Overview for New Federal Programs Directors and School Improvement Facilitators

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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





State Board of Education STRATEGIC PLAN GOALS



ALL Students Proficient and Showing Growth in All Assessed Areas

EVERY School Has Effective Teachers and Leaders





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

Uses a World-Class Data System to Improve Student Outcomes





EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School and District is Rated "C" or Higher





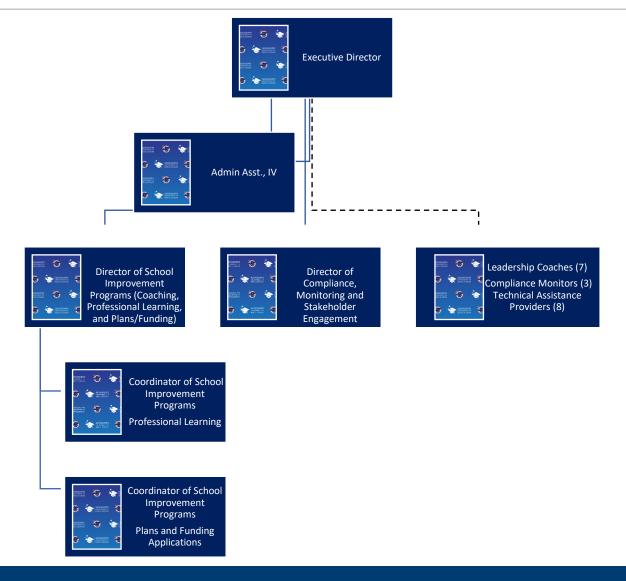


- Office Structure
- Foundation of Support and Improvement (ESEA and MS Succeeds)
- Overview of Identifications
- Theory of Action and Framework
- Overview of Requirements and Processes
 - Supports
 - Monitoring
- Reminders



What do I need to know?
How do I help my schools?
How do I monitor the work?







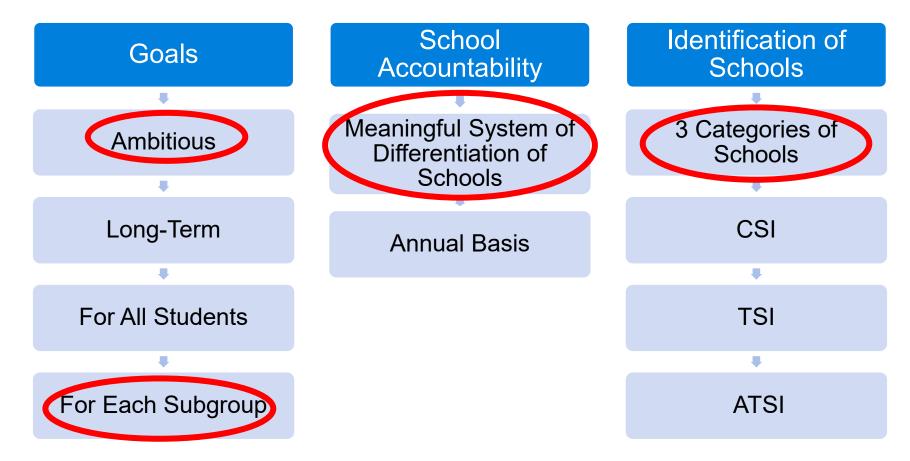
- OSI Office of School Improvement
- FPD Federal Programs Director
- SIF School Improvement Facilitator
- CSI Comprehensive Support And Improvement
- TSI Targeted Support And Improvement
- ATSI Additional Targeted Support And Improvement
- SAR School At Risk
- MCAPS MS Comprehensive Automated Performance-based System
- MRO More Rigorous Options
- TA Technical Assistance



- Mississippi's Consolidated State Plan
- Outlines and Describes MDE's implementation of programs under the Elementary and Secondary Education Act, 1965 reauthorized as the Every Student Succeeds Act, 2015
- School Improvement found on pages 34-46 of MS Succeeds.
 - Approved February 2024



Intersection of School Improvement & Accountability





CSI- Comprehensive Support and Improvement

- Grad Rate 67% or below
- Lowest 5% Title I schools
- Non-exiting Title I ATSI schools

TSI - Targeted Support and Improvement

Consistently underperforming subgroup(s)

ATSI – Additional Targeted Support and Improvement

Low performing subgroup(s)

SAR – Schools At Risk

Failing School (Failing CSI-MRO schools will be identified as SAR)



Designation	Identification Window	Next Identification Window	Exit Window	Next Exit Window
TSI	Every Year	Fall 2024	Every Year	Fall 2024
ATSI	Every 3 Years	Fall 2026	Every Year	Fall 2024
CSI				
Graduation Rate	Every 3 Years	Fall 2026	Every 3 Years	Fall 2026
Lowest 5% Title I	Every 3 Years	Fall 2026	Every 3 Years	Fall 2026
Escalated ATSI	Every 3 Years	Fall 2026	Every Year	Fall 2024

MS Succeeds Consolidated State Plan Amendment approved February 8, 2024.



TSI - Targeted Support and Improvement (Consistently Underperforming Subgroup)

- The bottom 50% of schools are identified based on subgroup scores
- The bottom 25% are then flagged for both **gap** to goal and **improvement** to goal for each subject and for each subgroup
- The schools that flag for gap and improvement in at least one subject and in at least one subgroup are rank ordered
- The bottom 5% are identified as TSI

2023 TSI Data Session Recording

2023 Data Session Slide Deck



CSI	ATSI
Low 5% Data Session Recording Low 5%Data Session Slide Deck	Data Session Recording Data Session Slide Deck
Escalation Recording Escalation Session Slide Deck	



Accountability Data Year 2021-2022

ID Year

2022-2023

Accountability Data Year 2022-**2023**

ID Year

2023-2024

Accountability Data Year 2023-**2024**

ID year

2024-2025

*Accountability Year precedes the Identification Year



CSI – (Escalated ATSI)

 3-year subgroup performance above all students in Title IA schools, and any increase in decile – decile comparison against prior year

ATSI – Additional Targeted Support and Improvement

 3-year subgroup performance above all students in Title IA schools, and any increase in decile – decile comparison against prior year

TSI – Targeted Support and Improvement

- School no longer meets criteria for identification
- 3-year average growth in subgroup proficiency exceeds target proficiency growth rate projected for the same statewide subgroup



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

Note: scores listed are the highest value of each group



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

Note: scores listed are the highest value of each group



Theory of Action

If the OSI 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.



Four Domains for Rapid School Improvement

- Created by Center for School Turnaround – WestEd
- Framework designed to help states, districts, and schools lead and manage improvement efforts.
- Framework shares the practices of successful school turnaround in four domains that both research and experience suggest are central to rapid and significant improvement





12 Practices in the 4 Domains of Rapid School Improvement Framework

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	





Ongoing, Cyclical Process

Does not Happen in a Vacuum



Quick Steps for School Improvement Management

- Determine which school improvement identifications exist in your district
- Login to MCAPS:
 - verify role (LEA School Improvement Director or LEA School Improvement Update)
 - determine allocation amounts for each identified school
 - download each school's plan for each active grant year that has remaining balances (talk with business manager to determine accuracy and reconcile)
 - review Part II: the plan
 - review Part III: 20% reservation
 - download and review Part I: District Application
- Meet with each principal to review status of plan implementation and identify next steps to ensure implementation aligned what was approved
- Outline plan for monitoring implementation



- Review plan and provide feedback before getting local school board approval (Part I: District Application)
- 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



School Improvement Requirements

- Comprehensive Needs Assessment Achievement, Fiscal and Human Resources, Instructional Capacity, Early Warning Mechanisms, Multi-Tiered System of Support Implementation effectiveness
- Engage stakeholders in the development of the plan
 - Engage stakeholders through implementation of Community Engagement Council (CEC), if required and/or a school stakeholder committee supporting improvement efforts
- Develop plan to address identified focus areas for subgroup(s), must be board approved and aligned with Title I Schoolwide Plan — document plan and implementation progress; all activities in plan must be based on the required levels of evidence (<u>Strong, Moderate, Promising</u>)
- Reserve 20% of the school's Title I allocation to support evidence-based interventions for subgroup(s) causing underperformance (all activities must be based on the required levels of evidence (Strong, Moderate, Promising)



Data Types

Input

Resources Materials

Plans

Training

Support

Output

Achievement Behavior

Attendance

Performance

Overall culture

Demographics

Student population (and trends)
Staff population (and trends)
Student subgroups
Mobility

Collection Methods

Qualitative

Interviews

Focus groups

Observations

(descriptive)

Survey data (open

response)

School plans

Quantitative

Achievement data

Attendance data

Graduation rates

Classroom observations (scored)

Demographic trend data

Survey data (Likert scale)







ESEA Section 1003 -Evidence-based Requirements



Demonstrated a **statistically significant effect** on improving student outcomes or other relevant outcomes –

strong evidence from at least one well-designed and well-implemented experimental study; **OR**

moderate evidence from at least one well-designed and well-implemented *quasi-experimental study;* **OR**

promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias



1003 School Improvement Evidence-Based Interventions Strategy Categories

Early Childhood (Pre-K) Programs - Interventions, strategies, or practices that are intended to support the implementation of early childhood learning practices or programs.

Evidence-Based Instructional Resources (EBIR) Interventions, strategies, or practices that are intended for use in its various forms to improve or support instructional practices.

High Quality Instructional Materials (Note²) – Interventions, strategies, or practices that are aligned with MDE High Quality Instructional Materials Requirements.

Increased Learning Time - Interventions, strategies, or practices that are intended to support an increase in the traditional school day to improve or support instructional practices.

Leadership - Interventions, strategies, or practices that address the development of school leaders.

Ongoing, Job-Embedded, Professional Development - Interventions, strategies, or practices that are intended to support the use of deep and continuous professional learning to improve or support instructional practices.

Other (Note¹) - Interventions, strategies, or practices that are not aligned to the named categories intended to improve or support instructional practices.

Technology Integration - Interventions, strategies, or practices that are intended to support the use of technology in its various forms to improve or support instructional practices.



- Create a school leadership team to regularly address progress toward areas causing underperformance
- Provide board updates to present monthly progress updates on plan implementation to district leadership team and local school board
- MRO Schools SI Funds used for any instructional materials may only support High Quality Instructional Materials (HQIM).
- Notify parents regarding identification and subgroup(s) performance annually
- Engage in required professional learning activities



- Districts with TSI non-exiting schools must follow what is provided in their respective plans regarding actions if the school failed to exit after a "LEA determined # of years"
- Districts with ATSI non-exiting schools (non-Title I) identified must follow what is provided in their respective plans to address what it will do since the school did not exit and did not escalate to CSI



 A state must periodically review resource allocation to support school improvement for each school district in the State serving a significant number of CSI, TSI and/or ATSI schools (ESEA section 1111(d)(3)(A)(ii))

• CSI and ATSI plans must identify resource inequities, which may include a review of LEA and school-level budgeting, to be addressed through implementation of the plan. (ESEA section 1111(d)(1)(B)(iv) and (2)(C))



- Does parity exist between student groups in your schools in terms of educational outcomes such as graduation rates and access to resources such as high-quality teachers?
- It there a fit between resources and student needs?
- Is there adequate effort to mitigate the effects of structural disadvantages that disproportionately affect different student groups?

Source: National Comprehensive Center Community of Practice Resources



- 1. Coaching Administrators/Leadership Teams
- 2. Federal Funding
- 3. Professional Learning Opportunities
- 4. Technical Assistance



CSI- Comprehensive Support and Improvement

- Leadership Coaching (School Leadership)
- Virtual Touchpoints (District School Improvement Facilitator)
- Professional Learning Opportunities
- Funding

TSI & ATSI – Targeted/Additional Targeted Support and Improvement

- Professional Learning Opportunities
- Funding

SAR – Schools At Risk

Professional Learning Opportunities



Funding for Identified Schools – Current Methodology

Identification	Are SI funds awarded?	Base Amount
CSI - Federal	Yes, if identified	\$100,000
TSI - Federal	Yes, but based on availability, may be less	\$40,000
ATSI - Federal	Yes, but based on availability, may be less	\$40,000
SAR - State	No, SAR schools do not receive SI Funds, unless also federally identified	\$0

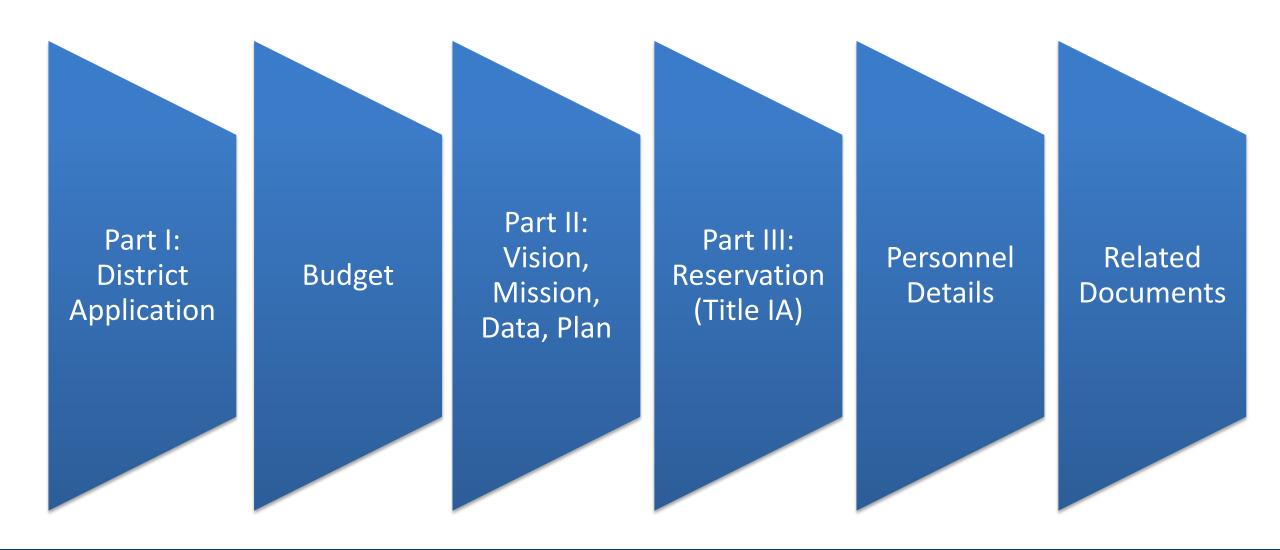
Methodology will likely be revised for 2024-2025 school year.



MCAPS

Mississippi Comprehensive
Automated Performance-based
System







Monitoring



The Office of School Improvement
 Programmatic and Fiscal Monitoring provides
 oversight of the <u>Title I – 1003 formula grant</u>
 funds to ensure compliance with:

- ☐ Federal and state laws
- □ Regulatory guidance
- Monitoring may be implemented through the following methods:
 - ☐ On-site review
 - Virtual review
 - Desk review



Component of the OSI's on-going monitoring efforts of CSI schools

Template is provided by the OSI

Completion by district leadership and principal

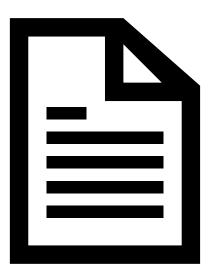
- Complete touchpoint two to three times a year
 - MRO and lowest 5% schools will engage with coaches to complete
 - · Escalation schools will complete with TA from the OSI, as needed



- Tool for MDE to conduct temperature checks with districts
- Tool for districts to engage with schools regarding implementation
- Tool for leadership coaches of CSI schools that receive coaching support to engage with principals about plan implementation and progress toward expending funds
- Tool for compliance monitors to have a snapshot or general overview of plan implementation and fund usage prior to monitoring visit



- A monthly overview of SI plan implementation and spending
 - Data overview
 - Descriptive data overview on attendance, discipline, and enrollment
 - Funding/expenditure overview for awarded funds
- January June of the school year TSI schools
- October June of the school year ATSI and CSI schools
- Template provided by the OSI
 - May be modified
 - Must retain original components
 - Uploaded into the LEA Document library in MCAPS

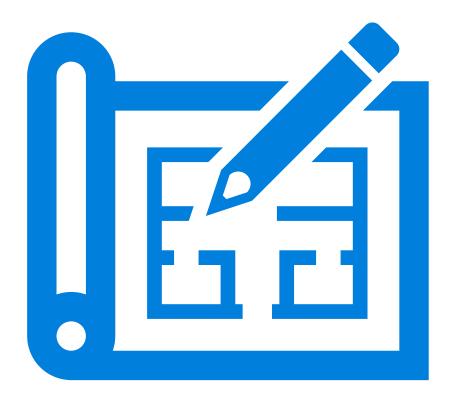




- Partnership with the Office of Special Education to hire Instructional Support Specialists to work with ATSI schools that escalated to CSI for the students with disabilities subgroup.
 - Will work with leaders and teachers



SI Plan and Applications



FY24

All Original plans approved

Revisions:

FY22 and FY23 – were due July
 31, 2024





Completing a Revision Video

Revision Form Checklist

- Only one revision form per school uploaded
- All strategies affected are selected (addition and subtraction of funds)
- Revision reason is selected
- Fiscal year is provided
- District and school revision numbers are provided
- All signatures with dates are provided
- Funds are appropriately allocated (aligned with needs identified through the Comprehensive Needs Assessment)
- The *updated* (12//22/22) revision form is uploaded in the correct section (*Related Documents*)



Grant	Funding Year	Academic School Year	Obligation Date	Liquidation Date	Grant Life
1003	*2022	2021-2022	September 30, 2024	December 30, 2024	July 1, 2021 – December 30, 2024
1003	2023	2022-2023	September 30, 2024	December 30, 2024	July 1, 2022 – December 30, 2024
1003	2024	2023-2024	September 30, 2025	December 30, 2025	July 1, 2023 - December 30, 2025
1003	2025	2024-2025	September 30, 2026	December 30, 2026	July 1, 2023 - December 30, 2026

*Waiver received from USDE extending period of availability.



- An updated list of identified schools will be released for 2024-2025 based on TSI identifications and exited schools
- FY25 allocations will be awarded to updated list of schools based on the SBE Approved Methodology (which will likely be revised for 2024-2025 school year).
- Currently identified TSI schools can only receive an allocation if re-identified in Fall of 2024





• 2023-2024 concluded June 30, 2024

 Monitoring for 2024-2025 is being finalized.



Professional Learning Opportunities

August 27, 2024 @ 2:00

Overview of School Improvement Monitoring for New Federal Programs Directors and School Improvement Facilitators

Join us for an informative webinar designed specifically for federal program directors new to school improvement monitoring. Whether you're looking to gain more understanding in your new role of seeking to ensure your program is fully compliant with ESEA section 1003, this webinar will equip you with what you need to have a successful visit. Click here to register. This session will be recorded.

This session will cover:

The monitoring process, including key steps and timelines. Common findings, and how to avoid these pitfalls.

A detailed walkthrough of the monitoring instrument.

August 29, 2024 @ 1:00

Monitoring School Improvement Efforts: One School District's Approach to Support and Improvement

The Office of School Improvement will host a webinar with Madison County School District team members. The team will share their data driven approach to support and monitor its identified schools. Please click here to register. This session will be recorded.

September 11, 2024 @ 1:00

Administrator's Training for Principals New to School Improvement

Principals and assistant principals who are "NEW" to school improvement are invited to attend an informative session hosted by the Office of School Improvement. This session will cover best practices, guidelines, and protocols to support ongoing efforts for continuous school improvement. Please click here to register. This session will be recorded.

Support and Improvement (CSI), Targeted Support and Improvement (TSI), Additional Targeted Support and Improvement (ATSI), and Schools At-Risk (SAR).



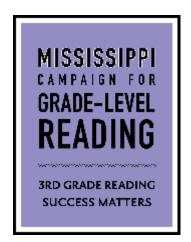
Save the Date: 2024-2025 MDE Office of School Improvement Convening – November 12-14, 2024

Call for Proposals

The Office of School Improvement is soliciting proposals from current school and district level practitioners across the state of Mississippi for our annual convening. This year's theme is "Breaking Barriers, Empowering Change and Cultivating Success". The convening will be held November 12-14, 2024, in Tupelo.

Please consider submitting a proposal to share the awesome work you are doing to support and improve student learning outcomes at this year's convening. Proposals must be submitted for consideration and review by schools or districts no later than **August 30**, **2024**. The goal of the conference is to engage participants in a selection of interactive and informational sessions that address instructional and leadership practices to support educators and leaders of schools and districts that are identified as Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), Additional Targeted Support and Improvement (ATSI), and Schools At-Risk (SAR).







Center for Excellence in Literacy Instruction

The CEC of Promise Award

- Recognizes new CECs or newly reconfigured CECs that are:
 - Representative of the community
 - Include diverse voices and perspectives
 - Have established a databased goal for supporting school improvement
 - Were established following the four-step process in the guidance

The CEC of Distinction Award

- Recognizes existing CECs that:
 - Provide exemplary leadership and action
 - Show how their efforts supported improved public education in their community



Final Thoughts



Listserv

Send email to TSI@mdek12.org



Questions



www.mdek12.org/osi



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