disabilities, and English Learners.

CSI Identification

If a school meets either Criteria #1, Criteria #2, or Criteria #3, then that school is marked as CSI for the current/upcoming year.

CSI identification takes place **every three years**. The next identification will take place in the fall of 2026.

CSI Graduation Rate (Criteria #1)

Any school whose graduation rate is less than or equal to 67%

CSI Low 5% (Criteria #2)

For each type of school (700 point and 1000 point), the lowest 5% of Title IA funded schools will be identified using the 3-year average accountability score. For example, the years used for 2023-24 will be 2023-24, 2022-23, and 2021-22. Only schools that have data for all 3 years will be included.

Non-traditional schools will use their non-adjusted points value.

The number of schools identified for CSI may be more than 5% if more than one school holds the value at 5%.

CSI Escalation (Criteria #3)

Schools that meet Criteria #3 are referred to as ATSI Escalated schools.

After ATSI exit calculation runs, any ATSI school/subgroup that has been ATSI for 3 years and has 3 consecutive years of Math or ELA performance at or below the bottom 5% of Title IA schools will be identified as a CSI school. This only applies to Title IA schools.

Proficiency cut points will be calculated for the past 3 years of data for both Math and ELA proficiency, using the overall proficiency rate of all students in Title IA schools. In order for a school to meet the second part of the criteria for ATSI escalation, the subgroup must have all 3 past years of ELA OR Math proficiency at or below the cut points.

ATSI schools that have escalated to CSI are excluded from TSI or ATSI identifications. If an ATSI school that has escalated to CSI has other subgroups that are continuing ATSI, those subgroups will no longer be identified for ATSI.

TSI Identification

Schools that were identified as CSI are excluded from TSI and ATSI calculations. This includes CSI schools that are carried forward (did not exit) from the prior year. Schools that were identified as TSI or ATSI in the prior year WILL be included in calculations.

TSI is an annual identification.

Step 1: Identify Bottom 50%

Identify all schools who were not identified as CSI (both new CSI identifications and those who failed to exit CSI this year).

Subgroup scores are created for each student subgroup. A school must have at least 10 students in each component to receive a total score for that subgroup.

For all schools that have an accountability score, a subgroup score is calculated, and the lowest 50% of schools are identified using the subgroup score (this may be more than 50% if more than one school holds the value at 50%).

The TSI calculation is run separately for 700-point schools and 1000-point schools.

Step 2: Calculate Gap and Improvement

Gap is calculated for each school, subgroup, and subject (ELA and Math):

- 3-Year Proficiency = (Year 1 Proficiency + Year 2 Proficiency + Year 3 Proficiency)/3
- If 3-Year Proficiency = 70% or more, the school/subgroup is not eligible for TSI identification
- Gap = (3-Year Proficiency) – 70

Improvement is calculated for each school, subgroup, and subject (ELA and Math):

- Improvement = $\frac{((\text{Year 1 Proficiency} - 70) - (\text{Year 3 Proficiency} - 70))}{(\text{Year 1 Proficiency} - 70)} \times 100$

Step 3: Determine lowest 25%

- For Gap, the lowest 25% of Gap values are identified (This may be more than 25% if more than one school holds the value at 25%). This is done for each school and subject.
- For Improvement, the lowest 25% of Improvement values are identified (This may be more than 25% if more than one school holds the value at 25%). This is done for each school and subject.

Step 4: Determine lowest 5% of schools for TSI identification

From this list, the schools that have at least one subgroup where ELA Bottom 25% Gap and ELA Bottom 25% Improvement are flagged or Math Bottom 25% Gap and Math Bottom 25% Improvement are flagged. (Both the Gap and Improvement flag must be set for one subject in order to be identified)

From that list of schools, for each type of school (700-point and 1000-point), the lowest 5% of schools is determined using the subgroup score.

Using all schools (including CSI schools), determine the total number of 700-point schools and the total number of 1000-point schools. Determine how many schools equal 5% of 700-point schools and 5% of 1000-point schools. (For example, if there are 500 700-point schools, the lowest 25 schools will be flagged).

ATSI Identification (Additional TSI)

ATSI identification takes place **every three years**, on the same schedule as CSI. (Next identification year will be Fall of 2026.)

Step 1:

- Using the 3-year average overall accountability score for ALL students in Title IA schools, determine the cut point for the lowest 5% of each school type (600/700 and 1000). Only include schools with all 3 years of data.

Step 2:

- Exclude schools that were flagged as CSI or TSI from all following calculations.
- Use 3-year average of subgroup scores (Only include schools with all 3 years of data)
- Flag any school that has one or more subgroups whose 3-year average subgroup score is less than the cut point for that school type (Identified in Step 1).

TSI Exit Criteria-Consistently Underperforming Subgroup

TSI exit is determined annually.

Note: Schools may exit TSI for one subgroup and not all subgroups. May also exit for a subgroup but be identified for another.

For all schools identified as TSI in the prior year (including those who were identified in a year prior and did not meet exit criteria last year):

Step 1:

- Determine if school was identified for TSI for same subgroup and same subject in current year. If so, school does not exit (no need to perform the following steps).

Step 2:

- For 2023-24 school year and beyond, if the three-year average of Math or ELA subgroup accountability growth component (depending on which subject was identified) is greater than or equal to 50, school will exit.

ATSI Exit Criteria – Low Performing Subgroup

ATSI exit is determined annually.

Note: Schools may exit ATSI for one subgroup and not all subgroups. During an identification year, a school may also exit for a subgroup but be identified for another.

For all schools identified as ATSI in the prior year (including those who were identified in a year prior and did not meet exit criteria last year):

Step 1:

- If the school does not meet the minimum n-size for the subgroup accountability score to be calculated for the current year (does not have at least 10 in each component), the school should exit ATSI. No further calculations for exit are needed.
- Calculate the school's 3-year average overall subgroup scores. If the average is not above the overall cut point for identifying CSI schools for the current year, the school cannot exit ATSI. If the average is above the cut point, continue calculation.
- Compare the school's subgroup accountability score from current year and prior year. If the school's score moved up at least one decile group, the school/subgroup will exit ATSI.

Step 2:

- Determine if any ATSI continuing schools have been flagged for any subgroup for TSI for the current year.
- If so, remove all TSI labels for school.

CSI Exit Criteria

CSI exit for Lowest 5% and Grad Rate schools is determined **every three years**, on the same schedule as CSI identification. Next identification will be fall of 2026.

CSI exit for ATSI Escalated schools is determined annually.

Grad Rate School exit criteria

- If the school was originally identified for graduation rate, the school will meet the criteria if the current year graduation rate has exceeded 67%. This is the only criterium for grad rate schools. If they meet this, they will exit.

Lowest 5% school exit criteria

- If the school was originally identified for lowest 5%, the school will meet the first criteria if the school is not in the lowest 5% of overall accountability for Title IA schools for the current year.
- Using cut points based on 2018-19 data, compare the school's accountability score from current year and prior year. If the school's score moved up at least one decile group, the school/subgroup will exit CSI for lowest 5%.
- If any CSI lowest 5% school was previously identified and does not exit, the school is then identified for More Rigorous Options (next identification will be Fall 2026).

Escalated ATSI school exit criteria

- If the school does not meet the minimum n-size for the subgroup accountability score to be calculated for the current year (does not have at least 10 in each component), the school should exit CSI. No further calculations for exit are needed.
- Calculate the school's 3-year average overall subgroup scores (for the subgroup that was escalated). If the average is not above the overall cut point for the current year, the school cannot exit CSI. If the average is above the cut point, continue calculation.
- Compare the school's subgroup accountability score from current year and prior year. If the school's score moved up at least one decile group, the school/subgroup will exit CSI.
- If any ATSI-Escalated school was previously identified and does not exit, the school is then identified for more rigorous options (next identification will be Fall 2026).

ATSI DECILE GROUPS FOR 700-POINT SCHOOLS

Subgroup	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Black or African American	0-156	157-243	244-271	272-293	294-317	318-334	335-351	352-369	370-392	393-431	432-673
Economically Disadvantaged	0-158	159-260	261-291	292-320	321-338	339-359	360-376	377-392	393-419	420-455	456-672
Students w/ Disabilities	0-68	69-153	154-189	190-210	211-233	234-251	252-270	271-290	291-322	323-354	355-531
English Learners	0-151	152-203	204-236	237-251	252-269	270-286	287-301	302-325	326-335	336-388	389-451

ATSI DECILE GROUPS FOR 1000 POINT SCHOOLS

Subgroup	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Black or African American	0-358	359-467	468-498	499-515	516-533	534-551	552-578	579-596	597-635	636-672	673-754
Economically Disadvantaged	0-350	351-485	486-518	519-533	534-550	551-576	577-594	595-619	620-654	655-687	688-775
Students w/Disabilities	0-254	255-304	305-370	371-397	398-415	416-435	436-452	453-475	476-511	512-534	535-637

SCHOOL IMPROVEMENT FAQ

School Improvement: CSI, TSI, and ATSI Schools

Identification for School Improvement

How does the Mississippi Public School Accountability System inform school improvement identifications under Elementary and Secondary Education (ESEA) Act of 1965, amended as the Every Student Succeeds Act (ESSA)?

States are required to have a system of meaningfully differentiating schools on an annual basis based on the indicators for all students and separately for each subgroup (except that English proficiency need not be disaggregated). The system must give substantial weight to the specified indicators (academic achievement, another academic indicator (grad rate, growth,) English proficiency, and an additional indicator of school quality or student success. The accountability system must identify at least three categories of schools. Comprehensive support and improvement (CSI), Targeted support and improvement (TSI), and Additional targeted support and intervention (ATSI) schools.

What is a Title IA school?

A Title IA school is a school that operates a Title I Schoolwide Program or a Title I Targeted Assistance Program under the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA), 2015.

What are the federal School Improvement Identifications under the Elementary and Secondary Education (ESEA) Act of 1965, amended as the Every Student Succeeds Act (ESSA), 2015?

The federal identifications for school improvement are Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI).

How do we know what our designation is?

Superintendents are emailed following the release of final accountability to be notified of school improvement identifications. The summary list of identified schools can be found in three locations: 1) the superintendent's secure SharePoint folder; 2) the school improvement webpage at www.mdek12.org/osi; and 3) the MDE Document Library in MCAPS under School Improvement. At a later date, identifications are posted to each identified school in the [MS Succeeds Report Card](#).

How does Mississippi Academic Assessment Program-Alternate (MAAP-A) apply to school improvement identifications?

MAAP-A applies to school improvement identifications in the same manner that MAAP applies. Proficiency and growth calculations included in the accountability model are utilized.

Who takes MAAP-A in MS?

The Mississippi Academic Assessment Program-Alternate (MAAP-A) is the assessment administered to students with the most significant cognitive disabilities (SCD) who meet grade level and eligibility criteria that are determined by the student's Individualized Education Program (IEP) using State Board Policy Chapter 74, Rule 74.19 established eligibility criteria.

- MAAP-A content areas include Grades 3 through 8 English Language Arts (Alt) and Mathematics (Alt), Grades 5 and 8 Science (Alt), Algebra I (Alt), English II (Alt), and Biology (Alt).
- MAAP-A results are reported in two ways for Mathematics, ELA, and Science. Each student receives a scale score and a performance level between 1 and 3. (1-Basic, 2-Passing, or 3-Proficient).

Which data years are used for school improvement identifications?

The three most recent data years are used for identification and exit purposes.

Why are some data years represented as a single year and/or as a prior year?

The data and reporting office use multiple ways to represent data years. When a single year is represented, it is referring to the beginning of the accountability data year (i.e., 2022 represents the 2022-2023 school year, and the identification year would be 2023-24).

School Improvement: CSI, TSI, and ATSI Schools

Year in Spreadsheet	Accountability Data Year	School Improvement Identification Year
2022	2022-2023	2023-2024
2021	2021-2022	2022-2023
2018	2018-2019	2019-2020
2017	2017-2018	2018-2019

What is the difference between the accountability data year and the school improvement identification year?

The accountability data year refers to the year of data that is used to report accountability results. The school improvement identification year is the academic school year in which the identification is assigned.

How does a school reconfiguration or a school closure by a district affect identification status of a school?

When a district reconfigures or closes an identified school, it may result in the identification being assigned to one of the schools impacted by the reconfiguration or closure. The MDE reviews the enrollment data internally, along with other factors to determine how the identification will be handled.

How many subgroups are used for federal school improvement identifications? There are 10 subgroups. **What are the subgroups?** The subgroups are Black, White, Asian, Hispanic, Multi-racial, Native American, Pacific Islander, Students with Disabilities (SWD), Economically Disadvantaged (ED), and English Language (EL).

Which eligibilities are included in the students with disabilities subgroup?

All eligibilities included in the student with disabilities subgroup are autism, language/speech impairment, hearing impairment, visual impairment, deaf-blindness, intellectual disability, specific learning disability, other health impairment, traumatic brain injury, emotional disturbance, orthopedic impairment, multiple disabilities, and developmentally delayed.

What is a subgroup score?

A subgroup score is a composite score data derived from each measure in the accountability model for a subgroup used in determining TSI, ATSI and CSI Escalation identifications and exit.

Which designations utilize a subgroup score?

The subgroup score is utilized for CSI Escalation, TSI, and ATSI.

This table shows which factors are utilized for SI designations.	Subgroup Score		Overall Accountability Score		Proficiency		Overall Growth		Graduation Rate		Decile	
	ID	Exit	ID	Exit	ID	Exit	ID	Exit	ID	Exit	ID	Exit
CSI Graduation Rate (Criteria #1)									X	X		
CSI Low 5% (Criteria #2)			X	X								X
CSI Escalation (Criteria #3)	X	X			X							X
TSI	X	X			X	X		X				
ATSI	X	X										X

School Improvement: CSI, TSI, and ATSI Schools

What is the identification frequency for CSI, TSI, and ATSI schools?

CSI schools are identified every 3 years.

TSI schools are identified every year.

ATSI schools are identified every 3 years.

How are CSI schools identified?

There are three ways that Mississippi is identifying CSI schools: 1) any high school with a graduation rate of 67 percent or below; 2) the lowest five percent of Title I schools; and 3) any Title I school that does not exit after being identified as an ATSI school.

What is the purpose of the TSI identification?

The purpose of the TSI identification is to identify one or more subgroups as “consistently underperforming” so that schools are able to address the identified achievement gaps.

How are TSI or “consistently underperforming” schools identified?

TSI schools are identified using each of the steps below. Steps one through three must be met by each subgroup to be included in the ranking for the bottom 5% who will get the designation.

- 1) the subgroup score is in the bottom 50% of schools
- 2) the subgroup performed in the bottom 25% for both gap to goal and improvement to goal for ELA and/or Math
- 3) the subgroup flagged for gap to goal and improvement to goal in at least one subject (ELA or Math), and
- 4) the subgroup performed in the bottom 5% based on (1-3) – only the bottom 5% will be identified as TSI

How is “gap to goal” calculated?

Gap is calculated for each school, subgroup, and subject (ELA and Math):

- 3-Year Proficiency = (Year 1 Proficiency + Year 2 Proficiency + Year 3 Proficiency)/3
- If 3-Year Proficiency = 70% or more, the school/subgroup is not eligible for TSI identification
- Gap = (3-Year Proficiency) – 70

How is “improvement to goal” calculated?

Improvement is calculated for each school, subgroup, and subject (ELA and Math):

- Improvement = (((Year 1 Proficiency – 70) – (Year 3 Proficiency – 70))/(Year 1 Proficiency – 70))*100

What is the purpose of ATSI identification?

The purpose of the ATSI identification is to identify one or more subgroups in a school as “low-performing” so that schools are able to address the identified achievement gaps.

How are ATSI schools identified?

- 1) One or more subgroups with a 3-year average subgroup score at or below the performance of lowest 5% of Title IA schools is identified as ATSI.
- 2) The highest 3-year average accountability score represented in the lowest 5% of Title IA CSI schools is the established cut-score for determining ATSI identifications.

Are schools identified for TSI and ATSI the same?

TSI schools and ATSI schools may not have the overall low performance, but they receive their identification for the performance of student groups that are falling behind. TSI schools have subgroups with gaps in comparison to the same subgroups at the state level, but ATSI schools have subgroups that are performing the same as or below the lowest five percent of the state’s Title IA schools.

Can a school that is not Title I be identified for TSI or ATSI?

Yes. TSI and ATSI identifications may be assigned to any school with a subgroup.

If a school is an F, is it a school at-risk and can it receive a federal identification?

School Improvement: CSI, TSI, and ATSI Schools

Yes, a school can be rated F and identified as a TSI, ATSI, or CSI school.

State Identifications for Schools

Does the state of Mississippi have a designation for schools that are low-performing?

Yes, those schools are called schools-at-risk.

How are those schools identified?

The MDE may identify schools that have an F rating based on the MS Public School Accountability System a school-at-risk.

Can a school be identified as a school at risk and have a CSI, TSI, or ATSI identification?

Yes, a school can have an F rating and have a federal identification.

Exiting School Improvement

How does a school exit from CSI Lowest 5%?

The Title I school performs above the lowest 5% of Title I schools and an increase in the overall letter grade or an increase in the letter grade that crosses over the midpoint of the letter grade (for example bottom half of F to top half of F).

How does a school exit from CSI Graduation Rate?

After 3 years, the school has a graduation rate above 67%.

How does a school exit from CSI Escalation due to subgroup performance?

After 1 year a CSI escalation school will have to perform above the bottom 5% of Title IA schools and improve by a letter grade or from the bottom half of the letter grade to the top half of the letter grade. The MDE uses an equivalence in the form of deciles to determine the improvement of the 2nd part of the exit criteria. The current year decile performance must be higher than the prior year's decile performance.

How does a school exit from TSI?

School no longer meets the criteria that led to initial identification; AND 3-year subgroup growth score is 50 or greater.

How does a school exit from ATSI?

After 1 year, an ATSI school would have to perform above the bottom 5% of Title IA schools and improve by a letter grade or from the bottom half of the letter grade to the top half of the letter grade. The MDE uses an equivalence in the form of deciles to determine the improvement of the 2nd part of the exit criteria. The current year decile performance must be higher than the prior year's decile performance.

Support and Funding

What support is provided to schools that are identified for CSI, TSI, and ATSI?

- Based on availability, all federally identified schools receive funding through Section 1003 under ESEA.
- Professional learning opportunities are provided to all identified schools, some of which may be required for school and district teams.
- Based on staffing capacity, CSI schools will receive leadership coaching. Leadership coaching is prioritized by lowest 5% Title I Schools.
- ATSI Escalation and Graduation Rate may receive coaching based on availability.
- Technical Assistance is provided to the schools as requested and/or needed.
- Monitoring is provided to select schools annually.

My school has been identified for CSI, TSI, or ATSI what happens next?

Identified schools must develop a plan to address areas of weakness in performance. The CSI plan must be approved by the local school board and the MDE, while the TSI Plan must be approved by the local school board only. Schools that receive funding must have a plan that is approved by the MDE Office of School Improvement.

School Improvement: CSI, TSI, and ATSI Schools

Where can I find the school improvement plan and application for funding?

The School Improvement Application is housed in the MS Comprehensive Automation Performance-based System, also known as MCAPS. (I move this from the MAAP-A section).

What is the period of availability for school improvement section 1003 grants?

The period of availability is 27 months. Use the table below to review the life cycle of Section 1003 School Improvement grants.

Grant	Funding Year	Academic School Year	Obligation Date	Liquidation Date	Grant Life
The specific grant being awarded	The spring of the academic school year.	The current school calendar year	The date that funds from the specific funding year must be obligated by the district (September 30)	The date that funds from the specific funding year must be liquidated by the district (December 30)	The period that the grant is available is 27 Months
<i>Example</i>					
Grant	Funding Year	Academic School Year	Obligation Date	Liquidation Date	Grant Life
1003	2024	2023-2024	September 30, 2025	December 30, 2025	July 1, 2023 - December 30, 2025

The MDE may, as feasible, request a Tydings waiver from USDE to extend the period of availability of funds for 1 year.

Can an identified school opt out?

No, the identification does not provide an opt-out option for schools. The school will be identified based on subgroup.

Can an identified school opt out of School Improvement funding?

Yes, the superintendent must officially rescind the award if the district and school choose not to accept the 1003 funding award. A letter on school district letterhead must be received by the MDE Office of School Improvement stating that the district has chosen to relinquish awarded Section 1003 funds. The district is still required to develop and implement a plan to support the identified school.

What if an ATSI school does not receive Title I funds? Do they have to follow all the requirements to exit?

Non-Title I identified schools must follow the exit requirements for their respective identification category.

Accountability

How do we determine which subject (ELA and/or Math) led to the TSI identification?

The subject area leading to TSI designation will be provided in the district's secure SharePoint folder by the MDE Office of Accountability and Data and Reporting. The Ranking file for TSI will identify the subject area for TSI identification. ATSI is based on the overall accountability subgroup score. There is not a specific subject area identified.

Is the graduation rate for the subgroup calculated and used?

Yes, every component/measure of the accountability model is used to calculate the subgroup score.

Will schools be provided an accountability subgroup score for each sub-group?

A subgroup score will be provided for each subgroup that exists in a school within the district. It will be included in the data files that are uploaded to the Superintendent's secure SharePoint folder for Accountability.

Does the cut score change each year or is it set?

Currently, the cut-score changes each year there is an identification and/or exit window.

School Improvement: CSI, TSI, and ATSI Schools

What are the cut points for the 700- and 1000-point model?

The cut scores are determined, for each identification and exit window, based on the performance of the lowest 5% of Title I schools.

Were schools compared to ONLY other like schools (i.e., middle schools that serve grades 6-8 compared to other schools that serve grades 6-8)?

For ATSI, identified schools were compared to all students for the bottom 5% of Title IA schools. 700-point schools are compared to 700-point schools. 1000-point schools are compared to 1000-point schools.

Professional Learning

Are identified schools required to send participants to school improvement professional learning engagements?

Not all professional learning engagements offered by the Office of School Improvement are required. Districts will be notified when professional learning attendance is required.

Planning and Expectations

What are the guidelines for school improvement plan development?

TSI and ATSI plans are school plans but must be developed in collaboration with the district. The CSI plan is a district developed plan with stakeholder engagement from school level administration and other key stakeholders (teachers and parents).

Stakeholder Engagement

What are the requirements for stakeholder engagement under school improvement?

All schools must engage in some form of stakeholder engagement to develop school improvement plans. However, schools that meet the requirements to implement community engagement councils (CEC), must also engage in the process to develop a council that engages targeted stakeholders (see CEC Guidance).

Are there required stakeholders that must be engaged in school improvement planning processes?

ESEA states specific stakeholders for plan development reflecting leaders and teachers. To ensure input from multiple sources, non-school/district employees are also recommended.

How do I document stakeholder engagement efforts for school improvement purposes?

Schools should maintain meeting agendas, sign-in sheets, and minutes from stakeholder engagement meetings as documentation.

May we utilize other stakeholder groups or committees to serve as stakeholders to support school improvement?

Yes.

What is a Title I Schoolwide Committee?

It is a committee formed to support the development of a school's schoolwide Title I plan.

What is a Community Engagement Council?

It is a community led engagement group convened to support the school improvement efforts in a school or district.

Do we only notify parents of the identified subgroup population, or do we notify all parents of the school's TSI designation?

Letters will go to all parents of students within the identified school.

What can parents or community members do to support schools?

Accountability ratings and the ESSA Report Card provide you with information about how your schools and student groups in that school are performing. Parents and community members can use the information to engage with your school's administrator or your student's teachers to see what supports are available for individual students. Ask your school and district leaders about participating in parent organizations or community engagement councils for opportunities to support the improvement of student outcomes in your schools and communities. Districts and schools can engage parents and the community in developing a plan for improvement and will receive additional support from the state and their district.

Four Domains of Rapid School Improvement Practices

The table outlines the 4 domains, followed by probing questions for consideration and possible fund use options. The probing questions are not intended to be exhaustive, but rather used support a team's planning and thinking for implementing continuous improvement initiatives.

Transformational Leadership	Talent Development	Instructional Transformation	Culture Shift
Practice 1.1 Prioritize improvement and communicate its urgency	Practice 2.1 Recruit, develop, retain, and sustain talent	Practice 3.1 Diagnose and respond to student learning needs	Practice 4.1 Build a strong community intensely focused on student learning
Practice 1.2 Monitor short- and long-term goals	Practice 2.2 Target professional learning opportunities	Practice 3.2 Provide rigorous evidence-based instruction	Practice 4.2 Solicit and act upon stakeholder input
Practice 1.3 Customize and target support to meet needs	Practice 2.3 Set clear performance expectations	Practice 3.3 Remove barriers and provide opportunities	Practice 4.3 Engage students and families in pursuing education goals

Considerations for Transformational Leadership

Center on School Turnaround (2017, p. 9) recommends the following questions to help focus the work for **DOMAIN 1:**

Transformational Leadership:

- What are your school goals?
- How do you define success regarding meeting school goals?
- What structure(s) or processes are in place to assess whether your efforts are successful?
- Who will be held accountable for creating timelines and updating the team regarding continuous progress?
- How will your progress on data-referenced goals be monitored, tracked, and communicated?
- What measures will be monitored to identify successes and challenges in student outcomes for school transformation?
- Who will be held accountable at each level to monitor and report changes in student outcomes?
- Who will determine what interim assessments will be administered and analyzed?
- Who will be held accountable for analyzing and reporting the results of the interim assessments?
- How will the results of the interim assessments be reported to everyone involved?
- What tools, systems, and structures need to be established to give school leaders adequate decision-making authority and autonomy?
- How will you publicly advocate for your lowest-performing schools and your process? What steps need to be established for this advocacy process and who will be held accountable?
- What is your plan for engaging parents and other community stakeholders in your process?
- How do you define flexibility and how will you offer it to your leadership?
- What tools, systems, and structures are needed to provide flexibility to leadership?
- How will you consider the sustainability of improvement efforts from the start?

Strategies for Leveraging Federal Dollars

Transformational Leadership

To support Transformational Leadership, a district could reserve Title I Part A funds for district-managed initiatives such as the following:

Four Domains of Rapid School Improvement Practices

TITLE I PART A

District Level Spending

Title I Part A can support such activities as the following:

- Recruit principals with specific skills necessary for low-achieving Title I schools
- Financial incentives and awards to retain qualified and effective principals
- Principal academy to build the leadership capacity of principals in Title I schools
- Providing feedback to and evaluations of principals of Title I schools

School Level Spending

A Title I school operating a schoolwide program could spend Title I Part A funds on activities such as the following:

- Activities in the list for district-level spending, but carried out at the school-level
- Recruiting principals with the needed skills to implement rigorous interventions
- Screening and identifying external partners, as appropriate, and/or
- Designing multi-pronged strategies for changing the culture and improving teaching and learning

TITLE II PART A (Districts not required to allocate to schools)

Title II Part A can support such activities as the following:

- Partnering with organizations to provide leadership training
- Developing opportunities to collaborate, problem-solve, and share best practices
- An evaluation and support system for principals
- Professional development for principals and other school leaders
- Programs and activities that:
 - Increase effective instruction for students with disabilities and for english learners
 - Increase knowledge of instruction in the early grades
- Developing feedback mechanisms to improve school-working conditions

IDEA PART B (Districts not required to allocate to schools)

IDEA Part B funds can support school leadership activities relating to students with disabilities, such as:

- Training principals and other leaders on:
 - Supporting teachers to improve instruction for students with disabilities
 - Specific strategies to support students with disabilities, such as progress monitoring and data-driven decision-making to improve interventions, placement decisions, and staffing decisions
- Establishing data systems to support students with disabilities

[The Four Domains for Rapid School Improvement Strategies and Suggestions](#)
[Four Domains Evidence Base](#)

Four Domains of Rapid School Improvement Practices

Considerations for Talent Development

Center on School Turnaround (2017, p. 17) recommends the following questions to help focus the work for **DOMAIN 2: Talent Development**

- Do you use competencies for the identification of teachers for low-performing schools? If so, what are the competencies for teachers in your context?
- Do you use competencies for the identification of principals for low-performing schools? If so, what are the competencies for leaders in your context?
- If you do not use competencies, how will you identify the skills and aptitudes needed for turnaround leaders and/or teachers? What resources are available?
- What tools, systems, and structures need to be established for leaders to maintain a balance of support with accountability at all levels? Do the tools, systems, and structures need to vary depending on the level (state, district, or school)?
- Who will be responsible for identifying the hiring needs of schools?
- How will you create consensus and understanding of teacher placements and assignments? What will you use to match school needs with teacher and leader competencies?
- What are the professional learning needs of leadership and staff? What steps need to be accomplished to fulfill those needs?
- How will high-performing teachers be leveraged to expand their positive influence outside of just their own classrooms?
- Who will be responsible for providing and leading the professional learning opportunities and experiences for leadership and staff? How can you ensure that professional learning will be rapid, responsive, and customized?
- Who will be held accountable for setting clear performance expectations for staff?
- How will they determine those expectations? How will staff be assessed or held accountable for achieving those performance expectations?

Strategies for Leveraging Federal Dollars

Talent Development

TITLE I PART A

District Level Spending

Title I Part A district-level may use funds for such activities as the following:

- Financial incentives and rewards for teachers who serve in low-performing Title I schools, to attract and retain qualified and effective teachers
- Professional development for educators who support Title I students, which can include:
 - Hiring instructional coaches to work with educators who support Title I students
 - Paying stipends to educators to participate in professional development

School Level Spending

Title I Part A School Level may use funds for such activities as the following:

- Recruitment and retention of effective teachers, particularly in high-need subjects
- Induction programs for new teachers
- Creating time within the school day for teachers to plan collaboratively
- Instructional coaches to provide high-quality, school-based professional development
- Training to support activities such as:
 - Accelerating the acquisition of content knowledge for english learners
 - Career and technical education programs
 - Parent and family engagement
- Equipment and training needed to compile and analyze student achievement data

Four Domains of Rapid School Improvement Practices

TITLE II PART A (Districts not required to allocate to schools)

Examples of activities that Title II Part A can support include the following:

- Evaluation system for auditing the quality of evaluation
- Initiatives to recruit, hire, and retain effective teachers who do not meet state standards
- Recruiting qualified individuals from other fields to become teachers
- Programs and activities that:
 - Increase knowledge of instruction for the early grades
 - Provide training to support the identification of students who are gifted and talented
 - Promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science

IDEA PART B (Districts not required to allocate to schools)

Examples of activities that IDEA Part B can support include the following:

- Hiring effective, dually certified special education teachers
- Paying for teachers to participate in high-quality certification programs that increase effectiveness in improving outcomes for students with disabilities
- Job-embedded professional development for special education teachers that leads to certification
- Providing site-based, job-embedded professional development for general education teachers that leads to certification in special education
- Evidenced-based induction programs

[The Four Domains for Rapid School Improvement Strategies and Suggestions](#)
[Four Domains Evidence Base](#)

Considerations for Instructional Transformation

Center on School Turnaround (2017, p. 25) recommends the following questions to help focus the work for **DOMAIN 3: Instructional Transformation**

- How could fluid grouping of students be implemented and supported?
- How will alignment of instruction with standards be facilitated?
- What are possible barriers to student learning and how can each level of the system can work to remove those academic and non-academic barriers in schools?
- How will teachers guide and track the progress of each student? What tools, systems, and structures need to be established?
- Who will establish these tools, systems, and structures?
- What learning benchmarks will teachers use to guide and track the progress of students?
- What types of early warning systems will identify students who may be falling behind?
- Who will be held accountable for establishing those early warning systems?
- What interventions are used to help students who are falling behind? How might those be adjusted or changed? Who will be included in the team to adjust or change those interventions?
- How can funds be leveraged by your schools to provide additional academic supports, extended learning opportunities, credit recovery programs, and virtual courses?
- Are there stakeholders who would be willing to financially support these programs?
- How do teachers challenge students that are exceeding their current level of schooling?
- What types of programs do your schools offer?
- What types of higher-level assessments and courses have your schools offered in the past and have they worked well to challenge gifted or advanced students? What can schools do differently to challenge gifted or advanced students?
- How do teachers give students authentic experiences, to connect their interests with real-world applications?

Four Domains of Rapid School Improvement Practices

Strategies for Leveraging Federal Dollars

Instructional Transformation

TITLE I PART A

District Level Spending

A district could reserve Title I Part A funds for district-managed initiatives such as the following:

- Summer school
- Professional development relevant to instructional transformation
- Instructional materials

School Level Spending

A Title I school operating a schoolwide program could, if consistent with the school's needs assessment and schoolwide plan, spend Title I Part A funds on activities such as the following:

- High-quality preschool or full-day kindergarten and services to facilitate the transition from early learning to elementary education programs
- Reorganizing the school day to give teachers time to collaborate
- Evidence-based strategies to accelerate the acquisition of content knowledge for english learners
- Career and technical education programs to prepare students for postsecondary education and the workforce
- Ninth-grade academy and/or programs to support the transition to high school

TITLE II PART A (Districts not required to allocate to schools)

Title II Part A can support activities such as the following:

- Community-of-learning opportunities for principals and other school leaders
- Induction or mentoring programs for new educators, designed to improve instruction
- Reducing class size to a level that is evidence-based
- Programs and activities that:
 - Increase effective instruction for students with disabilities and english learners
 - Increase knowledge on instruction in the early grades
- Provide training to support the identification of students who are gifted and talented
- Training related to school conditions for student learning, such as:
 - Safety, peer interaction, drug and alcohol abuse, and chronic absenteeism
 - Referrals for students affected by trauma or mental illness
 - How to prevent and recognize child sexual abuse

IDEA PART B (Districts not required to allocate to schools)

Examples of activities that IDEA Part B could support include the following:

- Purchasing technology hardware and software
- Supporting the use of assistive technology (AT), including:
 - Purchasing AT devices and services for students with disabilities
 - Establishing AT labs or lending libraries; and
- Response-to-intervention (RTI) activities, including:
 - Math interventions for students with disabilities, including evidence-based math screening instruments and intervention materials
 - Positive behavioral supports for students with disabilities

https://www.centeronschoolturnaround.org/wp-content/uploads/2018/06/CST_Leveraging-Federal-Dollars.pdf

